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Optimization of School Facilities in Supporting Academic Achievement and Extracurricular Activities of Students

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Abstract

This research is motivated by the importance of school facilities as a key supporting factor in improving the quality of the learning process and the holistic development of students' potential. The purpose of this study is to analyze the role of school facilities in supporting the optimization of students' learning achievements and extracurricular activities at SMA Negeri 1 Pare. This research uses a qualitative approach with a case study type, utilizing data collection techniques through in-depth interviews, participatory observation, and documentation study. The research results show that well-equipped and effectively managed school facilities significantly contribute to creating a conducive learning environment, enhancing student motivation, and supporting the success of extracurricular activities. The implications of these findings emphasize that optimal management of educational facilities is a strategic element in improving the quality of education sustainably, both in academic and non-academic aspects.

Keywords: *School Facilities; Academic Achievements; Extracurricular Activities; Educational Management.*

Introduction

Humans are God's creations that have various potentials that can be developed through education. (Hidayat, Rahmat., 2019). The main foundation of a country's progress relies on the education of its people. (Muslimin & Kartiko, 2020). Education is a cornerstone of the nation's future that is constantly evolving and demands continuous improvement. It is not just learning, but an effort to maximize individual potential and skills. (Nugraha, 2023). Education is an effort carried out consciously and planned for the implementation of learning to enhance human capabilities. (Daulay et al., 2022). According to the father of Indonesian education 'Ki Hajar Dewantara', education is an effort to improve the character, intellect, and physical well-being of students. (W. Hidayati et al., 2021). The national education goal is to enlighten the nation and to develop Indonesian society as a

whole to become individuals who are devout, of noble character, knowledgeable, healthy, independent, and responsible. Education is the key to national development in shaping the next generation in accordance with the mandate in the preamble of the 1945 Constitution.(Ferdinan et al., 2024).

The quality of education plays a crucial role in maximizing students' learning abilities. Meanwhile, the quality of human resources is greatly influenced by the quality of education. However, existing problems still significantly affect the quality of education that is implemented. Among the existing problems are the curriculum that is frequently changed, the low quality of educators, less varied learning methods, inadequate facilities and infrastructure, low student achievement, and many more educational problems being experienced in Indonesia. The participation of both the government and society in addressing the existing problems is very much needed. (Luthfiyah et al., 2025).

In the era of globalization and tight competition, the quality of education has become increasingly urgent to improve. (Mailani et al., 2024). Therefore, education must be pursued as maximally as possible in order to bring significant positive impact for a country. The achievement of educational goals cannot stand alone without supporting aspects. Among these are the curriculum aspect as the core of learning, competent and innovative educators, evaluation methods as tools to measure students' abilities, as well as school facilities to maximize students' potential. (Ferdinan et al., 2024).

In the current era, schools implement a more flexible independent curriculum in accordance with existing conditions. This curriculum focuses more on the development of students' abilities according to their interests and prioritizes learning through a project-based system. The independent curriculum can be effectively implemented if teachers are able to increase student learning motivation by conducting lessons in a more creative and innovative manner, supported by adequate facilities. Therefore, it is often necessary to be supported by technology, which is part of the educational facilities.

School is an institution where learning activities take place, seeking knowledge, understanding morals, and aesthetics assisted by experts commonly referred to as teachers. The community considers a school with many activities, complete facilities, and producing intelligent students as criteria for a school to be considered good. (Daulay et al., 2022). The quality of a school is said to be good if it is able to provide satisfaction to the community or its customers. (Sabariah, 2022). Facilities are things that are used to facilitate activities, either in the form of objects or spaces. (Hidayana, 2021). School facilities are a means to assist teachers, students, and the school community in obtaining learning information without limitations of place and time, allowing educational objectives to be achieved smoothly, systematically, effectively, and efficiently. Educational facilities serve to facilitate teachers in delivering lessons that will impact students' learning outcomes. (Daulay et al., 2022). School facilities can be physical, including libraries, classrooms, laboratories, and others. At the same time, they can also be digital facilities that include computers, stable internet networks, projectors, digital books, educational videos, and supporting learning applications. (Febrian et al., 2024).

In schools, educational facilities are expected to meet all the needs of students in terms of both quality and quantity in accordance with the applicable standards based on the Minister of Education

and Culture Regulation of the Republic of Indonesia Number 22 of 2023. Therefore, a detailed analysis must be conducted in the procurement process to accurately project the needs. The school facility procurement system needs to adhere to the principles of efficiency, effectiveness, openness, transparency, fairness, and accountability. Procurement can be done by purchasing, producing in-house, grants, leasing, recycling, borrowing, or exchanging. Once procured, school facilities should be inventoried and maintained properly on a regular basis and stored safely if they are not yet due for use. (Dermawan, 2020). From the availability of educational facilities at a school, one can determine the quality of that school. (Yulius, 2020).

Facilities are also part of the school infrastructure that supports the smooth running of learning activities. School infrastructure refers to equipment that directly (such as classrooms, laboratories, etc.) or indirectly (such as yards and gardens) functions to facilitate the achievement of school goals. (Hermawan, 2021).

In accordance with the Republic of Indonesia Law No. 20 of 2003 regarding the educational system as an interaction among three components: educators, learners, and learning resources conducted in learning environments. The interest in learning among students must be fostered by educators, one of which can be achieved through the mediation of facilities and infrastructure or school resources, which are expected to optimize student achievement. (Ahsani et al., 2021). Optimization is maximizing something to achieve the best results. In other words, optimization is the process of finding the best solution related to an issue in order to obtain the desired benefits with minimal losses. (Luthfiyah et al., 2025).

The implementation of learning also needs to be well managed, by combining the components of teachers, students, and lessons, which are supported by facilities and infrastructure, environmental arrangement, learning spaces, teaching methods, learning media, financing, and evaluation systems. To realize quality learning, it must be managed properly so as to produce good learning achievements.

Learning is the guidance of students by educators through providing directions based on learning resources in order to achieve desired goals and to improve abilities in cognitive, affective, and psychomotor aspects. Learning is conducted to create a learning environment for students, to prepare students to become the expected members of society, and to equip students to face life in the community.

In the field of education, there are two main activities, namely classroom learning in accordance with the materials set in the curriculum and learning outside the established curriculum materials, which can be referred to as extracurricular activities. Schools are expected not only to guide their students academically but also beyond academic fields, which are developed in the form of extracurricular activities due to the diverse potential of students and the fact that everyone has the same opportunity to enhance their abilities. Thus, students' interests and talents outside of academia can be maximized through a platform called extracurricular activities. (Sundari, 2021).

Extracurricular activities aim to develop students' interests and talents. Talent is the basic potential that has been possessed since birth and needs to be continuously trained. Meanwhile, interest is something that students enjoy. In addition, the purpose of extracurricular activities is to strengthen character, personality, cooperation, and independence of the learners. (Kinesti et al., 2022).

So that students are not only provided with a platform in the academic field, but can also showcase non-academic achievements, which are accomplishments obtained outside of school

subjects, for example in sports or arts, which are usually trained in extracurricular activities. (Nurholis, 2023).

SMA Negeri 1 Pare has 1,148 students divided into 33 classes, so each grade level consists of 11 classes. With the large number of students, diversity arises in various aspects such as attitude, personality, religion, and the potential of the students. This creates a unique challenge for the school to facilitate students, especially in developing the potential or abilities of students in both academic and extracurricular fields. Thus, all the potential that students possess can be maximally developed.

In this case, the researcher is interested in studying the Role of School Facilities in Supporting the Optimization of Student Learning Achievement and Extracurricular Activities at SMA Negeri 1 Pare in this research to determine how much the role of existing facilities in the school optimizes the various potentials possessed by the students. This research aims to analyze the role of school facilities in supporting the optimization of student learning achievement and extracurricular activities as one of the supporting factors for sustainable educational quality.

Method

Approach and Types of Research

This research uses a qualitative approach with a case study type. This approach is chosen because it aims to gain an in-depth understanding of the role of school facilities in supporting the optimization of student learning achievements and extracurricular activities. Case studies allow researchers to thoroughly explore phenomena in a real context and understand the social dynamics and policies occurring in the school environment. (Yin, 2018; (Nasution, 2023).

Location and Research Subject

The research was conducted at a public high school with a large number of students and a variety of extracurricular activities. The informants in this study were purposively selected, consisting of the Deputy for Facilities and Infrastructure, the Deputy for Student Affairs, extracurricular coaches, and students who are actively involved in learning activities and extracurriculars. The selection of informants was based on their involvement and knowledge of educational facilities and student achievements.

Data Collection Techniques

Data was collected through three main techniques, namely: in-depth interviews conducted with key informants to explore their perceptions and experiences regarding the role of facilities in learning and extracurricular activities. Participatory observation was carried out in the school environment to directly observe the conditions and utilization of educational facilities. Documentation studies were used to gather secondary data in the form of school documents, such as work programs, student achievement reports, and facility planning documents. (Febrian et al., 2024).

Data Analysis Techniques

Data analysis was conducted using the Miles and Huberman model, which consists of three stages: data reduction, which is the process of selecting and simplifying information from interviews, observations, and documentation; data display, which is the organization of data into narrative and tabular forms to facilitate conclusion drawing; and conclusion drawing/verification, which is the

process of finding patterns, meanings, and relationships among the data. (Sugiyono, 2022; Miles, Huberman, & Saldana, 2014).

Test the Validity of Data

The validity of the data is tested using the triangulation method, which involves comparing data obtained from interviews, observations, and documentation to ensure the consistency of information. Additionally, the researcher also conducts member checking by providing preliminary results to informants to obtain clarification and validation of the findings. (Creswell & Poth, 2018).

Results and Discussion

School Facilities at State Senior High School 1 Pare

School facilities are very important to pay attention to. The planning of facilities or school infrastructure should be done carefully, considering needs and budget. (Sapat et al., 2022). The management of facilities and infrastructure aims to fulfill the needs of educational supporting facilities, maximize the benefits of existing facilities, and ensure that the facilities are well-maintained. (Dila et al., 2024). Due to the importance of the management of educational facilities and infrastructure, it is regulated in various laws, including Law No. 20 of 2003 concerning the provision of educational facilities and infrastructure, Government Regulation No. 19 of 2005 regarding mandatory facilities and infrastructure in educational institutions, and Minister of Education and Culture Regulation No. 19 of 2007 concerning educational management. (Sapat et al., 2022).

Facilities and infrastructure support learning materials to be more easily conveyed to students because the teaching methods can be varied and students become more actively engaged in the learning process. (Dila et al., 2024). Facilities and infrastructure are beneficial for improving the quality of learning, providing a comfortable learning environment, offering opportunities for hands-on practice, making it easier to deliver material, and increasing students' interest in learning. (Luthfiyah et al., 2025). The completeness of facilities will facilitate the learning process, accelerate students' understanding, and make it easier to master the knowledge being learned. Conversely, a lack of facilities will decrease student motivation to learn. The government, educators, and students themselves play an active role in providing the necessary educational facilities. (Mailani et al., 2024). The land and buildings used as educational institutions also have their own standards regulated in Government Regulation No. 19 of 2005 regarding National Education Standards. (Mulyani, 2020).

The school facilities at SMA Negeri 1 Pare are classified as complete according to the standards of government regulation no. 19 of 2005 article 8. The area is 6,165 m² located in the center of Pare city, and is close to SMA Negeri 2, but this school still manages to maintain its existence with various qualities and advantages it offers. Meanwhile, the building of SMA Negeri 1 Pare has 3 floors consisting of: (Interview with the Head of Infrastructure and observation, 2025)

Table 1. Condition and Facilities of School Rooms at SMAN 1 Pare

No	Room Name	Condition	Explanation
1.	Classroom	Good	A total of 33 rooms in accordance with the number of existing classes.
2.	Library Room	Good	Having adequate space with various comfortable spots for reading books.
3.	Laboratory Room	Good	Consists of biology, physics, chemistry, computer, language labs.

No	Room Name	Condition	Explanation
4.	Leader's Room	Good	There is a principal's room and the vice principals inside it.
5.	Teacher's Room	Good	Equipped with tables and chairs according to the number of teachers present, as well as supporting equipment for teachers' performance such as printers and others.
6.	Office space	Good	All TU staff are located in the TU room equipped with facilities including 4 printers, a scanner, 6 computers, 2 laptops, a data board, and so on.
7.	Prayer room	Good	Equipped with speakers, several prayer garments, prayer mats, sarongs, and places for ablution.
8.	Guidance Room	Good	Have a consultation area, several seats for BK officers, and a laptop.
9.	School Health Unit	Good	There is a bed and some medications.
10.	OSIS room	Good	Used to store equipment belonging to the student organization (OSIS)
11.	Bathroom	Good	Available on all floors
12.	Warehouse	Good	Utilized as a storage place for stock items that will be used as well as items that are no longer used.
13.	Circulation Room	Good	In front of each room, there are seats, and there are connecting doors between one room and another, making it easier to coordinate.
14.	Sports Place	Good	Located in the middle of the SMAN 1 Pare building, equipped with a roof and can be used for various sports because it has basketball hoops, soccer goals, and volleyball nets that can be set up if needed.

The facilities provided by SMA Negeri 1 Pare greatly support the learning activities. This includes the provision of LCD projectors in every classroom, the complete availability of materials or practical tools, whiteboards, a smooth internet connection that can be accessed by all students, supporting equipment for sports activities, and supplies that support the smooth running of extracurricular activities. Each subject requires different facilities, and efforts are made for their procurement (Interview with the Vice Principal for Facilities, 2025).

As an effort to improve the quality of educational institutions to be able to compete regionally and nationally, enhance student learning achievements, improve students' understanding of the learning material, and increase the quality of the learning process. Therefore, SMA Negeri 1 Pare continues to make improvements in the available school facilities. The efforts made include continuous checks of classroom facilities (student desks and chairs, teacher desks and chairs, lights, fans, curtains, data boards, LCD projectors in each classroom, and other learning support equipment), provision of UKS facilities (such as medicines, thermometers, sphygmomanometers, and so on), checking science lab equipment and inventorying necessary materials to avoid shortages, as well as providing safety facilities such as fire extinguishers and others, effectively managing the language laboratory (ensuring audio, computers, and language lab equipment are functioning well), periodic checks of the computer lab, maintenance of library facilities, and completing missing collections (Documentation of the Waka Sarpras Work Program, 2025).

The library strives to provide maximum service to users in accordance with the Indonesian Law No. 43 of 2007. (S. Hidayati & Suciati, 2020). The State Senior High School Library 1 Pare provides services such as circulation, reference, digital literature searching with 10 library computer

units available, and reading on-site by providing a comfortable space within the library (Observation, 2025).

The analysis activities of school facilities or infrastructure are conducted routinely at the beginning of the semester, namely in July and January. This is done by preparing a work program for infrastructure, validating and checking the real condition, and designing a budget. Then, a prioritization scale is determined by considering the available budget, and the implementation of the previously prepared program begins. At the end of the semester, a report on the results of the program implementation is submitted to the principal. This series of activities is carried out by the infrastructure team, which consists of the Deputy Principal for Infrastructure, several teachers, and administrative staff, and is directly monitored by the principal.

The arrangement of facilities also receives special attention to ensure they appear neat, beautiful, and comfortable for use. The provision of educational facilities at SMA Negeri 1 Pare is largely funded by committee donations, while also considering quality and quantity in implementation. Some funds also come from the government. Most of the facilities are procured by purchasing and distributed directly to classrooms or storage locations according to their function. Then, the facilities are inventoried to ensure they can be utilized effectively and efficiently without waste. School facility evaluations are conducted at all times, as soon as there are facilities that are inadequate or damaged. However, a periodic evaluation also takes place at the end of each semester. The biggest problem faced is the limitation of available funds and the still low awareness of some parties in maintaining the existing school facilities (Interview with the Deputy Principal of Facilities, 2025).

Learning Achievements and Extracurricular Activities at SMA Negeri 1 Pare

The main activities carried out in school are teaching and learning. Learning planning is the activity of determining the objectives of learning, methods, strategies, media, and evaluation that will be used. Learning organization involves providing facilities, completeness, determining personnel, and formulating learning methods. The implementation of learning includes the introductory stage/apperception, delivery of material, and the clarification and assessment stages. Learning supervision is carried out by the headmaster by monitoring, supervising, evaluating, and following up on the learning that has been conducted by the teachers.

Achievement is the result obtained after doing something. Meanwhile, learning is the process of changing human behavior/personality as a result of increased knowledge after interaction with the environment. Learning achievement is the accomplishment obtained after going through the learning process, whether in the form of skills, attitudes, or knowledge. (Budiyono, 2023).

Learning achievement is the ability gained after the learning process has been conducted. (Ahsani et al., 2021). Learning achievements include cognitive, affective, and psychomotor. (Daulay et al., 2022). In general, academic achievement is expressed through grades. Academic achievement is supported by a conducive learning environment, supportive tools, and consistent practice. (Sapat et al., 2022). The factors that influence learning achievement consist of internal factors (in the form of the student's psychology such as intelligence, motivation, learning interest) and external factors (in the form of the environment such as family and school) (Ahsani et al., 2021). Learning achievement can be improved through several things, such as fostering a sense of responsibility, actively participating in the learning process, not being ashamed to ask questions, completing homework on

time, reviewing lessons that have been taught, avoiding the culture of cheating, and taking breaks, eating, and playing in moderation. (Budiyono, 2023). While students' motivation to learn can be enhanced through psychological encouragement, providing rewards for achievements, and developing a learning environment. (Nugraha, 2023).

Learning at SMA Negeri 1 Pare is conducted using a full day school system with a 5-day workweek from Monday to Friday, starting from 07:00 WIB to 15:15 WIB. The subjects taught are aligned with the independent curriculum structure, with the addition of the P5 project (Strengthening the Pancasila Student Profile Project). Students are trained to participate in various competitions to foster a competitive spirit (SMAN 1 Pare Curriculum Document, 2025).

The achievements obtained by the students of SMA Negeri 1 Pare in the field of learning for the academic year 2024 - 2025 are as follows: (Student Achievement Document, 2025).

Table 2. List of Student Achievements and Competitions

No	Champion	Event	Level
1.	Champion the best management	DBL 2024 Western Region	Province
2.	1st Place	KSN computer	Regency
3.	1st and 2nd place	Economic KSN	Regency
4.	2nd Place	KSN physics	Regency
5.	Runner-up 1st and 3rd place	KSN biology	Regency
6.	1st place winner	KSN mathematics	Regency
7.	Runner-up 3	Chemical KSN	Regency
8.	Many achievements have been achieved at the sub-district level		

In addition to learning according to the independent curriculum, schools also have learning in the fields of arts and other talents facilitated in extracurricular activities that must also be managed well. Extracurricular management involves planning and organizing activities outside of lesson hours included in the curriculum. Extracurricular planning includes planning participants, mentors, implementation time, supporting facilities, and funds needed for extracurricular activities. Organization involves appointing mentors who are experts in their fields. Extracurricular implementation is conducted by providing guidance to students. Supervision is carried out by correcting activities that have been conducted in accordance with the plan, identifying obstacles and problems that arise during implementation, and following up as an effort for future improvements. (Sundari, 2021).

Extracurricular planning is carried out at the beginning of each school year by the student affairs assistant principal. The extracurricular activities at SMA Negeri 1 Pare consist of 21 extracurriculars. Among them are music art or choir, drama or theater art, traditional dance art, modern dance art, scientific work for youth (KIR) in the fields of natural and social sciences, male and female futsal, judo martial arts, nature lovers of the caldera, male and female basketball, male and female volleyball, self-defense silat, Quran reading art, basic Quran reading, rebana music, scouting, creative marching band, youth red cross or PMR, health cadres, youth health information center (PIK-R), kempo, and the school magazine "gesit" (Extracurricular Document of SMAN 1 Pare, 2025).

The implementation of extra activities is carried out after the lessons are finished and partly on Saturdays due to SMA Negeri 1 Pare using a 5-day work system. Evaluation of extracurricular

activities is conducted by the head of school through the student affairs assistant at the end of each semester and whenever necessary. The achievements that have been obtained include: (Student Achievement Document, 2025).

Table 3. Student Achievements in Non-Academic Competitions

No	Champion	Event	Level
1.	1st, 2nd and 3rd place	Ju-jitsu championships	Province
2.	3rd Place	Basket ball	Province
3.	3rd Place	XIV POPDA	Province
4.	Runner-up 3	Pencak Silat	Province
5.	1st and 2nd place	O2SN swimming	Regency
6.	1st Place	O2SN karate	Regency
7.	1st Place	FLS2N guitar solo	Regency
8.	1st Place	FLS2N photographers	Regency
9.	1st Place	FLS2N monologue	Regency
10.	1st Place	COC moves Kediri creative scout game	Regency
11.	1st Place	Basket ball	Regency
12.	2nd Place	FLS2N digital comics	Regency
13.	2nd Place	O2SN athletics	Regency
14.	3rd Place	FLS2N writes short stories	Regency
15.	Many awards have been won at the sub-district level		

The Role of School Facilities in Supporting the Optimization of Students' Learning Achievement and Extracurricular Activities

School facilities have several roles that support activities in educational institutions. For example, they foster students' interest in learning or motivation to learn. They provide more meaningful learning experiences because they are supported by physical facilities that facilitate understanding. Facilities that support comfort in the learning process also greatly influence learning productivity, fostering concentration, creativity, and student engagement. In addition, teachers are also greatly assisted in delivering learning materials and can provide a more diverse teaching method due to the facilities provided by the school. Extracurricular activities also run optimally due to the supporting facilities available for their implementation. Teachers and mentors can use the available facilities according to needs to enhance the abilities or potential of the students.

In accordance with the existing conditions at SMA Negeri 1 Pare, where the facilities in terms of both infrastructure and equipment are complete and in good condition, students can utilize them to the maximum extent, allowing them to carry out lessons and extracurricular activities happily, comfortably, effectively, and efficiently. The learning objectives can be achieved according to the set targets. Additionally, students can develop and improve their learning outcomes and be able to compete with other schools, thereby earning various achievements at the district, regency, or even provincial level.

Conclusion

School facilities play a significant role in supporting the optimization of students' learning achievements and the implementation of extracurricular activities. Adequate and well-managed facilities create a conducive learning environment, encourage student motivation, and facilitate more varied and effective learning. This has a direct impact on improving students' academic achievements as well as non-academic achievements through structured extracurricular activities.

The implications of this finding suggest that school facilities not only serve as supporting means but also as strategic elements in enhancing the quality of the educational process and outcomes. The availability of infrastructure that meets standards and its optimal use are important indicators in realizing competitive educational quality, both on a local and national scale.

Therefore, educational management at the school level needs to pay serious attention to the planning, procurement, maintenance, and evaluation of educational facilities on a sustainable basis. It is recommended that schools conduct periodic mapping of facility needs and encourage collaboration between schools, governments, and the community (including school committees) in the provision and development of facilities that support learning and extracurricular activities. This research is expected to contribute to the development of educational management theory and serve as a reference for other schools in designing strategies for quality improvement based on the optimization of educational facilities.

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