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Enhancing Elementary School Management: An Evaluation of Facilities and Infrastructure Management with CIPP Model

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ABSTRACT

Effective management of school facilities and infrastructure is essential for supporting quality education. This study evaluates how facilities and infrastructure are managed in elementary schools using the CIPP (Context, Input, Process, Product) evaluation model. A descriptive qualitative approach was used, with data collected through observations, interviews, and document analysis. The research was conducted at SD Negeri Tekaran 2, Wonogiri, Central Java, involving the principal and six teachers as participants. Data were analyzed using the Miles and Huberman model. Findings indicate that SD Negeri Tekaran 2 has adequate infrastructure, including well-equipped classrooms, a library, sports and arts facilities, sanitation, and technology resources. In the *input* phase, infrastructure management is supported by transparent budget planning, involving procurement, routine maintenance, and emergency allocations with expert involvement. The *process* involves periodic inspections, damage reporting, and asset inventory. In the *product* phase, well-maintained facilities have positively impacted learning outcomes, increased student motivation, and enhanced practical skills, fostering a supportive and effective learning environment. The study concludes that systematic and transparent management of school facilities significantly contributes to the quality of education in elementary schools. Well-maintained infrastructure not only supports teaching and learning but also enhances the overall educational experience and outcomes.

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1. INTRODUCTION

Institutions that conduct educational activities to carry out the teaching and learning process include madrasas and schools. Schools with sufficient infrastructure and facilities can raise the standard of instruction by assisting learning activities in achieving the intended outcomes (Hidayat Rizandi et al., 2023). When it comes to implementing a learning process that meets the needs of pupils, teachers are crucial. Professional and experienced teachers will be better equipped to communicate the material, which is a crucial component in raising the standard of learning and achieving the best possible

learning outcomes for students (Sinta, 2019). Facilities and infrastructure are resources that schools must have in addition to teachers since they are crucial to the success of the educational process. The upkeep and administration of the facilities and infrastructure offered are the responsibilities of all parties associated with educational institutions (C. S. Putri, 2019). The learning process can be successful and educational quality can be raised with effective infrastructure and facility management.

Making the most of the facilities that are available to facilitate the accomplishment of educational goals is the primary goal of facilities and infrastructure management (Nurharirah & Effane, 2022). The success rate of educational programs in schools is significantly impacted by the state of the infrastructure and facilities (Siskawati et al., 2024). Infrastructure and facilities for education comprise a range of amenities offered in schools to facilitate learning and ensure its smooth operation. The provision of educational facilities is one of the most important elements in the success of education. To have a beneficial effect on learning activities, the provision of facilities or equipment required for the teaching and learning process must be carefully organized (Manurung et al., 2020; Pujiastuti et al., 2018). The effectiveness and efficiency of the classroom learning process are greatly impacted by the provision and quality of facilities in schools (Sinta, 2019).

The management of educational facilities and infrastructure is an important component to ensure that facilities that support the teaching and learning process are used optimally (Hidayat Rizandi et al., 2023). This management involves careful planning, proper procurement, continuous maintenance, and systematic measures such as distribution, use, and inventory of infrastructure facilities (Wasik, 2022). With effective management, educational facilities can improve the quality of learning, create a comfortable learning environment, and help educators carry out their duties well (Alwi et al., 2021; Nurharirah & Effane, 2022). Cooperation in planning, maintaining, and managing educational facilities is the key to the success of facilities and infrastructure management in supporting the achievement of educational goals efficiently and effectively (Saputra & Setiawan, 2024).

Research on facilities and infrastructure management using the CIPP (Context, Input, Process, Product) model is important to be carried out because it can help the management and management process optimally, comprehensively, effectively, and efficiently. The use of the CIPP model can aid decision-making and quality assurance as it provides an opportunity to obtain evidence-based information, which allows for a clear understanding of the issues facing the learning program (Esgaiar & Foster, 2019). The CIPP model is able to provide comprehensive information and evaluation standards related to the program being assessed (Artanto et al., 2023). In addition, this model can help analyze the need for and availability of facilities and infrastructure in schools and find out in detail the feasibility of the facilities and infrastructure used.

Context evaluation focuses on identifying the need for facilities and infrastructure according to the vision, mission, and goals of education. Input evaluation assesses the availability and quality of resources to support management. Process evaluation is used to analyze management implementation, while product evaluation assesses management results against the quality of learning (Arni et al., 2021). This model aids in program planning, decision-making, and improvement by evaluating the factors that affect success, not just the outcome (Maskur et al., 2021; Nurhayani et al., 2020). With a comparative approach to standards, the CIPP model ensures effective and efficient management through thorough reflection on program elements (Turmuzi et al., 2022; Mubai et al., 2021; Sabri et al., 2021).

Research conducted by Mawardi & Fadilah (2020) related to school-based management was reviewed using the CIPP Model, and the results were obtained that the evaluation of school-based management using the CIPP model had effective/good results. There is still a need to improve management performance for the management of teachers, workforce, facilities, and school-based financing. Furthermore, research conducted by al. (2021) related to school-based management was reviewed using the CIPP model, and the results were obtained that the evaluation of school-based management using the CIPP model is still not optimal. In terms of context and products, the category is quite good, while the input aspect and the process are not in the category. So, it can be said that School-Based Management is still not running optimally. Furthermore, in research conducted by

Ningsih (2023) regarding the Evaluation of Physical Education Infrastructure Management, the results were obtained that the aspects of facilities and infrastructure management were included in the very good category. Also, research that has been conducted by Jumari, (2021) obtained regarding the Evaluation of the Management of Educational Facilities and Infrastructure to Improve the Quality of Education The findings showed that infrastructure and facility management had been done in accordance with protocols, allowing the educational unit's infrastructure and facilities to be used as efficiently as possible to raise educational standards. Based on previous research, many analyses of infrastructure management using CIPP have been carried out. However, this research has its own uniqueness in the challenge section and how the principal overcomes these challenges as a leader at SD Tekaran 2.

Initial observations and documentation at SD Negeri Tekaran 2 indicate that the school possesses adequate facilities and infrastructure to support the learning process. However, the systematic management of these resources remains suboptimal and irregular. This shortfall is largely attributed to limited financial resources and insufficient teacher capacity in managing and maintaining school infrastructure. These challenges highlight an urgent need to evaluate and enhance current management practices to improve educational quality. This study aims to assess the implementation of facilities and infrastructure management in elementary schools using the CIPP (Context, Input, Process, Product) Model. As a framework for decision-making, the CIPP model emphasizes program evaluation through comprehensive data collection and analysis. Therefore, this research seeks to explore how the application of the CIPP model can inform and improve the management of school facilities and infrastructure.

2. METHODS

This study uses a descriptive qualitative method. The results of this research include understanding, unique understanding, phenomenon construction, and hypothesis discovery (Sugiyono, 2018). Descriptive qualitative research can help researchers gain in-depth experience and views on the research subject. Descriptive qualitative research is also flexible in collecting data on the management of facilities and infrastructure at SD Negeri Tekaran 2. Researchers can adjust the questions and data collection techniques that are appropriate to the situation that occurs in the field. In addition, this research can produce detailed and abundant data, so that it can provide a clearer description of the management of facilities and infrastructure at SD Negeri Tekaran 2. This study uses documentation, interviews, and observations as data collection methods. Triangulation is a data validity approach used in this study. Data sources were obtained from the principal and 6 teachers of SDN Tekaran 2 as well as documentation in the form of photos and supporting data. The triangulation used in this study uses triangulation techniques in the form of observations, interviews, and documentation.

The data were analyzed using the Milles and Huberman model analysis method. According to Miles & Huberman, the steps of data analysis are to collect data through observation, interviews, and document studies. After obtaining data through the data collection process, the data reduction process is performed by selecting, focusing, and simplifying the data that has been obtained. This is done to help researchers identify the most important and relevant information regarding facility and infrastructure management information. This data reduction process is carried out by making the data grouping adjusted to the most important information. The data that has been reduced is then presented in a coherent form, such as tables, graphs, or descriptive sentences that are easy to understand. This is done to provide a clear picture of the data that has been analyzed. The last step is to draw conclusions or verify the data that has been analyzed. Drawing conclusions and verification is carried out by comparing the data obtained and considering the relevant context and theory. (Miles & Huberman, 2014). This research was carried out in October 2024 with details of observations at SD Negeri Tekaran 2, which was carried out for one week to observe and observe the infrastructure available at SD Negeri Tekaran 2 then also to obtain documentation in the form of photos of the facilities and infrastructure at

SD Negeri Tekaran 2. Then, in the 2nd week, the researcher conducted interviews with principals and teachers with a duration of 60 minutes in each interview session at school. Then, in the 3rd and 4th weeks, the researcher conducted a study of related and supporting documents regarding the management of facilities and infrastructure at SD Negeri Tekaran 2.

3. FINDINGS AND DISCUSSION

3.1. Context

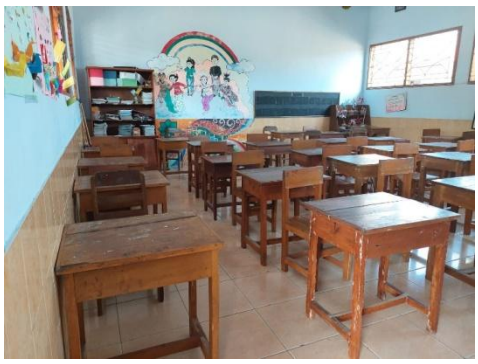
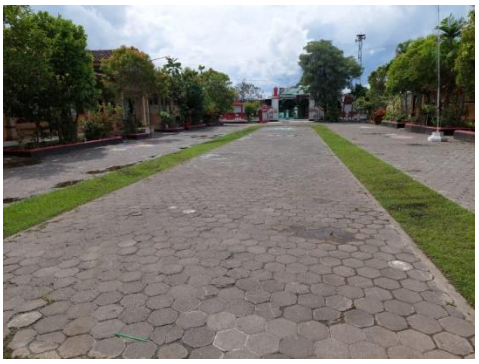
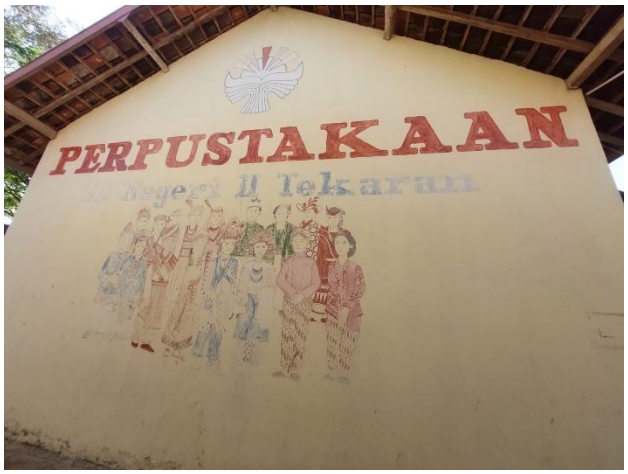
(a)  (b) 

Figure 1. (a) Desks and chairs in classrooms, and (b) the field

Based on the results of the research, the results were obtained that the facilities at SD Negeri Tekaran 2 in the form of tables and chairs in the classroom, as shown in figure 1 (a) are said to have good conditions, clean, neat, comfortable, and can support the learning process with available chairs according to the number of students in the class, namely one student with one chair and table. In addition to tables and chairs, the classroom is also equipped with shelves filled with books for students to use during breaks. Then, in figure 1 (b) there is a field that is large enough to carry out activities at school. The field at SD Negeri Tekaran 2 is quite spacious, clean, and can be used for activities such as ceremonies and sports.

Based on the results of the research on the context aspect at SD Negeri Tekaran 2, the management of infrastructure facilities shows that the school has adequate facilities to support the learning process, such as classrooms that are quite spacious, clean, and comfortable, and equipped with desks, chairs, whiteboards, and other learning equipment, libraries, toilets, and fields. Enough facilities must be available in order to facilitate seamless learning. Buildings, classrooms, tables, chairs, teaching materials, and media are examples of educational facilities—tools and equipment that are directly used and support the educational process, particularly the teaching and learning process. Thus, educational institutions can play a positive role if every education stakeholder makes good use of them (Saputra & Setiawan, 2024).

(a) 

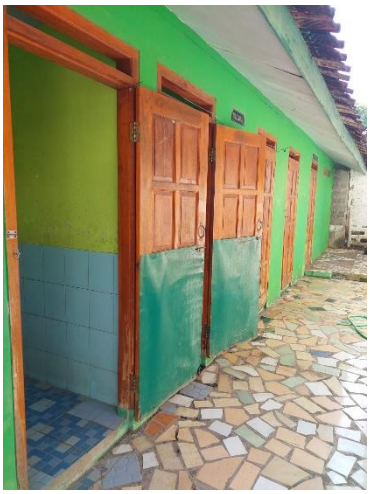
(b) 

Figure 2. (a) Library, (b) Student Toilet

Based on the results of the research, it was obtained that SD Negeri Tekaran 2 also has facilities that can support learning activities at school such as libraries and toilets for students. The library at SD Negeri Tekaran 2 also has good conditions to support learning activities, and is useful for increasing students' interest in reading at school. The library of SD Negeri Tekaran 2 provides various types of books and reading resources that students can use to enrich their knowledge and motivate students to read more. The toilets at SD Negeri Tekaran 2 are divided into 2 for boys and girls. Students also have good and clean conditions to maintain the comfort of students in learning. The existence of this toilet helps to increase students' independence to better understand and understand students' personal needs, and can improve healthy living habits by maintaining cleanliness.

The school has a library with a wide collection of interesting books and a comfortable reading area. In addition, there are technological devices such as computers, projectors, and internet connections that support digital learning. For sports activities, the school provides adequate fields and equipment, allowing students to exercise well. There is also an art and music space that supports creative and extracurricular activities. The school's toilets and sinks are in good condition, creating a safe and comfortable environment for all. If most of these facilities are in good condition, it can be concluded that this school has adequate facilities to support the learning process. However, if there is are lack of facilities, it is important for the school and the community to work together to find solutions and improvements. The availability of complete and comfortable facilities and infrastructure is one of the factors that supports improving the quality of education in schools. This allows the learning process to be fun and effective (Yatri et al., 2022). Planning Facilities and infrastructure are important elements in ensuring that learning needs can be optimally met. This includes the selection and placement of facilities that support the learning process, such as comfortable classrooms, laboratories, libraries and sports facilities (Arfin et al., 2023).

The desks and chairs in the classroom are the right size for elementary school children, so students can sit comfortably and maintain good posture. The number of tables and chairs is also enough for all students, so there is no need to share. The quality is also very good; these tables and chairs are sturdy and secure, with no sharp parts that can hurt. In addition, the large whiteboard makes all the writing clearly visible to all students in the class. Furthermore, equipment that can be utilized directly during the learning process is referred to as educational facilities. Classrooms, buildings, seats, courtyards, and educational media are a few types of educational facilities (Digdowiseiso, 2022).

The standard of elementary school facilities and infrastructure includes various elements to make the learning environment safe, comfortable, and supportive of education in the best possible way. This policy ensures that all parts of the school, from the land to the supporting facilities, meet the quality standards set to maintain the health of students and facilitate the teaching and learning process. School

infrastructure must meet safety, health, and accident and disaster risk standards in order for the learning environment to be safer for students and employees. Creating an accessible learning environment for students with special needs is also an important part of school design (Nabilah, 2024).

3.2. Input

Based on the results of the research related to the input aspect, the results were obtained that the budget allocation for the purchase and maintenance of facilities and infrastructure was carried out with careful planning to suit the needs and be effective. It begins by identifying the needs, needs for procurement and maintenance. Furthermore, priorities are set based on how urgent it is and how it impacts operations. Furthermore, in budgeting for the purchase of infrastructure, the specifications of the goods needed, the purchase plan adjusted to the available funds, and the categorization of the goods needed. One of the tasks that must be done to manage school facilities is the planning, procurement, maintenance, storage, and supervision of educational facilities and infrastructure (Mawardi, 2018).

The budget for the maintenance of facilities and infrastructure is prepared with a regular schedule so that maintenance can be carried out regularly. This includes a budget for repairs, replacement of spare parts, and a reserve fund to deal with urgent conditions. This budget management involves monitoring the use of funds to be in accordance with the plan. In addition, an internal audit is also carried out to ensure that all funds are used appropriately and efficiently.The sources of funds used include operational funds that have been allocated in the annual budget, additional funds from sponsorships, and optimizing the use of goods to save internal money. It is very important for every institution, especially educational institutions, to have sufficient funds to meet the needs of schools, especially to provide educational facilities and infrastructure (Nasrudin & Maryadi, 2019). Financial management is easier to do, compared to building educational institutions. Due to the large number of people involved in management, financial management can become inefficient, ineffective, or may even fail altogether. If the procedure has an unclear management system, the management of facilities and infrastructure will be difficult due to the lack of managerial ability and lack of desire (Khikmah, 2020).

Table 1. Budget Allocation

Category	Budget Percentage
Procurement of New Facilities	60%
Regular Maintenance	30%
Emergency Fund Reserve	10%

Based on the research results, the budget allocation at SD Negeri Tekaran 2 was obtained, and the budget was used for 60% of the procurement of new goods, then routine maintenance of 30%, and 10% as an emergency reserve fund. All school residents had previously agreed upon the budget allocation through a meeting. The process of managing facilities and infrastructure in schools needs to involve all school residents, namely principals, teachers, and education staff. Before procuring new goods, observations are made regarding proper and inappropriate facilities and infrastructure. After observation, then a proposal was made to be submitted to the principal. Furthermore, the principal decided that there was a need for the procurement of new goods or only routine maintenance. This routine maintenance is also carried out based on a predetermined schedule, which can be every 3 months or every 6 months. Then, an emergency reserve fund is needed if there is an urgent condition.

The budget is used fully based on the needs of facilities and infrastructure at SD Negeri Tekaran 2. Therefore, the use of the budget is carried out optimally and systematically so that it is sufficient to meet the needs of facilities and infrastructure in schools based on the importance of the procurement of new facilities to support the learning process. The procurement of new facilities is carried out by the mechanism of compiling and submitting budgets by teachers in schools, with the percentage of the budget used 60% of the total funds. The process of procuring this new facility requires the involvement of all parties in the school to ensure that the new facilities that will be obtained are able to support the

process and in accordance with learning needs. Planning for the procurement of facilities and infrastructure begins by holding a meeting of the entire teacher council. During the meeting, the meeting leader received aspirations from all teacher councils about the current condition of facilities and infrastructure and the necessary needs. After the meeting, the results of the meeting are submitted to the facility and infrastructure manager to be evaluated and agreed upon (Fathurrochman et al., 2021). The procurement of school facilities and infrastructure still requires clear and sufficient sources of funding. One source of these funds is the BOS funds. Before procuring all facilities and infrastructure to be used, you must have a clear plan for the need and expenditure of the money to be used (Handhayani et al., 2024).

The budget owned by the school is also used for routine maintenance of facilities and infrastructure in schools. This routine maintenance needs to be done and scheduled specifically. Routine maintenance is carried out as one of the solutions to optimize the management of facilities and infrastructure at SD Negeri Tekaran 2 so that it takes place systematically and optimally. In addition, routine maintenance is carried out to find out the proper facilities and infrastructure in the school and if there is a need for repairs and updates. The Facilities and Infrastructure Management division focuses on efforts to ensure the efficient and effective operation of educational facilities. This includes maintenance, repairs and development of facilities and infrastructure so that they are always ready for use and meet learning needs. The maintenance of facilities and infrastructure plays a key role in ensuring the sustainability and reliability of educational institutions. This factor includes long-term planning for preventive maintenance and, if necessary, repairs (Arfin et al., 2023).

The available and remaining budget is used as an emergency reserve fund. This emergency reserve fund functions to meet urgent and unexpected needs in the process of managing facilities and infrastructure management. The use of available funds from the BOS funds must be in accordance with the needs to meet the facilities and infrastructure in the school. So, it is necessary to have a reserve emergency fund to be used as a backup when the need is urgent. One of the funds that can be used as a source is BOS funds, which are used to fund all school operations and non-operations, and one of which is for facilities and infrastructure. The use of these funds needs to be planned so that they are sufficient according to the funds and expenses (Handhayani et al., 2024).

Schools need to have experts to manage the facilities and infrastructure responsibly to ensure that all school facilities are always in good condition. These experts make improvements to infrastructure, such as repairing electrical installations, electronic equipment, or other physical facilities. Also, effective management can be achieved by making the right usage schedule. Teachers are people who help students achieve their life goals optimally. Therefore, understanding and knowledge of facilities and infrastructure can broaden teachers' insight into the role of planning, using, and evaluating facilities and infrastructure so that they can be used optimally to achieve educational goals (Nurbaiti, 2015).

Teachers also play a role in planning budgets for repairs or procurement of new facilities and infrastructure by conducting regular inspections to prevent greater damage, which can result in higher costs. Experts play a role by providing operational support for teaching and learning activities to run smoothly and all facilities are ready to use. As a result, professional facility and infrastructure management may be done while fostering a positive learning environment. The teaching and learning process will be more efficient and of higher quality with sufficient infrastructure and facilities. The best learning outcomes are attained through a sequence of activities made by educators and learners utilizing the tools and resources at their disposal (Nurbaiti, 2015).

The procurement of school facilities and infrastructure is conducted transparently to ensure accountability, efficiency, and fairness. It begins with a clearly defined plan based on prioritized needs and available budgets, involving all relevant stakeholders in the planning process. To prevent conflicts of interest, vendor selection is carried out openly, and each stage of the procurement process is thoroughly documented, allowing for future audits if necessary.

Compliance with Presidential Regulation Number 12 of 2021 on Government Procurement of Goods/Services is essential to uphold the integrity of the process. In line with this, internal and external

supervisory units are tasked with monitoring and evaluating the implementation to ensure adherence to procedures and to support ongoing improvements in efficiency.

Procurement represents the initial operational activity in managing educational facilities and infrastructure. When carried out effectively, it enables the delivery of resources that meet the school's specific needs in terms of type, specifications, quantity, timing, and location—while maintaining cost-effectiveness and accountability (Mawardi, 2018).

Planning for educational facilities and infrastructure includes (a) analyzing the quality report card on facilities and infrastructure standards; (b) prepare a plan to meet the standards of facilities and infrastructure only for procurement and maintenance; and (c) prepare a plan to meet the standards of facilities and infrastructure for the list of consumables every year and every semester in accordance with the needs and plans of school activities; (d) estimate the cost of procurement of consumables for each period of BOS funds; (e) making a plan for the procurement of consumables every semester and year; (f) analyze and develop learning needs in accordance with the school activity plan and consider available and usable facilities; (g) calculate the cost of educational facilities and infrastructure available to students; (h) establish a priority scale based on available funds, urgent needs, and annual procurement plans; (i) prepare a cost budget in accordance with applicable regulations; (k) prepare a Cost Budget Plan (RAB) by estimating the available budget each year and taking into account the priority scale that has been set (Jumari, 2021). To ensure that the school's infrastructure is running properly, it is essential to carry out proper financial management. Schools can ensure that each allocated fund has a maximum impact in supporting the development and maintenance of school infrastructure by allocating resources wisely. This involves clear priorities in fund allocation, strict budget oversight, and spending monitoring (Nabilah, 2024).

3.3. Process

Based on the results of the research related to the process aspect, the results were obtained that there is a schedule for inspecting and maintaining damaged facilities and infrastructure is very important. Routine inspections carried out every month are an important first step in the management of facility and infrastructure maintenance. In addition, periodic maintenance is carried out before damage occurs, such as cleaning equipment or replacing components that are close to the end of their useful life. Inventory is typically conducted to enhance the supervision and management of educational facilities in schools and to provide extremely valuable and helpful inputs to increase the effectiveness of educational facility management (Basirun et al., 2022). Inventory of educational facilities and infrastructure is the recording of all assets owned by the school so that everything is recorded and supervised thoroughly. This makes it easier for needs such as reporting school facilities and infrastructure (Erroyani, 2022). If an agency has a stock of goods, it means that it has facilities and infrastructure management, which means a basis for evaluating the future needs of facilities and infrastructure and knowing the condition of good, damaged facilities and infrastructure that can be repaired, or damaged that must be removed (Nurmalina & Nelliraharti, 2020).

All inspection, repair, and maintenance actions need to be well documented to help monitor the maintenance history of facilities and infrastructure, predict what may need to be improved in the future, and simplify the evaluation process. In addition, periodic evaluations are carried out annually or semi-annually to assess whether maintenance schedules and procedures are running well. If needed, the schedule will be updated to suit changing needs or conditions. The administration of educational units can function efficiently and orderly by incorporating management components into the planning, execution, and oversight of educational programs. Management components that need to be put into practice include human resources, finances, buildings and infrastructure, educational marketing, procedures and methods, and other tools associated with school management (Herman, 2022). Quality learning is an educational process that overall improves students' knowledge, skills, and attitudes. Effective school management is one of the factors that determine the quality of basic education (Nabilah, 2024).

The rules set by the school govern how students and teachers use the facilities in the educational unit. There is a special schedule for using facilities such as laboratories, libraries, or sports rooms. Some spaces, such as music rooms or computers, may require prior permission or reservation. In addition, students are expected to comply with regulations regarding the cleanliness, order, and safety of the facility. For example, students can borrow books in the library by using a membership card or similar system, and must pay attention to the deadline and return rules. Teachers usually have priority access to certain facilities related to learning activities. Teachers can book multimedia rooms or laboratories, but need to coordinate with the administration. In addition, teachers can also get training or technical assistance for more complex facilities. Teachers can also take advantage of certain facilities for extracurricular activities outside of class hours, thus supporting a richer learning experience for students.

The management and maintenance of facilities involves monitoring and evaluating the use of facilities through attendance lists, as well as coordinating with officers to report damage or special needs. People who violate the rules, such as breaking or not adhering to the schedule, will be punished. One of the steps in the evaluation process is the process of achieving program goals. Various program policies, aided by available resources, govern the implementation of the program. To ensure that this step is successful, assessing the procedure is essential. So, process evaluation includes the planning, execution, and reporting phases. It also determines how resources are allocated to meet program objectives and provides information about program implementation (S. N. E. Putri et al., 2020). Regular maintenance needs to be carried out by ensuring the continuity of school operations and safety, including repairs and updates necessary to keep the infrastructure in the best condition. Good maintenance prevents unwanted damage and extends the life of the facility (Nabilah, 2024).

3.4 Product

Based on the results of the research related to the product aspect, it was obtained that the condition of good facilities and infrastructure, such as clean classrooms, sufficient lighting, good ventilation, and comfortable seats, really helps students to concentrate and create a pleasant learning atmosphere. Additionally, adequate access to educational resources such as libraries, laboratories, technology, and educational aids provides students with more opportunities to practice, experiment, and learn, which in turn improves their understanding of the subject matter. The use of technology is also very important. Tools such as computers, projectors, and internet connections allow teachers to deliver lessons in an interactive and engaging way, thereby increasing student engagement. To understand the material practically, facilities such as science laboratories, art practice rooms, or well-equipped sports fields greatly support practical activities. Thus, students feel supported during the learning process, which increases motivation to learn.

Based on the results of a follow-up interview by the principal, although the facilities and infrastructure are adequate, there are still challenges related to the management of facilities and infrastructure at SD Negeri Tekaran 2. These challenges include faster facility damage due to active student behavior, limited accessibility for students with special needs is still an obstacle, and the use of technology is not optimal due to the lack of teacher skills. This is certainly a problem for schools. However, the principal as a leader has carried out preventive and countermeasure activities such as increased supervision of facility maintenance, by involving students in light maintenance activities as well as involving third parties for the repair of more complex facilities. To overcome accessibility problems for students with special needs, the school has made efforts by adding supporting facilities and coordinating with the agency and stakeholders to meet facilities for children with special needs, as well as preparing a special schedule to ensure that students with special needs get more attention. In addition, school principals have also held regular technology training for teachers, with the aim of improving their ability to utilize technology as a more effective and innovative learning tool. Although these challenges still exist, the steps taken demonstrate the principal's commitment to creating a better and inclusive learning environment.

Based on research and experience of school principals in various schools, schools with good facilities and infrastructure tend to achieve better academic achievement compared to schools that have inadequate facilities. However, it is important to remember that the success of education does not only depend on means and infrastructure; The quality of teaching, curriculum, and student motivation also play a very important role. Teachers, students, and parents' perceptions of schools vary depending on the needs, expectations, and experiences of each group. From a teacher's perspective, facilities that support the teaching-learning process, such as comfortable classrooms, libraries, laboratories, and technological devices that help students become more creative and effective, can make teachers think positively. Teachers are an important factor in determining the success of learning activities both in the classroom and in the practice room. Therefore, teachers are expected to expand their skills and abilities. Experienced teachers are better able to create a fun learning space and maximize student learning outcomes (Alwi et al., 2021). However, dissatisfaction and vice versa, students tend to appreciate facilities that support hobbies or extracurricular activities and that are modern and exciting, such as sports halls and internet access. However, students often feel dissatisfied if the facilities do not meet their needs, such as hot classrooms or unclean toilets. If the school facilities look good and meet the child's needs, parents are usually satisfied, but can be disappointed if the fees paid are not proportional to what is received, especially in private schools.

School standards, the suitability of facilities to learning needs, and communication from schools about limitations or efforts to improve facilities are some of the factors that affect this perception. To improve this perception, solutions include fixing inadequate facilities, providing additional facilities to meet the needs of students and teachers, involving parents in planning the development of facilities, and ensuring that trans parity in budgeting and planning related to school facilities. One of the most important tasks for an educational institution is the management of facilities and infrastructure. The planning, acquisition, utilization, inventory, upkeep, and removal processes are all part of the administration of educational infrastructure and facilities (Nasiruddin et al., 2024). Facilities and infrastructure planning includes the procurement, purchase, rehabilitation, distribution, or manufacture of equipment and equipment to meet the needs of educational facilities (Siahaan & Suwandi, 2021).

The increase in students' interest in learning can be influenced by the facilities provided by the school. Complete and supportive facilities, such as comfortable classrooms, adequate laboratories, educational technology, a good library, and sports facilities, can create a more conducive environment for students to learn. This can increase the comfort and motivation of students in participating in teaching and learning activities. The usage of facilities, either directly or indirectly, is a crucial component of an efficient educational process. Buildings, classrooms, educational media and instruments, tables, seats, and other items are all closely tied to the educational process in this instance. However, indirect elements include school roads, parks, gardens, and yards Infrastructure and amenities at schools are thought to have a significant impact on raising educational standards (Miswardi et al., 2024).

Technological facilities such as computers, projectors, and internet access can also help students access information more widely and increase interaction in learning. If these facilities are optimized and used properly, students' interest in learning has the potential to increase, because students will feel supported by the existing means to understand the subject matter better. The complete accessibility of an educational institution is one way to know the quality of an educational institution. The output will also be good if adequate facilities and infrastructure are available. It is shown that educational institutions have laboratories that teach students skills such as typing, operating computers, etc., while educational institutions that do not have these facilities have lower abilities, and may not even know computers. This shows that the facilities and infrastructure available in educational institutions affect the quality and achievement of students (Rosnaeni, 2019).

4. CONCLUSION

This study, using the CIPP (Context, Input, Process, Product) evaluation model, concludes that facilities and infrastructure management at SD Negeri Tekaran 2 play a crucial role in supporting the learning process. The context dimension reflects a supportive environment, with adequate facilities such as comfortable classrooms, libraries, laboratories, sports fields, art rooms, sanitation, and technological tools. In the input aspect, transparent and efficient budget planning—covering procurement, routine maintenance, and emergency allocations—involves expert participation to ensure resources are well managed. The process involves scheduled preventive inspections, a damage reporting system, and asset inventory tracking, which together support the continued functionality of school facilities. The product findings show that these well-maintained facilities contribute to improved learning quality, increased student motivation, and enhanced practical skills, fostering a conducive and effective learning environment.

However, limitations remain. Challenges such as occasional facility damage, limited accessibility for students with special needs, and the suboptimal integration of technology highlight areas for improvement. While the school has taken proactive steps—such as enhancing supervision, adding support infrastructure, and providing technology training for teachers—these issues require sustained attention.

Future research should explore facilities and infrastructure management in schools with varying resource levels to assess the generalizability of the CIPP model across contexts. Studies could also examine the long-term impact of digital integration and inclusive design on learning outcomes. Strengthening regional education policies to support equitable funding and professional development in technology use is essential for broader implementation and improvement.

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