

**Fulfillment of Remote Area Elementary School Facilities
and Infrastructure Standards**

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Abstract

In remote areas school experience limitations in fulfilling quality educational facilities and infrastructure. This qualitative research aimed at revealing how schools meet the standard of facilities and infrastructure and what factors influence them. The instruments used were interviews, observation and documentation. The results found that the standard fulfillment of facilities and infrastructure in the Elementary Schools Public 25 at Muara Sugihan District was still low compared from several other public elementary schools at the Muara Sugihan sub-district. The principal explained that the factors influence it include geographical location, the role of community leaders, parents of students, educators and. Facilities for the provision of necessities related to facilities should be carried out jointly by all school members.

Keywords: Fulfillment of Facility and Infrastructure, Education Facility, Remote Area.

1. Introduction

The achievement of National Education Standards in Urban Schools has progressed at a rapid pace. This is demonstrated by the construction of several educational units, both public and private, that provide high-quality education. According to Rivai and Murni (2012), educational units are schools and outside schools that coordinate teaching and learning activities that take place both within and outside of the classroom.

As more institutions open their doors, competition among them heats up. The competitiveness is in delivering a good educational process in order to produce great graduates. Public schools in cities have an educational process that is backed by the availability of comprehensive facilities, but private schools do not want to fall behind in terms of providing an advanced educational process and complete facilities (Komalasari et al, 2020).

In affluent countries, implementing decent education is not a major issue. This is because simpler to obtain infrastructure and receive government attention in developed regions, as opposed to schools in suburban or remote locations, where it is still difficult to offer educational facilities (Suardi et al, 2016; Efendi et al, 2020).

There are also numerous schools in these regions that lack instructors, and learning techniques that do not include a large number of pupils in active participation. Schools in suburban or distant settings have challenges in offering a high-quality education. The low achievement of the National Education Standards in various public elementary schools in the Muara Sugihan sub-district has affected this. According to Article 50 paragraph 2 of the National Education System Law No. 20 of 2003, the government develops national policies and National Education Standards to safeguard the quality of national education.

According to the terms of the education legislation, there are still numerous schools in distant locations that do not fulfill the National Education Standards. This is impacted by the restrictions of the school, which means that schools cannot give ideal education. There are still numerous schools that provide poor quality services in the teaching and learning process. The school was eventually unable to achieve a good performance, which impacted the public's perception of the institution.

According to Megasari's (2014) research, community perspectives have an impact on schools. The community's viewpoint manifests itself in the form of preferences for high-quality schools for children. The full facilities and infrastructure, the curriculum that is aligned with the skills of the children, the quality of certified and competent teachers, and the safe and easily accessible school location are all indicators of high-quality schools.

The National Education Standards, according to Government Regulation Number 13 of 2015, are the basic standards for the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. National Education Standards are the basic requirements that all educational institutions in Indonesia must meet. According to these laws, compliance with the National Education Standards is required of all education providers.

Education is a critical component of human life. Humans may learn how to expand and develop potential in the form of intellectual, mental, social, emotional, and independence in life via education, resulting in quality human beings capable of meeting the problems of the times (Hidayati and Karwanto, 2012). Because of the growing strong rivalry among educational institutions, the world of education must now be controlled professionally.

According to the author's observations in the field, the difference is in the number of students and teachers, at the very least, as well as facilities and infrastructure, which are still extremely little in the author's experience with SDN 25 Muara Sugihan. According to a recapitulation of observational data, only principals have the status of government officials, while all class instructors remain honorary. It features three study rooms and one teacher's room that is connected to the principal's office.

The limited number of pupils reflects the influence of the school's educational excellence. Education quality may be attained by adhering to the National Education Standards. SDN 25 Muara Sugihan lags well below numerous other public elementary schools in the Muara Sugihan sub-district in terms of quality. Geographic location, community leaders, student parents, student learning issues, teaching personnel, and insufficient facilities and infrastructure, according to SDN 25 head Muara Sugihan, might all have an impact on meeting the National Education Standards.

The infrastructure of SDN 25 Muara Sugihan is still in poor condition since certain walls are not sturdy enough, there is no fence surrounding the school, and floods occur frequently during the rainy season or at high tide. Educators' and education staff's credentials and competencies in assisting the learning process remain deficient.

According to Novita (2017), instead of parents and teachers having the educational responsibility of teaching their children and students, parents and teachers should provide learning facilities that are useful in all fields of science so that their children receive an education and adequate training. Facilities and infrastructure must be handled appropriately as a supporting component for the execution of school programs, particularly learning activities carried out by instructors, so that if school residents require or utilize them, these facilities and infrastructure are ready to meet educational goals.

Educational infrastructure and facilities are critical components of aiding the learning process in schools (Faturrahman, 2019). The National Education Standards must be met by all educational institutions, specifically schools (which have been determined by the Ministry of National Education, especially facilities and infrastructure that must meet the standards based on the regulation of the Minister of Education No. 24 of 2007).

All inhabitants of SDN 25 Muara Sugihan make every effort to deliver education in accordance with the National Education Standards in order to comply with the norms and laws governing educational provision. Education is the process of advancing human dignity to the pinnacle of optimizing cognitive, emotional, and psychomotor potential. Suardi (2016) demonstrates in his study that education is a behavioral transformation toward genuine adulthood. Education may also be characterized as a non-discriminatory, dynamic, and intense process leading to individual maturity, where the process is carried out continually with an unlimited adaptable nature, which is the purpose of education.

Many elements impact the achievement of educational goals through learning activities in schools, one of which is the provision of educational facilities and infrastructure in compliance with National Education Standards (SNP). Based on the foregoing, the formulation of the problem in this study is as follows: (1) how is the fulfillment of the Facilities and Infrastructure Standards at

SDN 25 Muara Sugihan District? (2) What variables influence the achievement of SDN 25 Muara Sugihan's Facilities and Infrastructure Standards?

2. Methods

Because it tries to explain the situation on events that occur in the field, this study involves exploratory descriptive research with an expose facto method. According to Arikunto (2010), descriptive research is study that seeks to describe or explain anything, such as circumstances, conditions, situations, occurrences, actions, and so on. According to Arikunto (2010), exploratory research is study that aims to discover new information in order to solve a problem.

This is a descriptive study that employs a qualitative technique. Descriptive study is research that tries to describe facts and features of a certain population or region in a methodical, factual, and accurate manner. According to Sugiyono (2007), qualitative research techniques are research methods based on postpositivism philosophy that are used to assess the condition of natural things with the researcher as the primary instrument. Triangulation (mixed) data gathering procedures are used, data processing is inductive/qualitative, and qualitative research outcomes stress meaning rather than generalization. The purpose of this research is to explain or determine the amount of benefits, drawbacks, opportunities, and risks caused by the absence of facilities and infrastructure at SD Negeri 25 Muara Sugian.

This is a sort of field study that employs descriptive data from individuals in the form of written or spoken words, observed behavior, and emergent phenomena and stresses meaning, logic, description of a specific issue (in a specific context), and additional research in everyday life (Moleong, 2010).

The data utilized in this study is that which has been collated and classified, then evaluated and interpreted using words in such a way as to define the research objects, so that proportionate and logical conclusions may be formed. The above approach of analysis is utilized with an inductive mentality, which is a way of thinking that departs from facts or specific events and then draws broad generalizations (Hadi 2006). This approach is used to assess data collected in the field, which is then linked to the appropriate theory.

This data presentation is then organized based on the points included in the data reduction, and it is presented using sentences and the researcher's language, which is summarized into words that are organized logically and systematically, so that it is simple to grasp when read. The method of qualitative research is always in the shape of a cycle. Data analysis is the act of carefully looking for and combining data gathered from interviews, field notes, and other sources so that it may be readily understood and shared with others. The data analysis approach employed is descriptive-qualitative analysis, which entails presenting the data in written form and describing what it is based on field data (Nasution, 2003).

The specifics of the data analysis method used in this study can be given. 1) data reduction, the data collected in the field is documented or recorded on a tape recorder in the form of a descriptive narrative, namely a description of the data obtained at SDN 25 Muara Sugihan as it is without any researcher remarks. Small notes and interview transcripts covering a number of research activities pertaining to learning facilities and infrastructure in schools; 2) data collection, at this stage, the data discovered in the field is in the form of tiny notes or observation and documentation instructions, namely a written description of the status of learning facilities and infrastructure at SDN 25 Muara Sugihan; 3) data presentation, at this step, the data found in the field are provided in the form of a narrative, namely a written description of the process and activities of utilizing SDN 25 Muara Sugihan's learning facilities and infrastructure; 4) drawing conclusions/verification, drawing conclusions and verification are attempts to derive meaning from the data components supplied by recognizing patterns, regularities, configuration explanations, and causal links. A review of the presentation of data and notes in the field through triangulation of sources and techniques is always carried out when drawing conclusions and verifying the processes and activities of the management of learning facilities and infrastructure at SDN 25 Muara Sugihan (Kartikasari, 2014).

3. Results and Discussion

Fulfillment of Infrastructure for SD Negeri 25 Muara Sugihan

The outcome of an interview with Mr. Arifin, S.Pd.SD as the Head of SDN 25 Muara Sugihan on January 15, 2020, as instructed by the Head of the Banyuasin Regency Education Office through the Head of UPTD/Korwil of the District Education Office. Muara Sugihan will take over as Principal of SDN 25 Muara Sugihan. He eagerly accepted the order after learning from various colleagues that the situation of SDN 25 Muara Sugihan was quite concerning, particularly in terms of transportation, which was difficult to reach since the school's access road was not yet asphalted or clay. Sad because the highway cannot be passed by motorized vehicles due to the sticky and potholed road conditions, and when the tide is high, the highway is covered in puddles. The alternative solution is to take a motorboat, which takes 3-4 hours to get to school, but it was all for him a challenge that must be passed with passion and never give up. Then, looking at the condition of the facilities and infrastructure at SDN 25 Muara Sugihan, it can be said that it is very far from being appropriate or having standards like a city school, that the floor of the building is starting to become fragile, because it is frequently exposed to high tides of sea water, that the building is still less than the amount that should be, so learning in class feels less effective and uncomfortable because the classroom is small. The Principal of SDN 25 Muara Sugihan made the following remark.

According to the author's observations and the Principal of SDN 25 Muara Sugihan above, this school has 1 Teacher's Room of 60 m² and 3 classrooms of 56 m² each. The classroom has adequate air circulation since it has 2-way ventilation alongside it for air exchange. The lighting in the classroom is also fantastic since there are several windows that allow light to enter. The classroom is in good enough shape to be used. However, due to the inadequacy of the school building, the classrooms are divided into two sections in each classroom.

When the researcher reached the classroom or the location of the learning process at SDN 25 Muara Sugihan, the situation was quite concerning since the class that was meant to be utilized for one level was just one class. However, in

the field, in the local first class, it is split into two halves using plywood that is put in the center of the class.

From the statement of the teacher who was teaching in the class, the result of an interview with Mrs. Eka Romadhona, S.Pd. as a Class Teacher on January 15, 2020 that "conditions like this have happened since the beginning of the school being founded only relying on 3 rooms, so this is the situation now", meaning that the learning conditions in this school cannot be said to be feasible because by joining classes, the learning process in class will be disturbed and learning objectives will not be achieved optimally.

This remark was supported by Mr. Amir's results as a Class Teacher on January 15, 2020. "The facilities and infrastructure in the classroom are sufficient to support the learning process, therefore it can also help the learning process in the school," he stated. The facilities and infrastructure of SDN 25 Muara Sugihan are still in poor shape; yet, the learning process continues despite these inadequacies.

Direct interviews with Mr. Raharjo, S.Pd., Head of the UPTD/ Korwil District Education Office Muara Sugihan, SDN 25 Muara Sugihan is in very bad condition since it is in a remote location and is not under the jurisdiction of the District Education Office. Banyuasin is difficult to reach due to the lack of road access to the institution. So far, the education that has been going on has been less than optimal or very far from what it should be because the local government considers that the education is not optimal because the location of the school is far away and, on top of that, it is very difficult to reach by vehicles, so the local government appears to look down on us even though we, as part of the Department of Education, have tried as much as possible to take action in order to meet all of the needs of all schools.

Factors Affecting the Fulfillment of Infrastructure

As part of the endeavor to improve the quality of education in schools, appropriate facilities and infrastructure in schools are required. As a result, all of the school's existing resources must be appropriately managed. The availability of infrastructure, which is a key aspect in attaining educational goals in schools, is one of the resources that must be handled by schools.

The following is a description of the internal and external elements that influence facility and infrastructure completion at SDN 25 Muara Sugihan. Teachers and the function of principal administration are examples of internal influences. External considerations include the neighboring community and the District Education Office, as well as environmental aspects that are difficult to attain owing to distant places. Banyuasin.

Internal factors

a. Leader Management

A leader is someone who possesses the abilities and advantages, particularly the skills and advantages of a field, to persuade others to collaborate in carrying out specified tasks in order to attain one or more goals. Looking at what is going on in the field, it can be seen that in solving problems concerning the fulfillment of facilities and infrastructure at SDN 25 Muara Sugihan, relying solely on one person, namely the principal, has hampered the process of submitting the fulfillment of facilities and infrastructure in schools to the Banyuasin Regency Education Office.

b. Educator

Success at an educational institution cannot be divorced from the function of an educator in it, and it is regarded necessary to measure the abilities of its employees. The skill level of a teacher is a raw material that a person brings to school, such as experience, abilities, interpersonal skills, and technical skills, and considering that teachers who teach at SDN 25 Muara Sugihan are still not optimal because the average teaching staff is not yet a graduate, the researcher also sees that it is an important point in the principal of fulfilling the facilities.

Having educators that can think imaginatively about how to use facilities and infrastructure can help excite pupils while they are learning. On the other hand, if there are less supportive facilities and infrastructure, and the role of the instructor is viewed as weak in the use of facilities and infrastructure, the learning objectives will certainly encounter hurdles and other challenges.

c. Fee

The process of meeting the facilities and infrastructure demands at SDN 25 Muara Sugihan. Actually, money are available for use by schools each year, since, in addition to the yearly budget, there is help that we must report, for example, BOS funds have points for school infrastructure. The monies are then used according to need from contributors, in this example, donations from students' parents. If we don't need it, the monies will be preserved because its purpose is to act as a reserve fund for urgent requirements. However, the building of the principal's workroom, study room, and student bathroom demands a huge sum of money, therefore we must submit it to the government, in this instance the Banyuasin Education Office.

External Factor

a. Banyuasin District Education Office Policy

Because the government is the key player in education policy making, the government, in this case the education office, plays a very important role in the fulfillment of educational facilities and infrastructure in schools. The policy on the equal distribution of education quality program and the creation of facilities in schools as education providers is one of the policies issued by the government in overcoming the equal distribution of education quality in Banyuasin Regency. However, the reality on the ground is very clear: the government in this case appears to be very slow in dealing with the problem of fulfilling the education quality distribution program, and the construction of facilities in schools, particularly at SDN 25 Muara Sugihan, is still minimal, with many facilities and infrastructure in schools no longer fit for use. and has yet to be fulfilled On the other hand, the state of schools located outside of the city and difficult access is a major impediment to providing adequate facilities and infrastructure at SDN 25 Muara Sugihan.

b. Environment

In addition to Internal Factors and the Education Office Policy, the environment is a factor that plays a key part in the fulfillment of facilities and infrastructure at SDN 25 Muara Sugihan in this area of external factors. Taroh,

which has not been renovated and is in disrepair since it still employs clay, and many roads are destroyed due to high tidal circumstances.

Then it was carried on by the local community near SDN 25 Muara Sugihan, whose level of care and support was still lacking, because the average Juru Taroh Village community was still in poor economic condition, given that the community only worked as fishermen and the education level of the students' parents was low. is still limited, therefore many families are unsure about what educational facilities they should provide for their children to learn at school.

Fulfillment is an action that is carried out to supply all forms of school education facilities and infrastructure in line with the demands in order to achieve the defined goals. Fulfillment in the context of education refers to all actions carried out by meeting all needs for products or services based on the outcomes of planning in order to support learning activities so that they run effectively and efficiently in line with the desired goals. The first operational role in the administration of school education facilities and infrastructure is facility and infrastructure fulfillment. This role is generally a set of operations that supply school education facilities and infrastructure based on demands, both in terms of kind and specifications, quantity, time and place, and accountable rates and sources.

The completion of products, whether performed by SDN 25 Muara Sugihan or from outside the school, shall be documented in accordance with the circumstances and conditions. This is meant to check and control the exit/entry of school-owned commodities, facilities, and infrastructure. The notes are stated in the format for satisfying educational facilities and infrastructure, and are offered in tabular form as a reference for schools in carrying out actions to fulfill educational facilities and infrastructure.

Government Regulation of the Republic of Indonesia No. 19 of 2005 on National Education Standards was issued by the government. National education standards are the minimal criteria for the education system in all jurisdictions of the Republic of Indonesia's Unitary State. Following the viewing and reading of the preceding rules, the Regulation of the Minister of Education and Culture Number 002/H/AK/2017 about SD/MI Accreditation

Criteria and Equipment is followed, which works as a technical implementation guide in witnessing circumstances in the field.

Interviews with Mr. Raharjo, S.Pd., Head of the UPTD/Korwil District Education Office Muara Sugihan. "SDN 25 Muara Sugihan is in very bad condition since it is in a remote location and is not under the jurisdiction of the District Education Office." Banyuasin is difficult to reach due to the lack of road access to the institution. So far, the education that has been going on has been less than optimal or very far from what it should be because the local government considers that the education is not optimal because the location of the school is far away and, on top of that, it is very difficult to reach by vehicles, so the local government appears to look down on us even though we, as part of the Department of Education, have tried as much as possible to take action in order to meet all of the needs of all schools. Many shortcomings in terms of facilities and infrastructure are the result of a poorly run system in which there has been discrimination in education, or in other words, the inequality of existing facilities in the sense that the education implemented at SDN 25 Muara Sugihan has not been fulfilled, such as schools in cities, both existing and at the provincial level, as well as those in the center.

According to the authors' observations and the declaration of the Principal SDN 25 Muara Sugihan, this school has 1 Teacher's Room of 60 m² and 3 classrooms of 56 m² each. The classroom is in good enough shape to be used. When the researcher reached the classroom or the location of the learning process at SDN 25 Muara Sugihan, the situation was quite concerning since the class that was meant to be utilized for one level was just one class. However, in the field, in the local first class, it is split into two halves using plywood that is put in the center of the class.

Many deficiencies in terms of facilities and infrastructure, this is due to a system that has not been running properly where there has been discrimination in education or, in other words, the inequality of existing facilities in the sense that the education implemented at SDN 25 Muara Sugihan has not been fulfilled like a school in cities, both district and provincial, as well as in the center. The principal is a person who has one or more advantages as a predisposition (an intrinsic skill)

and is required by a circumstance, so that he has the capacity and authority to supervise and guide subordinates in order to satisfy the demands that exist in an educational institution (Mukartik et al, 2020; Zulaiha et al, 2020; Listiningrum et al, 2020). The completion of home amenities and infrastructure at SDN 25 Muara Sugihan is being carried out in order for teaching and learning activities to operate smoothly. Facilities and infrastructure fulfillment is a school autonomy with a distinct budget that comes from the school budget, BOS funding, or contributors. The principal determines the procedure of satisfying the facilities and infrastructure with the collaboration of the treasurer, and the teacher (in charge of infrastructure) delivers any items as needed.

4. Conclusions

The minimum standard for every school in carrying out teaching and learning activities is the scope of facilities and infrastructure in compliance with basic education standards. To accomplish this, the analysis must always coordinate with the government and related parties with the minimum standard of educational facilities and infrastructure, particularly at SDN 25 Muara Sugihan, where the location is a remote school with limited transportation access and a school in poor condition. Whether there is a flood or a high tide, the researcher expects that the government, in this case the Banyuasin Regency education office, would take action as quickly as possible to ensure that the main purpose of education, which is to promote the nation, is met. Factors influencing the achievement of SD Negeri 25 Muara Sugihan District Facilities and Infrastructure Standards. The fundamental constraint of this circumstance is that schools in distant places have limited access to transportation since roads have not yet been asphalted and are sometimes inundated by high tides, making this school appear unrecognized by the local authorities. There are numerous deficiencies of facilities and infrastructure that have been previously discussed; this is created by a work system that has not functioned correctly where there has been inequality in education or, in other words, the inequality of existing facilities is carried out at SDN 25 Muara Sugihan.

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