



Management Of Facilities And Infrastructure In Improving Quality Of Graduates

Abdul Goffar

STAI At-Taqwa Bondowoso
goffarabdul01@gmail.com

Lisda Agustin

STAI At-Taqwa Bondowoso
lisdaagu17@gmail.com

Article details:

Published: 31th August 2021



Abstract: Management of educational facilities and infrastructure is the management of facilities used for the implementation of educational activities and supporting activities. Facilities and infrastructure cannot be ignored in the educational process. The success of learning in schools is supported by the effective and efficient use of all educational facilities and infrastructure in schools. This study aims to describe and determine the management of facilities and infrastructure in improving the quality of graduates in the industrial electronics department at Vocational High School 3 Bondowoso. This study uses a qualitative approach with the type of field research, the data collection process uses observation, interviews and documentation, the validity of the data using source triangulation, and data analysis techniques using an interactive analysis model with a vertical type reduction

process, data presentation and conclusion drawing. The results show that the management of educational facilities and infrastructure in improving the quality of graduates in the industrial electronics engineering department at Vocational High School 3 Bondowoso can be implemented, this can be proven by the process of management of facilities and infrastructure, namely the planning, procurement, inventory, maintenance, and elimination processes. However, the standard of infrastructure for Vocational High Schools has not been implemented properly, because in the Regulation of the Minister of National Education of the Republic of Indonesia Number 40 of 2008 that the practical room for the industrial electronics engineering expertise program which should consist of five rooms, at Vocational High School 3 Bondowoso is still there are three rooms. Improving the quality of graduates in the industrial electronics engineering department at Vocational High School Negeri 3 Bondowoso, through several activities related to the realm of knowledge (*cognitive*), the realm of attitude (*affective*), and the realm of skills (*psychomotor*).
Keywords: *Management of Facilities and Infrastructure, Quality of Graduates*

To cite this article :

Abdul Goffar, L. A. (2021). Management Of Facilities And Infrastructure In Improving Quality Of Graduates. *International Journal of High Education Scientists (IJHES)*, 2(2), 36–47.



INTRODUCTION

The basic concept of understanding education cannot be separated from management. This can be seen from how education is defined, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the skills they need. society, nation and State (Sisdiknas Law No. 20 of 2003).

The existence of excellent schools with international standard curricula and complete facilities and infrastructure, so many educational institutions compete creatively to explore the uniqueness and advantages of their schools so that they are in great demand by students and the community. However, the world of education has many problems that hinder the implementation of teaching and learning activities in schools. One of them is the problem of educational facilities and infrastructure. Problems with educational facilities that are often faced by every school include inadequate supporting facilities and less than optimal management of facilities (management, maintenance or care) often become obstacles.

Educational facilities and infrastructure are facilities used for the implementation of educational activities and supporting activities. Facilities and infrastructure cannot be ignored in the educational process. The success of learning in schools is supported by the effective and efficient use of all educational facilities and infrastructure in schools. Facilities and infrastructure in schools need to be utilized and managed for the benefit of the learning process in schools. The management is intended so that the use of facilities and infrastructure in schools to run effectively and efficiently. Management of facilities and infrastructure is a very important activity, because its existence will greatly support the success of the learning process in schools (Indrawan, 2015:12).

In Law no. 20 of 2003 concerning the National Education System, Article 45 paragraph 1 states that each formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of the physical, intellectual, social, emotional and psychological potential of students (Ismaya, 2015:123). The main objective of vocational high schools is stated in PP. 2005 number 19 concerning national education standards, which is to prepare students to enter the workforce and develop professional attitudes. So that the purpose of Vocational High School is to prepare students as prospective workers and develop their existence.

According to Permendiknas No. 40 of 2008 concerning standardization of facilities and infrastructure for Vocational High School /Islamic High School article one (1) on the industrial electronics engineering expertise program, explains that standardization of facilities includes, tables, chairs, cabinets, blackboards, trash cans, contacts (equipment that requires electrical power), electro-mechanical equipment, basic electronic equipment, installation equipment, industrial control equipment, storage equipment and instructors. Meanwhile, the standardization of infrastructure in the industrial electronics engineering department covers the mechanical work area of electrical engineering, basic electronic engineering laboratory, installation practice room, industrial control laboratory, storage room and instructors



(Regulation of the Minister and National Education of the Republic of Indonesia Number 40 of 2008).

Vocational High School 3 Bondowoso is one of the technical schools in Bondowoso that is in great demand by the public because this school offers six major programs, namely automotive light vehicle engineering, motorcycle engineering and business, modeling design and building information, industrial electronics engineering, automotive body engineering, and the construction and property business. One of the engineering majors with inadequate facilities and infrastructure is industrial electronics engineering. Vocational High School 3 Bondowoso is a school that has inadequate infrastructure, especially in the department of industrial electronics engineering, because the industrial electronics engineering equipment room which should be separated in accordance with the regulation of the minister of education of the republic of Indonesia number 40 of 2008, is still used as one room so that the equipment stored more susceptible to damage due to equipment that is accommodated in the room too much and exceeds capacity.

Vocational High School 3 Bondowoso improves the various facilities and infrastructure available in each engineering department, so that its students can compete with district, provincial and inter-country technical vocational schools. Improving existing facilities in schools will affect quality graduates so that the interest of students and the community is also higher. Quality graduates will certainly have jobs that are in accordance with their fields of expertise, therefore the competency standards of graduates at Vocational High School 3 Bondowoso need to be achieved by students. No less advanced than schools that have adequate facilities and infrastructure, this school is also in great demand by children from cities and villages because of its proud achievements, majors offered making it easier to find jobs according to expertise. The facilities and infrastructure are always ready to use for the teaching and learning process and other activities.

METHOD

This study uses a qualitative approach, because in addition to being easier for researchers, this research has a systematic and systemic approach that is not too difficult and allows for objectivity with analytical sharpness, so that accuracy in interpretation is obtained, the cause and effect of phenomena or symptoms that are totality. According to Moleong (2017:3) qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc., holistically, and by way of description in the form of words and phrases. language, in a special natural context and by utilizing various natural methods. So the researchers here use a descriptive qualitative research approach, because the data collected is in the form of words, pictures, and not numbers.

This research was conducted Vocational High School 3 Bondowoso.. This research is focused on analyzing the management of facilities and infrastructure in improving the quality of graduates in the industrial electronics engineering department at Vocational High School 3 Bondowoso. The subjects in this study were the principal, waka of facilities and infrastructure, head of school administration, head of the study program majoring in industrial electronics,



industrial electronics engineering assistant, teachers, and students majoring in industrial electronics engineering at Vocational High School 3 Bondowoso.

According to Creswel in (Mulyadi, et al, 2019:21) based on qualitative data types, there are four types of data collection, namely observations, interviews, documents and audiovisual tools. However, researchers classify data collection techniques into three types, namely observation, interviews, and documentation. The data collection was obtained through observation, interviews, and documentation. The interview process uses directed interviews, to make it easier for researchers to dig up information. The validity of the data using triangulation of sources and techniques. Source triangulation is used to test the credibility of the data by checking the data obtained through several sources while technical triangulation is to test the credibility of the data by checking the data obtained through several data collection techniques (Suheri, 2017: 50). Data analysis techniques use interactive data analysis that takes place continuously through several processes, namely data reduction, data presentation, and drawing conclusions (Miles and Huberman, 2019: 18).

DISCUSSION

A. Facilities and infrastructure management

According to Usman (2006) management in a broad sense is the planning, implementation, and supervision of organizational resources to achieve goals effectively and efficiently. To achieve effectiveness and efficiency in achieving an organizational goal that management plays an important role in regulating and controlling the planning, implementation and supervision.

Terry and Franklin (in Musfah 2017: 2) provide an understanding that management is a process consisting of planning, regulating, mobilizing, and controlling activities carried out to determine and meet the results objectives that are realized by the use of human and other resources. Management is related to the clarity of goals or objectives and the readiness of resources as well as how the processes to realize these goals are usually abbreviated as POAC (planning organizing, actuating, and controlling).

Educational facilities are equipment and supplies that are directly used to support the educational process. Educational infrastructure is a facility that indirectly supports the educational process. Educational facilities and infrastructure are facilities used for the implementation of educational activities and supporting activities. Facilities and infrastructure cannot be ignored in the educational process. Because, without the facilities and infrastructure, the implementation of education will not run well (Ismaya, 2015: 123). So that what is meant by the management of educational facilities and infrastructure is an activity to regulate and manage educational facilities and infrastructure efficiently and effectively in order to achieve the goals that have been set.

The process of managing facilities and infrastructure begins with planning, the planning process is carried out to find out what facilities and infrastructure are needed by the school. The next process is procurement, which is a series of activities providing various types of facilities and infrastructure in accordance with what has been planned. The next process is regulation, in the setting there are inventory, storage and maintenance activities. Then the next process is use, namely the use of educational facilities and infrastructure to support the



learning process. In this process, the principles of effectiveness and efficiency must be considered. The last is the elimination process, namely the activity of removing facilities and infrastructure from the inventory list (Aziz, 2018: 35).

1. Planning of educational facilities and infrastructure

Planning comes from the basic word plan which means the design or framework of something that will be done in the future. Planning for educational facilities and infrastructure is the process of designing efforts to purchase, rent, borrow, exchange, recycle, condition or rehabilitate, distribute or manufacture equipment and those that are in accordance with school needs. The results of a plan will be a guide in the implementation and control of controls, even the assessment of the form of further improvements. Therefore, planning for facilities and infrastructure must be carried out properly by taking into account the requirements of good planning (Aziz, 2018: 34). According to Matin and Nurhatti (2017: 7), there are two important things that must be done when planning the needs for educational facilities and infrastructure, namely needs analysis and projecting the facilities and infrastructure needed in the future.

2. Provision of educational facilities and infrastructure

Procurement of educational facilities is basically an effort to realize the plan for the procurement of facilities that have been prepared previously. In the procurement of school facilities and infrastructure, there are several ways that school infrastructure managers can take to obtain the facilities needed by schools, including buying, getting gifts or donations, exchanging, and borrowing from other sources (Usman and Murniati, 2019 :48). There are several strategies for the procurement of educational facilities and infrastructure, namely purchasing, own production, receiving grants, leasing, borrowing, recycling, exchange and reconditioning/rehabilitation.

3. Arrangement of facilities and infrastructure

According to Barnawi and Arifin (2017: 67), there are three processes in setting up facilities and infrastructure after the procurement process is carried out, namely inventory, storage and maintenance.

a. Inventory of facilities and infrastructure

Inventory is an activity of recording and compiling existing facilities and infrastructure in an orderly, and complete manner based on applicable regulations. Facilities and infrastructure originating from the government must be made an inventory in accordance with a predetermined format. The school principal is responsible for inventory activities. In general, an inventory is carried out for efforts to improve the management and effective supervision of the facilities and infrastructure owned by a school.

b. Maintenance of facilities and infrastructure



Maintenance of educational facilities and infrastructure is an activity to carry out management and regulation so that all facilities and infrastructure are always in good condition and ready to be used efficiently and effectively in achieving educational goals. In maintenance activities, there are several types of work, namely routine/periodic maintenance, emergency maintenance and preventive maintenance.

c. Elimination of facilities and infrastructure

According to Barnawi and Arifin (2017: 79), the abolition of facilities and infrastructure is an activity to free facilities and infrastructure from applicable responsibilities with justifiable reasons.

B. Graduate Quality

According to Sallis (2012: 54), quality is a service that meets customer needs. Quality can be obtained through products (students) that meet the initial specifications that have been set. Quality is about providing what the customer wants and when the customer needs it.

In this paper, the quality of graduates is the quality of the performance/skills of graduates who can meet the needs of students (jobs that match their expertise). To become qualified graduates, of course, students must be able to achieve graduate competency standards which include affective, cognitive, and psychomotor.

The following is an explanation of the three realms of Graduate Competency Standards :

1. Cognitive

Cognitive comes from the word cognitive. The word cognitive itself comes from the word cognition which has the equivalent of knowing, meaning knowing. In a broad sense, cognition is the acquisition, arrangement, and use of knowledge (Supardi, 2015: 139). In the realm of knowledge or cognitive competence, there are six levels of thinking processes, namely the ability to memorize, the ability to understand, the ability to apply, the ability to analyze, the ability to synthesize, and the ability to evaluate. (Kunandar, 2015: 168).

2. Affective

Affective is a learning strategy that is able to shape the attitudes of students through the learning process. If affective is a mental attitude (emotional), then cognitive is thinking (intellectual) (Alifah, 2019: 70). In the realm of attitudes, there are five levels of thinking processes, namely, the ability to receive, the ability to respond, the ability to judge, the ability to organize, and the ability to character.

3. Psychomotor

Psychomotor is that students have the ability to think and act effectively and creatively in the abstract and concrete realms related to the development of what they learn in school independently (Wiyani, 2017: 98). In the psychomotor domain, there are five levels of thought processes (Kunandar, 2017: 259), namely, imitation, manipulation, precision, articulation, and naturalization.

RESEARCH FINDING AND DISCUSSION



The process of managing facilities and infrastructure begins with planning, the planning process is carried out to find out what facilities and infrastructure are needed by the school. The next process is procurement, which is a series of activities providing various types of facilities and infrastructure in accordance with what has been planned. The next process is regulation, in the setting there are inventory, storage and maintenance activities. Then the next process is use, namely the use of educational facilities and infrastructure to support the learning process. In this process, the principles of effectiveness and efficiency must be considered. The last is the elimination process, namely the activity of removing facilities and infrastructure from the inventory list (Aziz, 2018: 35).

Based on research findings at Vocational High School 3 Bondowoso, it shows that; 1) planning is carried out to find out what needs are needed by school residents by following government regulations; 2) planning is carried out by accommodating all proposals from each unit to each unit head; 3) planning involves all school units consisting of principals, waka of facilities and infrastructure, head of study programs, teachers, committee members, tolman, administrative staff; 4) planning is carried out annually; 5) approved planning and will be realized, then input into the annual school budget plan; 6) the source of funds comes from the government and school committees.

The planning process for facilities and infrastructure in this study is in accordance with the opinion of Matin and Nurhatti (2017: 7), that the planning process begins with an analysis of planning for facilities and infrastructure needs. Analysis is an activity to compare existing data in the field with data that should exist according to the standardization of educational facilities and infrastructure. The results of the analysis will rely on two pieces of information, namely information about whether there is conformity and there is no conformity. If the analysis produces information that there is no conformity, there are two possibilities that the facilities and infrastructure are lacking or in excess. If the condition of the facilities and infrastructure is lacking, then there is a need for educational facilities and infrastructure.

In the procurement of educational facilities and infrastructure, it is carried out by buying and making their own (adjusted to students' skills), the purchase of goods that have been previously approved is only carried out by the shopping team, namely the team that already has a special certificate from the government. The process of procurement of goods is in accordance with the opinion of Barnawi and Arifin (2017: 65), that: (1) the procurement of goods is carried out by way of purchase, namely meeting the needs of educational facilities and infrastructure by means of the school submitting a sum of money to the seller to obtain the facilities and infrastructure that have been provided. agreed upon by both parties. Procurement of facilities and infrastructure with their own production, namely the way to fulfill school needs by making their own either by students, teachers, or employees. Meeting needs through own production can train students' creativity. (2) the procedure for the procurement of facilities and infrastructure, namely by conducting an approved needs plan; regulations regarding purchases, either through direct purchases or made by the buying team; The furniture that has been purchased can be in the form of finished or unfinished.

In the event that the inventory shows: 1) the inventory is carried out by giving the goods coding, 2) the inventory is carried out by naming the type of goods, 3) the inventory is



carried out by giving the name of the origin of the goods, 4) making an inventory list, 5) making a recap of the goods inventory, 5) distributed along with news of the handover of goods to each unit head. Based on the findings above, it is in accordance with the opinion of Barnawi and Arifin (2017: 67), that Inventory is an activity of recording and compiling existing facilities and infrastructure in an orderly, and complete manner based on applicable regulations. Facilities and infrastructure originating from the government must be made an inventory in accordance with a predetermined format. The school principal is responsible for inventory activities. Through an inventory it will be easy to know the quantity, type of goods, quality, year of manufacture, brand/size and price of goods in the school. In inventory activities, the activities that must be carried out by managers of educational facilities and infrastructure are; 1) Recording all inventory items in the inventory master book and sub-books for inventory items; 2) recording all non-inventory items in the inventory book. records of non-inventory goods; 3) providing coding on the goods being inventoried; 4) making quarterly reports on the mutation of goods; 5) making inventory lists; 6) making lists of recapitulation of inventory items.

Barnawi and Arifin (2017: 73), assert that storage activities for educational facilities and infrastructure include receiving goods, storing goods, and distributing goods. Storage is the activity of storing educational facilities and infrastructure in a place so that the quality and quantity are guaranteed. Maintenance at Vocational High School 3 Bondowoso shows that; 1) maintenance of facilities and infrastructure is carried out routinely or periodically carried out by cleaners, teachers, and other staff in accordance with their respective tupoksi, this maintenance is carried out every certain period of time; 2) periodic maintenance, in the form of maintenance that is carried out every semester before the even or odd semester exams, this maintenance is carried out by students, tolman, and the head of the study program; 3) emergency maintenance is carried out if the facilities used suddenly do not function properly, then in this case it is tolmanlah in charge of fixing it. Basically the maintenance of facilities and infrastructure at Vocational High School 3 Bondowoso is carried out by all school residents, but so that the management function can run well, a cleaning schedule is made so that school residents are more disciplined in maintaining existing facilities and infrastructure.

Maintenance of educational facilities and infrastructure in this study is in line with the opinion of Barnawi and Arifin (2017: 75), that in maintenance activities there are several types of workers, namely routine/periodic maintenance, emergency care, and preventive maintenance. Routine/periodic maintenance is maintenance that is carried out routinely every certain period of time. Emergency care is maintenance that was not previously anticipated due to damage or signs of danger. Preventive maintenance is routine maintenance that is carried out at certain times with several predetermined criteria. Maintenance of educational facilities and infrastructure is an activity to carry out management and regulation so that all facilities and infrastructure are always in good condition and ready to be used efficiently and effectively in achieving educational goals.

For the process of eliminating educational facilities and infrastructure at Vocational High School 3 Bondowoso, it is carried out only on consumables, while non-consumable items such as computers and other items from the government are not destroyed, but are moved to a storage area for goods that have been unfit for use, namely warehouse. The transfer of goods



that are no longer suitable for use must obtain permission from the principal, waka of facilities and infrastructure, and school administrative staff. not suitable for use, then the provincial office processes the application to the BPKD, after obtaining a permit, the deletion is immediately carried out. However, so far Vocational High School 3 Bondowoso has never held a write-off for goods that are not consumable.

The abolition of facilities and infrastructure in this study is basically in accordance with the opinion of Barnawi and Arifin (2017: 80), that the elimination of goods is generally through auction and destruction. However, the elimination of goods must pass through stages, namely the selection of goods which is carried out annually at the same time as the time of estimating the need; take into account the factors of elimination and elimination in terms of value for money; make plans; make a notification letter to those who will be holding the removal by mentioning the items to be removed; carry out the removal by way of auction, donating to other schools, burning, and getting rid of in the presence of superiors; and make a report on the implementation of the removal.

Efforts to improve the quality of graduates are carried out gradually and (continuously) so that Vocational High School 3 Bondowoso can produce quality students and experts in their fields, both in terms of skills as well as attitudes and knowledge. In improving the quality of graduates, referring to the Law on National Education System (Sisdiknas) Chapter V Article 25 concerning graduate competency standards, namely; 1) Graduate competency standards used as assessment guidelines in determining student graduation from education units. (2) Graduate competency standards as referred to in paragraph one include competencies for all subjects or groups of subjects and subjects; 3) Graduate competence for language subjects emphasizes the ability to read and write in accordance with the level of education; 4) Graduate competencies as referred to in paragraphs one and two, include knowledge, attitudes, and skills. Based on the findings, it shows that in improving the quality of graduates by holding activities related to the three domains of graduate competency standards.

In the realm of knowledge (cognitive), held several student activity programs to increase their knowledge and insight by utilizing existing facilities, such as utilizing a large building space to invite guest teachers from various other well-known schools or universities. With a large building, it can accommodate students from various majors to take part in the event. Not only presenting guest teachers to improve the quality of graduates in this field of knowledge, but also holding workshops to increase teacher competence in improving student learning. The teacher assesses students in knowledge competence, namely with daily assignments, mid-semester tests, and so on. In carrying out these activities, students are required to be able to remember, understand, and apply any knowledge that has been obtained from the activities that have been held.

Improving the quality of graduates in the realm of knowledge in this study is in accordance with the opinion of Kunandar (2015: 168), that in the realm of knowledge there are six levels of thinking processes, namely; 1) memorization is the ability to recall names, terms, ideas, formulas, and so on; 2) understanding is a person's ability to understand something after something is known and remembered. (3) application is a person's ability to use general ideas, principles, formulas, and so on in new and concrete situations; 4) analysis



is a person's ability to detail or describe. (5) synthesis is a process that combines the parts logically so that it becomes a pattern in the form of a new pattern; 6) evaluation is a person's ability to make judgments about a situation, value, or idea.

For the affective domain by holding several activity programs, namely the TASBIH activity program which is carried out every Friday, the foot washing activity program is carried out every new student admission, the 5S activity is carried out every day when students come to study, and social service activities are carried out every month. In these activities utilize existing facilities and infrastructure to support the smooth process of these activities. These activities have a positive impact on students, because students are more polite to teachers, students can share with people who can't afford it. This can be seen from the attitude of students when they are in the classroom and outside the classroom.

Based on this, the efforts made by Vocational High School 3 Bondowoso in improving the quality of graduates in the attitude domain in this study are in accordance with the opinion of Kunandar (2015: 109), that in the attitude domain there are five levels of thinking processes, namely; 1) the ability to accept is a person's sensitivity in receive stimuli or stimuli from outside that come to him in the form of problems, situations, symptoms, and others; 2) the ability to respond is a person's ability to actively involve himself in certain phenomena and react to them in one way. (3) the ability to judge is the ability to reward an object, so that if the work is not done, it is felt to bring harm; 4) the ability to regulate is the ability to find differences in values so that it takes the form of new values that are more universal, which brings general improvement; 5) character ability is the ability to integrate all the value systems that a person has that affect personality patterns.

In the domain of skills (psychomotor), by holding an activity program to improve student skills with the support of existing facilities and infrastructure, namely by conducting field work practices, semester skills tests and routinely enrolling students in competency competitions every year for industrial electronics majors. In holding these activities, of course, students have been equipped with sufficient knowledge, so that it is easier to practice. The efforts made in improving the quality of graduates in the skill domain are in accordance with the opinion of Kunandar (2015: 259), that in the skills domain there are five levels of skill thinking processes, namely (1) imitation is the ability to perform simple activities and exactly the same as seen or noticed. (2) manipulation is doing simple activities that have never been seen, but only on guidelines or instructions. (3) precision is the ability to carry out accurate activities so as to produce the right work products. (4) articulation is the ability to carry out complex and precise activities so that the results of their work are something intact. (5) naturalization is the ability to perform activities reflexively, namely activities that involve only physical activity so that work effectiveness is high.

CONCLUSION

In implementing infrastructure management at Vocational High School 3 Bondowoso there are several processes, namely; The planning process; 1) planning is carried out to find out what needs are needed by school residents by following government regulations; 2) planning is carried out by accommodating all proposals from each unit to each unit head; 3) planning involves all school units consisting of principals, waka of facilities and



infrastructure, heads of study programs, teachers, committee members, toman, administrative staff; 4) planning is done every year; 5) plans that have been approved and will be realized, then input into the annual school budget plan; 6) the source of funds comes from the government and school committees.

The procurement process, namely; 1) procurement of educational facilities and infrastructure is carried out by buying and making their own (adjusted to students' skills; 2) purchases of goods that have been previously approved are only carried out by the shopping team, namely the team that already has a special certificate from the government. Inventory process namely; 1) inventory is carried out by providing goods coding; 2) inventory is carried out by naming the type of goods; 3) inventory is carried out by naming the origin of the goods; 4) make an inventory list; 5) make a recap of inventory items; 6) distributed along with news of the handover of goods to each head of the unit.

The maintenance process is the maintenance of facilities and infrastructure carried out routinely or periodically, periodic maintenance, and emergency maintenance. Basically the maintenance of facilities and infrastructure at Vocational High School 3 Bondowoso is carried out by all school residents, but so that the management function can run well, a cleaning schedule is made so that school residents are more disciplined in maintaining existing facilities and infrastructure. The process of deleting facilities and infrastructure at Vocational High School 3 Bondowoso is carried out only on consumables, while non-consumable items such as computers and other goods originating from the government are not destroyed, but are moved to storage areas that are no longer suitable use (warehouse).

Efforts to improve the quality of graduates refer to the Law on National Education System Chapter 5 Article 25 concerning graduate competency standards by holding various activity programs related to the realm of knowledge, attitudes, and skills. Cognitive Domain, holds several student activity programs to increase their knowledge and insight by utilizing existing facilities, such as utilizing a large building space to invite guest teachers from various other well-known schools or universities. In carrying out these activities, students are required to be able to remember, understand, and apply any knowledge that has been obtained from the activities that have been held.

The affective domain holds several program activities, namely the TASBIH activity program, foot washing activity program, 5 S activities, and social service activities carried out every month. In some of these activities by utilizing existing facilities and infrastructure to support the smooth process of these activities. Psychomotor domain by holding an activity program to improve the skills of students with the support of existing facilities and infrastructure, namely by conducting field work practices, semester skills tests and routinely enrolling students in competency competitions every year for industrial electronics majors. In holding these activities, of course, students have been equipped with sufficient knowledge, so that it is easier to practice.



REFERENCES

- Aziz, Abdul, 2018, *Manajemen Pengelolaan Sarana dan Prasarana di Sekolah dan Madrasah*, Surabaya: Pustaka Radja.
- Barnawi dan M. Arifin, 2017, *Manajemen Sarana dan Prasarana Sekolah*, Yogyakarta: Ar-Ruzz Media.
- Indrawan, Irjus, 2015, *Pengantar Manajemen Sarana dan Prasarana Sekolah*, Yogyakarta: CV BUDI UTAMA.
- Ismaya, Bambang, 2015, *Pengelolaan Pendidikan*, Bandung: PT. Refika Adi Tama.
- Kunandar, 2015, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013)*, Jakarta: PT RajaGrafindo Persada.
- Matin dan Nurhattati Fuad, 2018, *Manajemen Sarana dan Prasarana Pendidikan Konsep dan Aplikasinya*, Depok: PT. RajaGrafindo Persada.
- Miles, Mathew dan Huberman, 2009, *Analisis Data Kualitatif*, Jakarta : UI Pers.
- Moleong, L. J. 2017. *Metodologi Penelitian Kualitatif (Edisi Revisi)*. Bandung: PT. Remaja Rosda Karya.
- Mulyadi, Seto, et.al. 2019, *Metode Penelitian Kualitatif dan Mixed Method*, Jakarta: PT Radjagrafindo persada.
- Musfah, Jejen, 2017, *Manajemen Pendidikan Teori, Kebijakan, dan Praktik*, Jakarta: KENCANA.
- Peraturan Menteri dan Pendidikan Nasional Republik Indonesia Nomor 40 Tahun 2008.
- Sallis, Edward, 2012. *Total Quality Management in Education*, Yogyakarta: IRCiSoD
- Suheri, 2017, *Teknik-Teknik Menulis PTK, Skripsi dan Tesis*, Surabaya: IMYIYAZ.
- Usman, Husaini, 2006, *Manajemen : Teori,praktik, dan riset pendidikan, Jakarta : Bumi Aksara*
- Usman, Nasir dan AR, Murniati, 2019, *Pengantar Manajemen Pendidikan*, Jakarta : An1Mage
- UU SISDIKNAS No. 20 Tahun 2003.



**The International Journal of High Education
Scientists (IJHES)**



International Journal of High Education Scientists (IJHES)