

## The Strategy of Resource Management in Self-Management System of Improving the Schools' Infrastructure in North Barito Regency

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**ABSTRACT:** *The project of schools' infrastructure development in Indonesia, especially for vocational schools (SMK) has been using the self-managing system type 4, where this system is assumed to be the most effective and efficient for and time funding. The reality in the field, there are so many problems, where the realization of the planned government target is not achieved. The most significant potential cause of the failure of the schedule realization is as the result of the support of internal personnel which is the school as the implementer of it. The handling of the problem of supporting staff is the responsibility of the government, which until now is still constrained by the educational background of these personnel. The purpose of this study to identify problems in the procurement of school infrastructure with self-management system, possible risks, project management case studies and planning for handling them to avoid the negative impacts and uncertainties that may arise in school infrastructure development projects with self-management method. This study concludes that all parties involved must follow the rules contained in the implementation of technical guidelines.*

**KEYWORDS:** *Vocational school (SMK), project management, implementation strategies*

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### I. INTRODUCTION

The school building is integrated into the supporting component of the teaching-learning process. The government must provide the system of developing school infrastructure and the facilities according to Pancasila as the based of the Republic of Indonesia, the second principle which is said objective and civilized humanity. As time goes by, education has been developing regarding the developing which is followed by an increase in the school-age population. It also has resulted in the demand for development needs of human resources. A school is an appropriate place for human resource development. The support toward building school infrastructure is one of the government's efforts to fulfill these needs.

The central government, in this case, the Ministry of Education and Culture has a policy, to procure school infrastructure through the government assistance of the Directorate of Vocational High School Trustees (DITPSMK). In the term of the procurement of school facilities and infrastructure, the central government requires the implementation of self-management methods. As stated in Permendikbud Number: 026 of 2016 concerning Standard Facilities and Infrastructure which is strengthened by the regulations of the Director General of Primary and Secondary Education Number: 30/D/BP/2017 about school self-management of the technical guidelines. The Director General's regulation refers to the Presidential Regulation of the Republic of Indonesia number: 123 of 2016 concerning Technical Guidelines for the implementation of government assistance in 2017. Based on these regulations, the mechanism for the provision of facilities and infrastructure for Vocational High Schools (SMK), management and quality is carried out independently by the school. Type 4 self-management methods that involve community participation through community groups (school committees) are considered more effective and efficient, either concerning time or cost of implementation. It is because the school can implement independently by following technical guidelines that have been issued by the Ministry of Education and Culture which in its implementation at the regional level through the supervision of the Provincial Education Office.

The self-managed method used in vocational schools in the city of MuaraTeweh is to use the type 4 self-management method in the procurement of school facilities and infrastructure, where the school committee as the working partner for implementation in the field and teachers are involved directly in handling both technically and administratively. Poor handling of type 4 self-managed system used in the procurement of school infrastructure will affect success or failure in its implementation. The causes of success or lack of success in the implementation of the self-managed system are two factors, namely the external and internal factors of the school itself. External factors include the involvement of the education office as the representative of the central government in the region to carry out monitoring and evaluation and guidance of activities in the area which should be proactive in carrying out their tasks and functions. Furthermore, the involvement of the community that cares about the school is the school committee which acts as the executor in the field as well as social control of the activity. For internal factors include the managerial ability of the principal as a budget user as well as the person in charge of activities that are entirely supported by resources that are experts in their fields.

Based on observations in the area of North Barito regency, SMK Negeri 1 MuaraTeweh it was considered successful in developing school infrastructure properly. MuaraTewah Vocational High School 1 has been able to carry out maintenance of infrastructure both from school buildings for learning, school learning equipment, and also concerning building new buildings. The results of the data obtained are that the improvement in school infrastructure can be seen from Table 1 below:

**Table.1 Addition to Infrastructure in State Vocational 1 (SMKN 1) in MuaraTeweh**

No	Building construction	The year 2014	Year 2015	Year 2016	The year 2017
1.	Student Practice Room	0	0	2	1
2.	Musholla and Bisnis Center	0	1	0	0
3.	Cultural and Arts Room	1	0	0	0
4.	New Classroom	0	0	0	0

(Source: Data SMKN1 MuaraTeweh year 2017)

Based on the data above it is known that there are additional buildings each year at SMKN-1 MuaraTeweh. This shows that the level of trust of the ministry over the performance of the implementing party is quite good. On the other hand, there are also Vocational Schools that get similar assistance, but the intensity is not like the one obtained by SMKN-1 MuaraTeweh.

On the other hand, there are also Vocational Schools that get similar assistance, but the intensity is not like the one obtained by SMKN-1 MuaraTeweh. It is expected that this study can provide recommendations on the use of self-managed type 4 methods that are in line with mutual expectations so that they can understand the process of planning and implementing construction.

## II. RESEARCH METHODOLOGY

The determination of the object of this research was carried out at SMKN-1 Muara Teweh because this school routinely received funding from the ministry on an ongoing basis from 2007 to 2017 and SMKN-2 Muara Teweh who received similar funding assistance. The management of financial aid sourced from the Ministry of Education and Culture is fully implemented with type 4 self-management methods. In addition to reviewing the literature, the writer also used several results of previous research as the basis of the research hypothesis.

The techniques used to collect data were interviews, questionnaires and also field observations. The interviews were done to dig the information deeper regarding the researched objects which then were confirmed through surveys and verified by the results of the field observations.

The data needed consists of 2 types of data, namely primary data and secondary data. Primary data in the form of data obtained directly on the object under study are interview data, questionnaires and field observations — the technique of collecting data through interviews and surveys and direct observation of the location. Interviews were conducted to delve deeply into the information on the objects examined and confirmed through questionnaires and stabilized with the results of field observations. Secondary data is supporting data that supports and is inseparable in the process of preparing this research report. Secondary data collection is obtained with data and guidelines for implementing standard project documents based on documents/proposals relating to project planning, the committee of the organization implementing the school infrastructure. Based on the data obtained, the data analysis is carried out to find out the dominant factors that support success and lead to failure in the implementation of physical work in school buildings using type 4 self-managed methods.

### III. RESULT AND DISCUSSION

#### 3.1 Dominant Factor

In this research, the parties that became the source of information, as the information itself was taken through some interviews on the research object, were the Department of Education of North Barito and the Department of Education of Central Kalimantan, and the Head of vocational schools and teachers as well as the students that were randomly picked as the research objects.

Data collection on the problems of the dominant factors that influence the implementation of activities is carried out with three processes namely interviews, questionnaires, and observations. The parties involved in the object of this study consisted of 2 people from the Education Office, namely 1 Provincial Education Office and one person from the North Barito District Education Office. 2 Head of SMK which is the object of research. Ten students from Muara SMKN-1 Teweh and five teachers and administrators as well as ten students from Muara SMKN-2 Teweh and five teachers and administrators.

The results of the research conducted at SMKN-1 MuaraTeweh and SMKN-2 MuaraTeweh which have implemented the self-management system are known to be a problem of the success and failure of the type 4 self-management system for school infrastructure improvement by the four points that matter; Resources, Planning and Implementation, and Reporting. The following are the results of excerpts of interviews conducted with resource persons (1) the need to increase the professionalism of teachers (HR) in understanding the procedures for self-management in building school infrastructure, (2) the need to increase teacher professionalism through official meetings, supervision, training, comparative studies (3) appreciation of teacher achievement by the principal and the education office based on the achievement of the performance achieved. Awards can be in the form of financial or non-financial, and (4) the presence of togetherness, pride, and commitment and loyalty especially for HR teachers involved in school construction activities with a self-management system.

Based on the results of the instrument validity test obtained that  $n_{20} = 0.4227$  with the test results of 11 questions, the results of Corrected Item-Total Correlation are more than  $r$  tables. Then all correct statement items for all statements can be used for research.

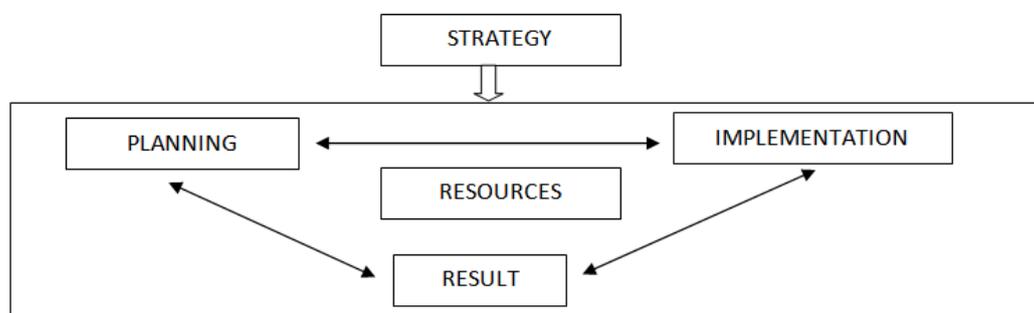
Based on the results of the reliability test, it can be seen that the value of Cronbach's Alpha is more than the expected standard of 0.60. This means that the research instrument is real or reliable.

Based on the results of the observations carried out in the two SMKs in MuaraTeweh the dominant factor known in the interview and confirmed through the questionnaire, it is known that there are 4 minimum standard points that must be met, namely (1) planning (2) resources (3) implementation (4) reporting that becomes a success in the implementation of a self-managed system lies in the human resources that handle it, starting from the Principal as the person in charge of the implementing activities to the field implementers who involve the teacher and the school committee.

#### 3.2 Strategy in the Implementation of the Self-Management Type 4

The following is a scheme for managing a self-managed system that is based on the results of the analysis of dominant factors.

Below is the scheme of the strategy to implement the self-management system which was made based on the analysis result of the dominant factors.



Picture. 1: The chart of the scheme of the strategy of the self-management system type 4 on the development of school infrastructure on the vocational level

The table below is the strategy of handling the self-management system which was made based on the analysis of dominant factors.

**Table.2 Strategy of Self-Control System type 4 of Development of Infrastructure of Vocational School**

No	Dominant Factor	Problem Analysis	Solution	Expected Result
1	Human Resource	- Do not have any courage to do the physical project	- Offer motivation for the school side	- Have the courage to manage physical project
		- Lack of complete understanding of the realization of the project	- Deliver guidance as well as coordination with the school side who manages the project	- Able to manage the physical project as stated in the technical guidance
2	Planning	- Inaccurate suggestion	- Managing inventory which compatible with school needs	- Construction was made as needed
		- Lack of cohesiveness on planning	- Managing integrated coordination and communication to each side	- Not many changes appeared of the realization
3	Managing	- Uncontrollable price of material	- Conducting a price survey of each material shop	- Construction is able to finish compatible with the amount on Budget Estimate Plan (RAB)
		- The unsatisfied result of physical managing as targeted	- Constructing a schedule which compatible with work items and work productivity as well as load capacity	- Construction is able to finish as scheduled
		- Difficult to find material	- Purchasing material as scheduled	- The physical project runs well
		-	-	-
		-	-	-
No	Dominant Factor	Problem Analysis	Solution	Expected Result
4	Reporting	- The incompatible format of the report as asked	- Learning and understanding the technical guidance correctly	- There is suitability between the physical project and its report

**3.3 Application of the Study**

Based on the result of the study of the school in North Barito regency, then it was conducted its application to manage the physical construction in PulangPisau Regency in 2018. The application of the study was made on the school who received directed assistance grant from the regional government through DAK grant. Investigation of the result of strategy application was conducted through an interview to Educational Board of PulangPisau Regency as the authorized side on education field as well as each school who conducted the real project in 2018. Schools as the confirmation objects were from the elementary school (SD), the junior high school (SMP) and the vocational high school that received the assistance grant to improve the infrastructure of the school in 2018.

**Table. III.1 List of interview questions for the Education Office**

No.	Questions	The Head of Education Office	Sub Department of Education Office	Executing Staff	The portion (%)
1	Does the school that receives physical procurement assistance from the central/regional government in 2018 propose to the Educational office?	Yes	Yes	Yes	100
2	Is the assistance currently channeled in accordance with the requested/proposed?	Yes	Yes	Yes	100
3	If the school gets help, has the school received assistance that is not in accordance with the proposal?	No	No	No	100
4	If you channel assistance to the school, is there any socialization / technical training carried out related to the governance!	No	No	No	100
5	In carrying out physical procurement activities whether the school is	Yes	No	Yes	66,67

	required to carry out self-management?												
6	In carrying out these activities, does it involve other offices?	Yes	Yes	Yes									100
7	Does the Educational office have problems in managing the implementation of these activities?	Yes	No	Yes									66,67
8	Do the implementing Working Groups all understand and be able to carry out these activities?	Yes	Yes	No									66,67
9	Is physical activity completed according to the planned time?	Yes	No	Yes									66,67
10	In submitting the accountability report from the school whether it is according to the specified time!	Yes	Yes	No									100

Table. III.2 List of interview questions for the School

No.	Questions	ES 1	ES 2	ES 3	ES 4	ES 5	ES 6	ES 7	ES * 8	JHS* 1	JHS 2	JHS 3	VC *	Bobot (%)
1	Does the school always get physical procurement assistance from the central/regional government?	Yes	No	No	Yes	No	No	83,33						
2	Is the assistance currently available in accordance with the requested/proposed?	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	91,76
3	If you always get assistance, has this school ever received assistance that is not in accordance with the proposal!	No	No	Yes	No	No	No	No	Yes	No	No	No	Yes	75
4	If you get assistance, is there a socialization / technical guidance from the relevant Office regarding the governance?	No	No	No	No	Yes	Yes	No	No	Yes	No	No	Yes	66,67
5	Are there committees formed in carrying out these activities?	Yes	Yes	Yes	Yes	Yes	100							
6	In carrying out physical building procurement activities is it carried out self-managed?	No	Yes	No	No	Yes	No	No	No	Yes	No	Yes	Yes	58,33
7	Do you fully understand the technical implementation in carrying out these activities?	No	Yes	No	No	No	Yes	83,33						
8	Are the implementation teams working all from the teacher in the	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	66,67

9	school? Are there facilitators/facilitators in carrying out these activities that help you?	Yes	No	91,67										
10	In making the accountability report do you have any difficulties?	No	No	No	No	No	Yes	No	No	No	No	Yes	Yes	75

\*ES = Elementary School  
JHS = Junior High School  
VC = Vocational School

Through the search results based on the interview, it can be concluded that the strategy implemented was successful; this was proven by the realization of the physical condition of the building and handling of the administration completed and according to plan.

#### IV. CONCLUSION AND SUGGESTION

##### 4.1 Conclusion

Based on the result of the study, it can be concluded that:

1. The dominant factor which affects the achievement and failure in managing self-control system type 4 which done by the school to improve the infrastructure of the school includes Planning, Resource, Managing and Reporting the result of the activity.
2. Strategy to conduct self-control system type 4 to improve the infrastructure of the school can be done by handling the dominant factors systematically; (1) planning (2) resource (3) managing (4) reporting
3. Self-control system type 4 can be used to purchase the infrastructure of the school because of its success on the implementation as seen in its cost, quality and time.

##### 4.2 Suggestion

Based on the conclusion of the study, it is suggested:

For the school and committee of the school, should pay more attention to the technical guidance which is given by the Directorate of management of the vocational school (DITPSMK) to achieve the target as well as its specification of quality standard of the infrastructure of the school.

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