

Facilities and Infrastructure Management of Senior High School of Pelayaran Samudera Indonesia Medan in producing International Certified Graduates

Dina Sapriana¹ Mian Siahaan² Wildansyah Lubis³

^{1,2,3}Education Administration, Medan State University, Medan, Indonesia

*Corresponding Author: fahhmi@gmail.com

ABSTRACT

This research aims to find out the role of management of facilities and infrastructure in supporting the progress of schools to produce international certified graduates. This research was conducted at SMK Pelayaran Samudera Indonesia jalan Abdul Sani Mutholib Kelurahan Terjun Kecamatan Medan Marelan Kota Medan in the period of early August until September 2020. Research subjects are those who can provide information related to the data needed in the research, those are principal as the main informant, The Principal's assistant IV of facilities and infrastructure, two people of Study Program Department, eight laboratory heads, one library head. This research is a descriptive qualitative research. This research uses data collection techniques, namely the interview method, observation, documentation, and data analysis. The data analysis technique used in this study is qualitative analysis that is, data has been collected, classified, and processed. The data obtained will be analyzed through qualitative data analysis techniques consisting of data collection, data reduction, data presentation, conclusion, and data validity tests. This research resulted: 1. Close relationship on how the management of facilities and infrastructure support the achievement of school in obtaining certificate of approval from the Directorate General of Sea Transportation. 2. School produces graduates who are internationally certified with good management.

Keywords: *Management of Facilities and Infrastructure, International Certified Graduates*

1. INTRODUCTION

Education is an effort that can accelerate the development of human potential to be able to carry out the tasks assigned to him. The success of providing qualified education is closely related to the success of increasing the competence and professionalism of educators and educational staffs. Improving the quality of education strongly emphasizes the importance of schools' role as the main autonomous basic actors and the role of parents and society in developing education, schools are given the confidence to organize themselves according to environmental conditions (Umiarso, 2010:18). SMK Pelayaran Samudera Indonesia is a school that prioritize the learning process which refers to a system that has 3 main aspects that are closely related to effective schools, namely input, process, and outputs.

The main foundation in the development of effective schools implemented at SMK Pelayaran Samudera Indonesia medan has been referring to the government programs that emphasizes the quantity of

vocational schools available compared to general schools, so that this school already has an effective and efficient school management, so as to be able to make the SMK Pelayaran Samudera Indonesia Medan is one of the vocational schools in North Sumatera which is capable to produce graduates level IV Nautical expert commercial ships and commercial ship officers, technical experts level 4 who have international certificates, commissioned officers who have graduated from this school can use the certificate to work on foreign ships, 45 % graduates of SMK Pelayaran Samudera Indonesia have worked in foreign ships spread across the continents of Asia, Europe, and Africa and 55% of the commissioned officers who graduated from the school work on commercial ships in Indonesia.

According to Hasibuan (2014:1), management is a tool to achieve the goals desired by employee organizations and society. Management is an integral component that can't be separated from the overall educational process, without management it is impossible for educational goals to be realized

optimally, effectively, and efficiently. This concept applies in all educational institutions that require effective and efficient management. The purpose of effective and efficient is to be effective and efficient means the achievement of goals with respect for time and cost labor.

SMK Pelayaran Samudera Indonesia Medan as one of the vocational schools in Indonesia which has a vision of creating professional, reliable and international sailors and mission:

1. Implementing national standard curriculum and I.M.O (International Maritime Organization) STCW 78/95 and amendments thereof.
2. Implementing an education system according to quality management which refers to the quality standards system(QSS)
3. Implementing competency-based learning to produce qualified human resources.
4. Improving educational facilities and infrastructure.
5. Creating a harmonious environment.

SMK Samudera Pelayaran Indonesia is located on Jalan Abdul Sani Muthalib, Kelurahan Terjun Kecamatan Medan Marelan, Medan. SMK Samudera Pelayaran Indonesia has Maritime expertise and has two expertise programs, namely nautical ships of commerce (NKN) and Commerce Ship Engineering (TKN). SMK Samudera Pelayaran Indonesia is covered by two Ministries, namely the Ministry of Education and the Ministry of Transportation. From the two Ministry agencies require schools to have an operational license from the Ministry of Education and approval license from the Ministry of Transportation.

As a requirement for SMK Samudera Pelayaran Indonesia to be granted to conduct education and maritime science training so all cadets of SMK Samudera Pelayaran Indonesia can become sailors who have international standard competence. From the Ministry of education, SMK Samudera Pelayaran Indonesia has had an operational license in 2002 through the decision of Head of Education Office Medan, Number : 420/2.9422.A/2002, whereas from the ministry of transportation it was obtained in 2011 through a certificate of recommendation from the head of the center for Marine Transportation Human Resource Development (PPSDM HUBLA) Number : D2.102/B.093/PPSDML2011 and approval from Directorate General of Sea Transportation (DJPL) in 2019 Number : SM.401/2/1/DK/2019 for deck officer class IV Training Program (Commerce Ship Nautical Section) and number : SM. 401/2/2/DK/2019 for Engineer Officer class IV Training Program (Commerce Ship Engineering section).

The difference in obtaining license from the two Ministries above is caused by differences in the requirements for the establishment of Maritime school in the two Ministries. At the Ministry of Education to

obtain a school operational license is in accordance with the regulation of the Minister of Education and Culture number 36 of 2014, meanwhile to obtain an operational license from the Ministry of Transportation is in accordance with the regulation of the director general of sea transportation number : HK.103/1/18/DJPL-16 on May 16th, 2016 regarding technical instructions for issuing ratification and approval of the expertise training program and sailors' special skills as well as education and training programs based on maritime certification at maritime education and training institutions.

Based on the study above, it is necessary to do research that examines empirically about the management of facilities and infrastructure of SMK Pelayaran Samudera Indonesia in producing certified graduates internationally.

2. RESEARCH METHODOLOGY

This research uses descriptive qualitative research methods to exploring, describing and comprehending the management of the management of facilities and infrastructure of SMK Pelayaran Samudera Indonesia in producing internationally certified graduates. This study uses a qualitative research approach with a case study design. Data collection using human data sources as informant meanwhile non-human data sources are in the form of documentation data, photo archives of events and information that supports data from the main source.

Data collection techniques in this study used interview observation and documentation study. Qualitative research data analysis techniques conducted by interview. Activities in data analysis is the reduction of data, presentation of data and conclusions. Checking the validity of the data is proof that what the researcher has experience is in accordance with what actually exists, and comparing the results of interviews among informants. To determine the validity of the data, the researcher used the credibility, transferability, dependability, and conformability.

3. RESULTS AND DISCUSSION

Planning of educational facilities and infrastructure at SMK Pelayaran Samudera Indonesia in accordance with the regulations of the Directorate General of Sea Transportation with number HK. 103/1/18/DJPL-16 on 16th May 2016 regarding technical instructions for issuing ratification and approval of the expertise training program and sailors' special skills as well as education and training programs based on maritime certification at maritime education and training institutions. By referring to these regulations the principal makes a planning analysis of what facilities and infrastructure needs are needed to support the appropriate learning process so SMK Pelayaran Samudera Indonesia get approval from the Directorate

General of Sea Transportation. This is broadly in line with the theory put forward by Kompri (2014) the point is to state that the analysis of educational facilities and infrastructure needs is carried out in the planning process and the analysis concerns the needs for learning facilities and infrastructure. The analysis of educational facilities and infrastructures activities involves the head of the commercial ship nautical study program and commercial ship engineering as well as productive subject teachers.

In the analysis, there is one very important step namely evaluation. Evaluation aims to determine the quality and quantity of educational facilities and infrastructure. From the analysis of needs and self-evaluation of school at SMK Pelayaran Samudera Indonesia there are findings that are very important to be held in the school, they are deck and simulator, while other equipment requirements listed in the DJPL regulations above already exist, so that management compiles a bridge and engine simulator procurement program at independent costs so that in 2019 SMK Pelayaran Samudera Indonesia already has two simulators which are the main requirements for approval from DJPL, this program proved successful because in the same year the approval was obtained.

This is in line with the theory expressed by Gunawan and Benty (2017) it states that in planning process of educational facilities and infrastructure must pay attention to the estimated costs available at school institutions. The availability of education fund is very important in every situation, especially educational institutions. The funds available at educational institutions are used to meet school needs, one of which is the fulfillment of educational facilities and infrastructure. The funds provided by the government are not able to meet the overall needs. Thus an analysis of the use of education funds is needed so that it does not cause problems with school funding. The third educational facilities and infrastructure planning is a priority analysis which is the selection of teachers' suggestions in planning the educational facilities and infrastructure needed by the school and students and refers to the available education funds.

4. CONCLUSION

Planning of educational facilities and infrastructure in the learning process begins with a need analysis carried out by analyzing and evaluating what facilities and infrastructure are needed to support the learning process inside and outside the classroom in accordance with existing regulations. Financing analysis is carried out to meet the needs of purchasing facilities and infrastructure and to minimize the use of funds that are not on rget. Priority analysis is the selection of teachers' suggestion in planning educational facilities and infrastructure needed by schools and students and refers to the available education funds. Determination of facilities and infrastructure carried out jointly with all schools parties referring to the very important needs to

support the learning process. Source of procurement of facilities and infrastructure, source of procurement through repair of damaged goods, the purchase of new goods using funds from the government and community donations, borrowing from the private sector and exchanging new goods for damaged goods.

The quality of existing facilities and infrastructure must be maintained and maintained so that they can be used for a long time, especially for practical tools and equipment in the simulator room. The function of facilities and infrastructure can be seen from their function for the learning support process carried out by students and teachers in the classroom. Inventory of educational facilities and infrastructure in the learning process. Control of facilities and infrastructure by providing goods codes, name of goods, source goods or book publisher, volume or quantity of goods, date of acquisition or purchase of goods, mutation or changes of goods, source of goods and description of goods.

Supervision of facilities and infrastructure supervision is carried out by checking the inventory book of educational facilities and infrastructure which contains items that have been procured in the book. Maintenance of educational facilities and infrastructure in the learning process. Daily maintenance is carried out by each teacher and all students, maintenance performed such as cleaning the classroom, keep learning tools after being used, and maintenance of textbooks.

Periodic maintenance includes maintaining the schools building, painting walls, replacing damaged ceilings, repairing chairs and tables, LCDs and computers. Elimination of educational facilities and infrastructure in the learning process. Removal procedures, existing procedures such as granting a wipe blank to each school, then the school recorded what items will be deleted. Lighten the workload and prevention of waste, by eliminating unused facilities and infrastructure it can effectively reduce workload.

REFERENCES

- [1] Abd Wahab dan Umiarso.2010. *Kepemimpinan Pendidikan dan Kecerdasan Spiritual*. Jogjakarta: Ar Ruzz Media
- [2] Arikunto, Suharsimi. 2008. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- [3] Benty, D.D.N.,& Gunawan, I. 2017. *Manajemen Pendidikan Suatu Pengantar Praktik*. Bandung: Alfabeta
- [4] Dharma, Surya. 2100. *Manajemen Kinerja*. Edisiketiga. Pustaka Pelajar: Yogyakarta.
- [5] Danim, Sudarwan. 2004. *Motivasi Kepemimpinan dan Motivasi Kelompok*. Jakarta: PT. Rineka Cipta.
- [6] E. Mulyasa. 2005. *Manajemen Berbasis Sekolah, Konsep, Strategi dan Implementasi*. Bandung : PT Remaja Rosdakarya.

- [7] E. Mulyasa, E. 2003. *Menjadi Kepala Sekolah Profesional*. Bandung :Remaja Rosdakarya
- [8] Hasibuan, Malayu. S.P.2014. ***Manajemen Sumber Daya Manusia (Edisi Revisi)***. Jakarta :Bumi Aksara.
- [9] Kaswan. 2012. *Manajemen Sumber Daya Manusia untuk Keunggulan Bersaing Organisasi*. Graha Ilmu, Yogyakarta
- [10] Simanullang, N. H. S., & Rajagukguk, J. (2020). Learning Management System (LMS) Based On Moodle To Improve Students Learning Activity. *JPhCS*, 1462(1), 012067.
- [11] Moleong, Lexy J. 2015. *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya
- [12] Sa'ud U. S.Makmun, 2007. *Perencanaan Pendidikan Suatu Pendekatan Komprehensif*, Bandung, Remaja Rosdakarya.
- [13] Sudirman, A. M. 1996. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
- [14] sugiyono. 2013. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- [15] Soetjipto dan Kosasi. 2007. *Profesi Keguruan*. Jakarta: Rineka Cipta
- [16] Ulfatin, Nurul dan Teguh Triwiyanto. 2016. *Manajemen Sumber Daya Manusia Bidang Pendidikan*. Jakarta: PT Raja Garafindo Persada
- [17] Warsono, 2003, *Manajemen Keuangan Perusahaan*, Jilid Satu, Edisi Ketiga, Penerbit Bayu Media, Jakarta.
- [18] Wahyudi. 2010. *Kepemimpinan Kepala Sekolah Dalam Organisasi Pembelajaran (Learning Organization)*. Bandung: Alfabeta.