

Land and Building Asset Management for State Middle Schools in Banjarmasin City

Sri Yuliarti Rahayu and Aqli Mursadin

Civil Engineering Graduate Program
Lambung Mangkurat University Banjarmasin

ABSTRACT

The implementation of maintaining infrastructure, especially land and school buildings in SMPN in Banjarmasin, is still faced with several obstacles encountered, including the lack of attention of the person in charge of maintenance and care, less than the maximum management of maintenance and care. This relates to the management of land and school buildings that are sometimes not the focus of attention of schools in SMPN in Banjarmasin. Actually this management is very important because it can support the teaching and learning process in schools. The purpose of this research is

1) To study the practice of land and building asset management at SMPN in Banjarmasin that has caused maintenance and management of land and building assets to a minimum

.2) To recommend the appropriate management strategy for maintaining SMPN land and building assets in Banjarmasin.

The research method uses a qualitative approach, retrieval of data using several data sources, in this study using primary data and secondary data, data collection techniques using questionnaires, interviews, and observations, data analysis using descriptive analysis.

The results of research into the practice of land and building asset management in SMPN in Banjarmasin City are known to be lacking in terms of evaluation used in carrying out asset management. While from the strategic to improve the management of SMPN land and building assets in the city of Banjarmasin is carried out is seen from how to make the results of policies implemented, especially those related to providing solutions to schools in implementing land management

, need a management system that can provide input on the results of the implementation of land and building management at the SMPN Banjarmasin.

Keywords: *management, assets, land, building.*

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I. INTRODUCTION

Land and building asset management is one of the main supporting aspects in improving the quality of learning in schools. This main support has a considerable influence in the success of the teaching and learning process.

Asset management has an important role to ensure that the management and maintenance of assets has been carried out, decisions about assets including procurement, maintenance, operating costs and write offs will be needed to provide information on the condition of assets in order to answer the projected needs of public sector organizations to carry out their functions optimally. The strategic objectives of asset management include the realization of administrative order, the creation of efficient and effective use of assets, safeguarding assets, and the availability of accurate data / information (Mardiasmo, 2004).

One of the maintenance management of land and building assets is related to the maintenance of all furniture, educational equipment, books and other learning resources, consumables and equipment needed to support an orderly and continuous learning process (Bari, 2008). Then the supporting assets that must also be maintained are land, school fences, classrooms, sanitation rooms / toilets, leadership room, teacher room, library room, school health unit room, laboratory room, place for sports and places of worship, school grounds, and other space needed to support an organized and continuous.

Learning process. In connection with the problem of school fixed assets can be grouped into four namely: 1. Land, such as land / vacant land that is used as a building site. 2. Land improvement, improvement in infrastructure maintenance such as backfilling, parking lots, construction of fences, and underground waterways.. 3. Buildings, such as buildings used by the principal's office, teacher's room, laboratory room, sanitation / toilet, school health unit room, canteen. 4. Equipment, such as laboratory equipment, learning aids, offices, learning support equipment (computers), furniture (tables, chairs, cabinets, servers, projector displays, etc.). So fixed assets are one type of non-current assets that are used over a period of twelve months. In general it can be concluded that the types of fixed assets include land, buildings, equipment, and construction in progress.

School Asset Management is an effort to manage school infrastructure so that the value of its function does not decrease. Broadly speaking, asset management includes inventory activities or preparation of a data baseschool infrastructure, maintenance, preparation of maintenance improvement programs, construction / addition of school buildings, the environment around the school. In a smaller scope, school asset management includes small maintenance and maintenance efforts undertaken by school residents themselves (students, teachers, administration, school committees, carers, surrounding communities).

Besides the constraints of the ability of human resources in schools, especially in the junior high school in the city of Banjarmasin in managing these assets are needed, especially in managing the assets that have been given by the government and utilized properly for the progress of the learning process at school, especially for learning media and supporting the development of student achievement. Once managed, the stages in the management process itself are maintenance that must be carried out by the school so that there is no further damage that can interfere with the learning process for students.

The implementation of Sarpras maintenance and / or maintenance (facilities and infrastructure) there are still several obstacles encountered, generally the lack of attention of the person in charge of maintenance and / or care, weak planning for maintenance and / or care.. Maintenance and / or maintenance of Sarpras has a very important role to maintain the reliability of Sarpras to support the implementation of the tasks of an organization.

So the research to be investigated is how land and building asset management is expected to provide smoothness in education so as to improve the quality of teaching and learning activities in schools. The important role of school infrastructure as the main support for the implementation of learning. Therefore it takes effort and effort towards realize the optimal management and maintenance of school infrastructure with effective and efficient results.

Based on this background, the researchers took the title of "Land Asset Management and School Buildings in Public Middle Schools in Banjarmasin City". The expected objectives of this study are 1) Knowing the practice of land and building asset management at SMP Negeri in Banjarmasin City. During this time, the maintenance of land and building assets is not optimal. 2) Know the appropriate management strategy for maintaining land and building assets of SMP Negeri in Banjarmasin City.

II. TINJAUAN PUSTAKA

Land has some understanding given both by the FAO and the opinions of experts. According Purwowododo (1983) land has the meaning: "A physical environment that includes climate, soil relief, hydrology, and plants to a certain extent will affect the ability of land use".

Land is also interpreted as "The surface of the land with solid objects, liquid and even gas" (Rafi I, 1985). Asset management is defined as the process of implementing activities to recognize the needs of assets. Stages of identification of needs, how to get, how to implement, how to maintain, up to the management assessment that has been done. Asset management is a governance system that is useful for meeting expected standards achievement of goals by maximizing the elements of existing resources be it human, goods, time, money). Management of regional goods (assets) in the Decree of the Minister of Home Affairs No. 49/2001 stated as "..... series of activities and actions on regional goods which include planning, determining needs, budgeting, standardization of goods and prices, procurement, storage, distribution, inventory, control, maintenance, security, utilization, change in legal status and administration".

Management principles (Terry, 2009) expressed management functions:

1. Planning: activities carried out in setting strategic steps that are right on target to achieve the goals and desires of the organization
2. Organizing: activities carried out from the form of planning that has been arranged in an organization that ensures the involvement of all components, so as to provide optimal performance input in the context of expected organizational results.
3. Direction or Mobilization: the application of strategic work programs that are arranged is carried out by all management with full responsibility.

4. Supervision: activities carried out to ensure that the work program that has been carried out is in accordance with the objectives of the organization even though there are anticipated changes in events.

According to Pas 55-1 (2008) that organizations must set goals, archive, implement and manage long-term asset management strategiewhich will be determined by the final management goals. The scope of the asset management strategy:

- 1.Determination of policies related to asset management rules and preparation of organizational strategic steps
- 2.Continuously implementing organizational policies.
- 3.Implement the regulatory requirements of the stakeholder stakeholders.
- 4.Review the rules of the asset life cycle.
- 5.Predict the risks that arise at a critical point.
- 6.Know the function, performance and condition of existing assets and assets that are considered important.
- 7.Provide an assessment of the performance that has been implemented and organizational improvement steps.
- 8.Perform the right approach in managing assets.
- 9.Present information and cooperation in asset management to be held.
- 10.Take steps to maximize and prioritize asset management goals.
- 11.Involving all management of strategy responsibilities that have been prepared.

III. RESEARCH METHOD

The research method uses a qualitative approach that relates to a series of waysor research implementation activities based on basic assumptions, philosophical and ideological views, questions and issues faced. This study seeks to describe the management process of maintaining land assets and school buildings at SMPN in zBanjarmasin City which is in accordance with PAS 55. Retrieval of data using several data sources namely primary and secondary data.Data collection techniques in this study were carried out using questionnaires, interviews and observations. The level of maintenance of these land and building assets. How to provide an assessment using a Likert Scale as follows

- 1 Score of 1 is SR = Very Low
- 2 Score of 2 is R = Low
- 3 Score of 3 is C= Enough
- 4 Score of 4 is T = High
- 5 Score of 5 is ST= Very High

Descriptive Statistics Analysis provides useful information in research in the form of data

IV. DATA ANALYSIS AND DISCUSSION

The results showed that based on the results of the questionnaire distributed to respondents then it can be seen from the management of land and building assets of SMPN in Banjarmasin, that is:

a. The average planning result shows that from the responses of respondents included in the very low category amounted to 0%.The results of respondents' responses regarding planning are still included in the low category amounting to 17.60%. The results of respondents' responses regarding planning are included in the sufficient category amounting to 68.50%.The results of the responses of respondents regarding planning are still included in the high category amounting to 9.27%. The results of respondents' responses regarding planning are still included in the very high category amounting to 4.67%Then it can be seen from the results of the average response of respondents about planning is 3.0185.

b. The average results of implementation are known that from the respondents' answers included in the very low category amounted to 0%. The results of respondents' responses regarding the Implementation are still included in the low category amounting to 9.03%. The results of respondents' responses regarding the Implementation are still included in the sufficient category amounting to 71.55%. The results of respondents' responses regarding the Implementation are still included in the high category amounting to 13.20%. The results of respondents' responses regarding the Implementation are still included in the very high category amounting to 6.28%. Then it can be seen from the results of the average response of respondents about Implementation is 3.1667

c. The average results of Monitoring are known that from the respondents' answers included in the very low category amounted to 0%. The results of respondents' responses regarding Monitoring are still in the low category at 13.88%. The results of respondents' responses regarding Monitoring are still included in the sufficient category amounting to 56.66%. The results of respondents' responses regarding Monitoring are still high in the category of 12.78%. The results of respondents' responses regarding Monitoring are still in the very high category amounting to 16.66%. Then it can be seen from the results of the average response of respondents about Monitoring is 3.3222

d. Evaluation average results are known that from the respondents' answers included in the very low category amounted to 0%. Respondents' response results regarding the evaluation are still included in the low category totaling 9.53%.

e. The results of respondents' responses regarding the evaluation are still included in the sufficient category amounting to 60.73%. The results of respondents' responses regarding the evaluation are still included in the high category amounting to 16.69%. The results of respondents' responses regarding the evaluation still included in the very high category amounted to 13.09%

. Then it can be seen from the results of the average response of respondents about evaluations is 3.3333.

Based on the results of the identification table, the results of the land and building asset management category can be made as follows:

Table 1.2 Results for Land and Building Asset Management Categories

No	Interval	F	%	Category
1.	$\geq (70)$	1	0,70%	High
2.	$(44) < X < (70)$	143	99,30%	Is
3.	$X \leq 44$	0	0%	Low
amount		144	100	

From the results of the category of land and building asset management, it can be concluded that land and building asset management is still classified as moderate, namely 143 people (99.3%). This indicates that the management of land and building assets is sometimes lacking in attention so that there are still abandoned, so there needs to be further improvements in land and building management

Based on the results of the questionnaire analysis of the PASS 55 standard model, it can be assessed that there are still gaps between the standard model of asset management strategies and the condition of asset management in schools including :

a.Planning

1. The role of actors in the organization of asset management has not been maximized can be seen from the active role and function of the organization.
2. Strategic Plan in planning the assets to be determined to be maintained does not exist yet still in the recording phase, there is no clear standard operating procedures.
3. The Strategic Plan for setting the target assets that will be determined to be maintained does not exist, still in the recording phase, there is no clear standard operating procedure.
4. The Strategic Plan for utilizing school land so that it can be used as a building that can be used to support learning is good enough but many schools still do not consider the importance of sufficient open space for students.

b.Implementation

1. The school is good enough to determine the building that will be the target of maintenance, but there has not been a document of maintenance of land assets and building activities limited to tactical improvements.
2. Schools are good enough to collect data on land that is still unused, but it is not yet neatly arranged and coordinated.
3. Some schools have not found the clarification of buildings that were first managed from the recording of assets.
4. Schools involving the asset committee in determining the management of the assets are sufficient but sometimes not in their field.

c.Monitoring

- 1.Lack of information and clear SOPs cause schools to give directions on how to manage assets not optimally.
- 2.There are still many schools that do not know and apply maintenance guidelines.
- 3.Schools are cleaning, checking maintenance but there are still not many monthly and annual weekly reports.
- 4.School internal supervision conducted every month on school assets has not been found.
- 5.The school and departmental asset committee cooperates with one another in understanding the reports provided are good enough but communication is hampered by components.

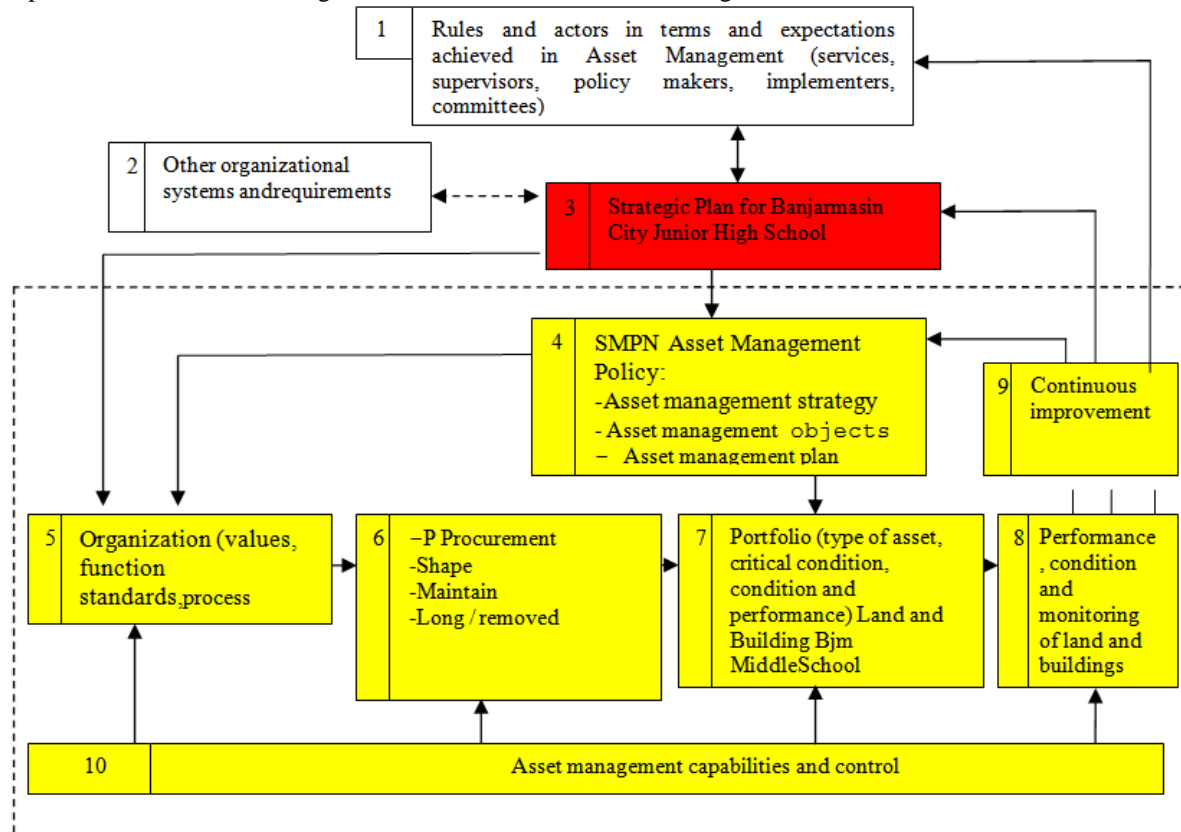
d.Evaluation

1. Availability of information in evaluating the management of hampered assets is still found openness of the management of one another.

2. how to resolve misunderstandings or lack of communication between the school's HR components is good enough but still differences in information results are found between one member and another member.
3. Skills for managing school assets make asset management less coordinated because it can be the role of one dominant person in management who is considered capable.
4. Overcoming the lack of support in the balance of asset elements is sometimes still not maximized coordination between management.
5. Gap analysis between existing assets and the assets needed can be exemplified by proposing new buildings with open land, each of which has advantages.

Some Schools found no procurement, operation, maintenance and deletion planning documents

Expected standard asset management model and current asset management model



Information :
 red color: low / not implemented
 yellow color: enough

Based on the results of the research from the results of the questionnaire, the management of land and building assets shows that they are still included in the category of sufficient for a number of statement items, therefore it needs to be improved, the strategy that must be done is

:

- a. Planning
 1. For the first statement item, the results of the respondent's response regarding the indicator planning item statement of the level of cooperation of the Principal with the asset management committee in planning the assets to be determined to be maintained are still in the sufficient category of 58.30% when linked to a standard asset management model, the right strategy is that the active role of organizations that manage school assets needs to be improved so that both quality and quantity function. (components 3,5 and 10)
 2. For the sixth statement item, the results of the respondents' responses regarding the implementation indicators of the School's statement item did the classification of the building that was first managed, still included in the sufficient category amounted to 66.70% when linked to a standard asset management model, the right strategy is that schools are advised to have a record of the plan to maintain land and building assets sequentially according to the event. (components 3,7 and 10)

3. For the seventh statement item, the results of respondents' responses regarding the implementation indicator of the School statement items involving the asset committee in determining management in the assets, still included in the sufficient category amounted to 66.70% when related to the standard asset management model, the right strategy is that the school be advised maximizing the involvement of management of existing assets so that decisions are shared. (components 3,5 and 10)

4. For the eighth statement item, the results of respondents' responses regarding the monitoring indicators of the Principal's statement items gave guidance on how to manage assets, still included in the sufficient category amounted to 38.90% when it was associated with a standard asset management model, the right strategy was suggested by the principal to expand knowledge related rules and policies for maintaining school assets and implementing policies in an effort to improve the quality of asset management. (components 3 and 4)

5. For the ninth statement item, the results of the respondents' responses regarding the monitoring indicators of the statement items of the School Asset Committee did in accordance with the technical guidelines for maintenance, still included in the sufficient category totaling 47.20% when related to the standard asset management model, the right strategy was that the school be advised correctly implement maintenance according to technical guidelines set by the Ministry of Education and Culture. Maintenance activities that are cleaning, checking and repairing are carried out continuously and consistently (components 1,3 and 4)

6. For the eleventh item of the statement, the results of the respondents' responses regarding the monitoring indicators of the Supervisory statement items carried out every month on school assets, still included in the sufficient category amounted to 44.40% when related to the standard asset management model, the right strategy is the education department as incorrect one stake holder provides guidance to conduct routine supervision of the management carried out by the school. Supervision is carried out with a sufficient number of personnel in the division. (component 1)

7. For thirteenth statement items, the results of respondents' responses regarding the evaluation indicators of statement items The availability of information in evaluating the stunted asset management, still belongs to the sufficient category of 63.90% when it is associated with a standard asset management model, the right strategy is that schools are advised to have a history regular and neatly arranged recording. (components 3,5 and 10)

8. For the fourteenth statement item, the results of respondents' responses regarding the evaluation indicators of statement items Resolving misunderstandings or lack of communication between components of school human resources need to be corrected, still included in the sufficient category amounting to 44.40% when it is associated with a standard asset management model, the right strategy is the school It is recommended to increase cooperation between asset managers, the importance of involvement so that they have a sense of responsibility. (components 3,5 and 10)

9. For the fifteenth statement item, the results of the respondents' responses regarding the evaluation indicators of statement items Overcoming the lack of skills to manage school assets will make asset management less coordinated, still in the sufficient category amounting to 52.80% when linked to the standard asset management model, the right strategy It is recommended that schools improve the knowledge and skills of the asset management by attending training, from the Education Office can facilitate the training improvement. (components 3,5 and 10)

10. For the eighteenth statement item, the results of respondents' responses regarding the evaluation indicators of the School Asset Committee's statement item routinely conduct a gap analysis between existing assets and required assets, still in the sufficient category of 52.80% when it is associated with the standard asset management model, strategy what is appropriate is that schools are advised in planning the procurement of assets that really take into consideration their needs, abilities, intensity of use and priority scale. (components 4 and 10)

11. For the nineteenth statement items, the results of respondents' responses regarding the evaluation indicators of the School Asset Committee statement items routinely compile an asset strategy containing procurement, operation, maintenance, and write-off plans, still included in the sufficient category amounting to 55.60% when related to the standard asset management model The right strategy is that schools are advised to formulate policies, be it strategies, objects or management plans that are on target. Continuous improvement is done as a result of management evaluations that have been carried out by schools. (components 4 and 10)

V. CONCLUSION

The conclusions generated in this study are as follows:

a. In general, the practice of managing land and building assets in SMPN in Banjarmasin City has not been optimal in terms of planning, implementation, monitoring, until the evaluation stage, there are still a number of gaps between existing asset management practices and expected asset management standards. Work plans and maintenance plans that are designed need to be considered for reliability testing and successful treatment. Evaluations are arranged from planning to implementation to treatment results. From the results of the study show that the evaluation needs to be improved. The role of the organization is very important in controlling

asset management. The maintenance planning program from the planning evaluation stage, implementation to results that are prepared in a mature manner based on effective and efficient results in good asset management. From the results of the maintenance activities, a report is then submitted to the management. Furthermore, it is used as a basis for considering improvements to the plan in the future. Maintenance management strategies in land and building assets of SMP Negeri in Banjarmasin City:

1) Planning

The preparation of infrastructure procurement planning refers optimally to the real needs in schools in an effort to realize the school goals that have been set and agreed upon, involving the deputy head of facilities and infrastructure affairs, the school principal and the committee

Principles for the preparation of land and building infrastructure procurement plans are carried out rationally or in accordance with school financial capabilities

Prioritize the principle of priority scale. Considering the frequency of high and low intensity of land and building infrastructure usage according to need.

2) Implementation, namely meeting with the principal, teachers, representatives of the school committee to discuss issues of land and building maintenance. Some work needs to implement the organizational structure of school maintenance to be more coordinated with the problem of maintaining school assets both from the land and building.

Carrying out an inventory of state-owned goods that are controlled / managed by each school in an orderly, orderly and complete manner.

3) Monitoring, namely maintenance that is cleaning, checking, repairing is carried out consistently and continuously.

4) Evaluation

the act of anticipating, maintaining and caring. apply appropriate guidelines from the Technical Guidelines that apply in asset management in schools. Guidelines for the maintenance of the scope to organize and manage building maintenance by planning, implementing, supervising, monitoring and evaluating maintenance activities, conducting building maintenance, re-collecting data from problems encountered after the implementation of land and building construction.

Suggestion

Further research is recommended to pay attention to the factors that cause land and building assets to fall in terms of management. In addition, studies are needed to uncover problems in fulfilling educational facilities and infrastructure as well as the problem factors that have not yet maximized school facilities and infrastructure. Schools should be able to carry out an evaluation well so that land and building maintenance can be carried out properly and can be taken into consideration in managing school assets. For the department, it should be able to go directly into the field in supervising the implementation of school asset management so that land and buildings can be used and made effective. As a process of this management, it is necessary to have the relevant department have a sub-division with a sufficient number of personnel in monitoring the state of land and school buildings so that they can be used as a basis for future land and building budgeting.

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