

Teachers' Perceptions of the Management of Learning Facilities in Public Senior High Schools Across Panyabungan Subdistrict, Mandailing Natal Regency

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ABSTRACT

This study was motivated by the suboptimal management of learning facilities in public high schools in the Panyabungan Subdistrict, Mandailing Natal Regency. The research aims to examine teachers' perceptions of the management of learning resources, focusing on six aspects: planning, procurement, inventory, utilization, storage, and maintenance. This quantitative descriptive study involved a population of 136 teachers, from which 103 were selected using simple random sampling. Data were collected using a questionnaire that had been validated and tested for reliability. A pilot test on 20 teachers outside the sample showed that all items were valid ($r\text{-count} > 0.444$) and reliable, with a Cronbach's alpha of 0.962 at a 5% confidence level. The results revealed that teachers' perceptions of each management aspect were rated as good: planning (4.55), procurement (4.56), inventory (4.53), utilization (4.47), storage (4.49), and maintenance (4.51). Overall, the management of learning resources in public high schools in the Panyabungan Subdistrict was perceived to be in the good category, with an average score of 4.51. These findings highlight the importance of sustaining and improving the existing management practices to enhance the effectiveness of learning resources in schools.

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1. INTRODUCTION

Education is one of the main pillars in developing high-quality human resources. In the era of globalization, marked by the rapid advancement of technology and information, education plays a strategic role in preparing individuals to be globally competitive. John Dewey, as cited in Nasarudin (2024), views education as a continuous and dynamic process involving interaction between individuals and their social environment. Education is not only aimed at transferring knowledge but also at shaping the character, skills, and moral values of students so they are able to face the challenges of the times. The success of an educational system is greatly influenced by various factors, one of which is the effectiveness of its management. The learning process is the core activity in education. Setiawan (2017:21) states that learning is a conscious and deliberate process of change that occurs through systematic interaction between teachers and students. For learning to be effective, it requires well-planned, targeted implementation and continuous evaluation. Additionally, the success of the learning process depends heavily on the availability of supporting components, one of which is educational facilities and infrastructure.

According to the Regulation of the Minister of National Education Number 24 of 2007, facilities are learning tools that can be moved, while infrastructure refers to the basic facilities that support the school's

functions. Facilities and infrastructure are inseparable in supporting teaching and learning activities. Proper management of both can improve the effectiveness and efficiency of the learning process and provide comfort for both teachers and students. Megasari (2014:636–831) emphasizes that adequate facilities and infrastructure help students better understand the material being taught and create a conducive learning environment. Learning facilities include various tools, media, and technologies such as books, modules, teaching aids, computers, projectors, and digital platforms like e-learning and educational applications. The proper use of these facilities helps teachers present material more interactively and engagingly, increases students' motivation to learn, and promotes active learning. Therefore, educational institutions must manage learning facilities properly, starting from planning, procurement, usage, maintenance, to disposal.

However, in practice, the management of learning facilities in some schools has not been fully optimized. Based on preliminary observations conducted by the researcher in public senior high schools (SMA Negeri) in Panyabungan Subdistrict, several issues were identified, including the lack of teacher involvement in planning and procurement, mismatches in the quantity of provided facilities, suboptimal inventory recording, and limited utilization of educational technology. These conditions affect both the effectiveness of learning and the overall comfort of the teaching and learning process.

2. METHOD, DATA, ANALYSIS

a. Type of Research

This type of research is quantitative descriptive research, which is a research method aimed at systematically describing phenomena or conditions using numerical or statistical data. Quantitative descriptive research aims to provide an in-depth overview of the phenomenon being studied by collecting numerical data that is analyzed statistically. Surveys are the main method used in this approach (Sugiono, 2018). This study employed a quantitative descriptive method, which aims to describe the phenomenon of teachers' perceptions regarding the management of learning facilities at public senior high schools (SMA Negeri) in the Panyabungan Subdistrict, Mandailing Natal Regency. This method is descriptive in nature because it focuses on objectively portraying teachers' perceptions without manipulating any variables. The data collected are in the form of numbers or numerical data, measured using a Likert scale questionnaire. This approach enables the researcher to provide a systematic overview of the level of teachers' perceptions toward various aspects of learning facility management, such as planning, procurement, inventory, storage, and disposal of facilities at SMA Negeri in Panyabungan Subdistrict, Mandailing Natal Regency.

b. Research Subjects

The subjects in this study were teachers who teach at public senior high schools (SMA Negeri) in the Panyabungan Subdistrict, Mandailing Natal Regency. From a population of 136 teachers, a sample of 103 teachers was selected using the simple random sampling technique.

c. Research Instrument

The instrument used in this study was a questionnaire developed using a Likert scale. The questionnaire was designed to measure teachers' perceptions of learning facility management, which includes several aspects: planning, procurement, inventory, utilization, storage, and maintenance. The questionnaire consisted of 40 statements systematically arranged to represent each aspect being studied.

Table 1. Practicality Instrument

Number	Indicator	Total item	Item Number
1	Planning	7	1,2,3,4,5,6,7
2	Procurement	9	8,9,10,11,12,13,14,15,16
3	Inventory	5	17,18,19,20,21
4	Usage	5	22,23,24,25,26
5	Storage	9	27,28,29,30,31,32,33,34,35,
6	Maintenance	5	36,37,38,39,40
Total		40 item	

d. Data Analysis Technique

The technique used for data analysis was the average score (mean) of the respondents' answers. The steps for processing the data were as follows:

1. Data verification, namely checking the returned questionnaires for accuracy and completeness.

2. Data tabulation, namely examining all the answers given by the respondents.
3. Assigning scores to each response option. For Very Good (5), Good (4), Fairly Good (3), Not so good (2), Not good (1).
4. Classification and tabulation of data, which involves grouping verified data into tables.
5. Calculating the mean (average) of respondents' answers using the mean formula. The formula is:

$$M = \frac{\sum fx}{N}$$

Notes:

$\sum fx$ = Total product of the scores being calculated

M = Average score being calculated

N = Number of respondents

6. Describing the processed data in a table.
7. Determining the Teachers' Perceptions of the Management of Learning Facilities in Public Senior High Schools Across Panyabungan Subdistrict, Mandailing Natal Regency. please refer to the table below:

Table 2. Practicality assessment criteria

Mean	Category
4.6 – 5.0	Very Good
3.6 – 4.5	Good
2.6 – 3.5	Fair
1.6 – 2.5	Poor
1.0 – 1.5	Very Poor

3. RESULTS AND DISCUSSION

Result

This study measured teachers' perceptions regarding the management of learning facilities in public senior high schools across the Panyabungan sub-district, Mandailing Natal Regency. The assessment was based on six indicators: (1) planning, (2) procurement, (3) inventory management, (4) utilization, (5) storage, and (6) maintenance. The instrument used was a Likert-scale questionnaire completed by 103 teachers. Statistical analysis results showed that all indicators received an average score above 4 (categorized as "good"), with the following details:

Table 3. Practicality Test Results

Number	Indicator	Total Item	Percentage of each indicator	Total Percentage	Criteria
1	Planning	7	4,55	4,51	Good
2	Procurement	9	4,56		
3	Inventory	5	4,53		
4	Usage	5	4,47		
5	Storage	9	4,49		
6	Maintenance	5	4,51		
Total		40	4,51		

The highest score was found in the planning indicator (4.55), indicating that the planning aspect of learning facility management has been well implemented by the schools. Meanwhile, the lowest score was found in the usage indicator (4.47), although it is still categorized as "good." Overall, the average score across the six indicators was 4.51, which falls into the "good" category.

Discussion

In general, the results of the study show that the management of learning facilities in public senior high schools across the Panyabungan sub-district is perceived positively by teachers, with an overall average score of 4.51, categorized as "good." The highest score was recorded in the planning aspect (4.55), which suggests that the planning process of learning facilities is carried out in a structured and systematic manner. This supports the view of Syahril (2018), who stated that effective planning must be based on accurate needs analysis and involve key stakeholders, such as teachers, who best understand classroom requirements.

Procurement also received a high average score (4.56), indicating that schools have successfully met their facility needs based on budget availability and learning priorities. This aligns with Mutsari's (2014) argument that diverse procurement strategies, such as purchasing, donations, or rehabilitation, can increase efficiency when managed properly. The inventory aspect scored 4.53, reflecting that most schools have maintained orderly records of educational assets, although consistency in updating data still needs improvement. This finding supports Bafadal's (2014) emphasis on the importance of systematic inventory for transparent and accountable school resource management.

The usage aspect received the lowest score (4.47), although it still falls within the "good" category. Some teachers noted that certain learning tools are not used optimally due to lack of training or accessibility issues. This is in line with Arikunto (2006), who underlined the necessity of matching tools to teaching methods and ensuring ease of use. The storage aspect, with an average score of 4.49, indicates that while most schools have proper storage procedures, challenges such as limited space and old or unused items occupying storage rooms still exist. Maintenance scored 4.51, suggesting that schools are generally proactive in maintaining learning tools, although more structured preventive maintenance strategies are needed.

Overall, the findings reinforce the view that effective management of learning facilities requires comprehensive planning, systematic recordkeeping, and user involvement, particularly teachers. As stated by Barnawi and Arifin (2014), sustainable learning facility management is a key factor in supporting quality education delivery. Future improvements may focus on increasing teacher participation in needs analysis, upgrading inventory systems, and enhancing the usability and maintenance of learning tools to ensure long-term functionality.

4. CONCLUSION

The study concludes that the management of learning facilities in public senior high schools across the Panyabungan Subdistrict is generally well-perceived by teachers, with an overall score of 4.51 categorized as "good." The highest-rated aspect was planning, followed by procurement and inventory, all of which indicate structured and responsive management practices. Although usage received the lowest score, it still fell within the good category, suggesting room for improvement in teacher training and accessibility. The findings underscore the importance of involving teachers in the planning process, maintaining systematic records, and ensuring continuous maintenance. Future improvements should focus on enhancing training, optimizing storage, updating inventory regularly, and implementing preventive maintenance to support long-term educational quality.

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