

## Availability of Facilities Supports Education Across All School Levels: Case Study of SDN 1 Sabaru

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### ABSTRACT

Completeness of educational facilities at SD Negeri 1 Sabaru, according to the author's observations, has not been fulfilled in supporting education at school even though it is said to be quite good, but there are still many complete facilities that must be addressed and completed in supporting the educational process at SD Negeri 1 Sabaru. The purpose of this research on infrastructure facilities at SD Negeri 1 Sabaru is to find out the infrastructure facilities in the SD Negeri 1 Sabaru environment, in management, procurement, maintenance by school residents to maintain the facilities provided by the school. Therefore, it is expected that the existence of complete educational facilities can increase the activity of student learning activities. Field research, the subject number consists of 3 people, the study population with the Principal, Teachers, and students of SD Negeri 1 Sabaru. Research, the authors sought data by collecting and processing the findings. Three informants, namely the principal, teachers, and sixth grade students of SD Negeri 1 Sabaru, collected information. Collected data are school facilities and infrastructure, facilities and infrastructure include facilities in the form of school buildings, classrooms for teaching and learning activities, sports venues, and skills venues, and others. Based on data collected, school facilities and infrastructure include facilities in the form of school buildings, classrooms for teaching and learning activities, sports venues, and skills venues, etc. This study concludes that school facilities must be adequate in terms of school facilities and infrastructure in order to achieve all aspects of education at SD Negeri 1 Sabaru, but still maximize existing facilities. The results concluded that facilities are essential for education in all school location contexts.

## INTRODUCTION

School facilities are educational facilities consisting of various learning support equipment and equipment used in the environment (Desti, 2023; Ginting, 2010; Munte, 2018a; Nopitri & Irdayani, 2023; Novitasari et al., 2023; Pongoh, 2022). School problems in Indonesia, especially in the category of inclusive schools, according to Ina Agustin, lead to curriculum adjustments and teacher competencies along with teacher shortages in certain areas of Indonesia (Agustin, 2019). Muhammad Mushfi El Iq Bali calls it a a newfound sense of student responsibility (Bali & Musrifah, 2020). School facilities are educational facilities consisting of various learning support equipment and equipment used in the school environment so that they can be utilized by students and educators as educational support at SD Negeri 1 Sabaru. The completeness of learning facilities at SD Negeri 1 Sabaru has not been fulfilled in supporting education at the school, although it is said to be quite good, but there are still many complete facilities that must be addressed and fulfilled in supporting the educational process at SD Negeri 1 Sabaru.

Lots of learning facilities support the smooth running of students in receiving lessons while the lack of infrastructure or completeness of learning can hinder the smooth running of learning (Amiani, 2022; Andiny, 2020; Anggreni, 2023; Awak et al., 2023; Chirstina et al., 2023; Dandung et al., 2022; Istinia et al., 2023; Loheni et al., 2023; Tobing, 2022; Monica, 2023; Munte & Korsina, 2022; Pradita, 2021; Siburian et al., 2023; Tobing, 2015; Utami, 2022; Widyasari, 2021; Wulan, 2005; Wulan & Sanjaya, 2022). Based on the research conducted by observing the facilities

in the environment of SD Negeri 1 Sabaru, in the management, procurement, and maintenance carried out by the school to maintain the facilities provided by the school. Hopefully, the availability of infrastructure facilities will support student learning activities.

According to Euis Kusumarini, Eka Selvi Handayani, and Suprianata, educational facilities are synonymous with learning facilities. School facilities are all sets of equipment, media, and furniture to support the implementation of learning in the education process at school and school infrastructure, namely all basic equipment or equipment that indirectly supports the implementation of learning activities in the education process at school (Kusumarini et al., 2022).

However, despite these gaps, the underlying premise of this research is that despite the many weaknesses of the facilities in each school, and despite the fact that the school facilities are complete, there are still new problems. Thus, the problems in this paper are interpreted as a holistic journey of school life. School holistically, according to the researchers, needs to get a differentiating space in this paper as well as a space for research novelty. According to the researchers, novelty means the necessity to obtain a space for the subject's voices or voices through interviews regarding the school facility's life journey at SD Negeri 1 Sabaru. This story is crucial considering that all this time the voices have been silenced in the form of data numbers as if they are the finality in a research. Voices, whether through teachers or parents or students, are important because narratives cannot be quantified by various numbers.

## RESEARCH METHOD

Our research used a scientific approach, namely qualitative research (Shaw, 2023); (Mustaqim, 2016; Vrij et al., 2014). Research subjects who have the opportunity to be interviewed in the fulfillment of the author's data include: Principal, teachers, and students of SD Negeri 1 Sabaru. First, the authors conducted observation and documentation. Afterwards, the research was carried out the interview process through the research subject. The technique of interviewing using a smartphone to get audio narration (Cannell et al., 1981; Gillham, 2005; Pessoa et al., 2019). We transferred the audio to verbatim transcripts, which were analyzed using factual solids and themes (Murtagh et al., 2007); (Brent & Kraska, 2021). Finally, we analyzed the themes using secondary data, namely data through the latest published journals (Oko, 1992; Waddington & Bull, 2007).

Research questions presented in the researcher's manuscript are the extent to which the process of fulfilling the school facilities of SD Negeri 1 Sabaru over time. Both assistance from the school itself, the government, parents and the community (Meidina & Puspita, 2023). Based on those research questions, the authors described the journey of the acquisition of school facilities, shortages during the past and present, and afterwards (Neequaye, 2023). Furthermore, based on the research question, the researcher traces the results of the teacher's translation of students' habits in responding to the existence of school facilities now and is able to see future directions related to facilities. Furthermore, based on the existence of facilities, the extent to which teachers narrate students responding to criticize existing facilities and the extent to which the students' laziness level uses existing facilities.

## RESULTS AND DISCUSSION

Schools include buildings and infrastructure. Infrastructure includes classroom buildings, learning spaces, sports venues, places of worship, skills venues, and so on. Learning facilities include learning tools, equipment and practicum media in educational laboratories, and many others. School infrastructure refers to tools and devices to support the implementation of learning, while educational infrastructure is all equipment and equipment that is used regularly and supports the implementation of the education implementation process (Ligan, 2022; Merdias, 2022; Pahan et al., 2011; Pemerintah Republik Indonesia, 2020; Pongoh, 2023; Rahmelia et al., 2022; Sugianto et al., 2014; Suwidiyanti & Anshori, 2021; Teriasi et al., 2022; Triadi et al., 2022; Veronica & Munte, 2022; Yuel et al., 2011; Tanyid, 2019; (Mulyasa, 2009), while educational

facilities include all parts of the supporting components for the smooth implementation of education as a whole in schools (Aunurahman, 2010).

However, only two factors were explored in the study, namely learning styles and learning opportunities. The study states that learning styles and learning opportunities affect student performance (Anjini et al., 2022; Apriliando, 2021; Ariaini & Sanaya, 2023; Gloria et al., 2022; Hunter, 2017; Mariani, 2020, 2022a, 2022b; Munte, 2017, 2021; Munte & Wirawan, 2022; Saputra & Sukarno, 2019; Telhalia, 2016; Veronica, 2022; Wainarisi et al., 2022). Based on students finding a good and effective way of learning on their own, it will be easy for them to complete learning activities well hence students can yield optimal achievements. Learning opportunities and infrastructure play an important role in developing student learning (Fathurrochman et al., 2021; Malau, 2021; Natalia, 2019; Pirrie & Gillies, 2012; Rahmelia & Prasetiawati, 2021; Sanasintani, 2019, 2020a, 2020b; Telhalia & Natalia, 2022; Febriani & Sarino, 2017).

Educational institutions and institutions are certainly inseparable from learning activities. In carrying out its activities, each activity requires supporting media that is useful for facilitating these learning activities. Training objectives would run well if supported by adequate devices to achieve these goals properly. However, due to the availability of supporting facilities, facilities and infrastructure in learning implementation at educational institutions in schools certainly do not materialize just like that. Surely the system and the available infrastructure certainly go through various stages to a fairly complicated and long process. Improving and developing existing facilities and infrastructure also goes through various stages with a fairly long and complicated process, including: preparation, procurement, sales, service and maintenance, inventory, and transfer.

Teachers as organizers of learning activities are also involved in the management of learning facilities and training infrastructure. In other parts, teachers are more in contact with learning resources, namely teaching materials, teaching tools and similar teaching equipment compared to their involvement in learning facilities and infrastructure as a whole, which is not directly related. Teachers certainly are able to use and utilize all facilities and infrastructure as efficiently as possible and are fully responsible for the safe use of facilities and infrastructure in good condition. Facilities and infrastructure in schools certainly have a budget provided by the government to fulfill facilities that are less than optimal and not yet available. Completeness of appropriate facilities and infrastructure can spur on training implementers and training objectives. Strong will and student interest in the quality of facilities and infrastructure can be improved significantly left behind in schools. But the reality is that the current state of educational institutions in our country is still very far from perfect when measured by the functioning of school infrastructure according the law.

Learning activities must also take into account the requirements of the National Standards in the field of education as outlined in Government Regulation number 19 of 2005. Specifically, the article two paragraph one of this regulation explains the scope of national education standards, which include content standards, management standards, educational assessment standards, and standards for educators and other education personnel, facilities, and infrastructure, as well as the basis for implementation.

Learning activities unquestionably cannot be separated from educational facilities and infrastructure. Tools that can support learning activities are needed for every learning activity. If provided with the necessary facilities, training objectives can be accomplished with the desired results. The Republic of Indonesia Government Regulation Number Nineteen of 2005, Article forty-two, states that each educational unit is required to procure infrastructure and facilities to meet the standards of facilities and infrastructure, which include furniture, educational equipment, educational media, furniture, educational equipment, and infrastructure. Furniture, teaching materials, educational media, books, other learning resources, consumables, and other tools required to achieve infrastructure criteria.

Second, every education unit is obliged to have infrastructure facilities including grounds, places of learning, educational facilities, sports fields, places of worship, places for artistic activities, playgrounds, ceremonial grounds, libraries, electrical installations, and other

equipment needed to support the regular and continuous educational process at the primary school level to the secondary education level. Infrastructure and facilities implementation, which involves the availability of equipment facilities in the form of facilities and infrastructure, is one of the most important parts that must be considered to support the management of the training system at educational institutions and infrastructure can be defined as the whole process of obtaining and using equipment both directly and unconsciously that supports the training process in order to realize the achievement of training goals, namely achieving training goals to be more optimal and efficient (Sulfiati et al., 2021).

One of the most important infrastructure and facilities that educational institutions must have in order to assist the learning process are school amenities. Learning activities can be thought of as intricate tasks that put teachers' skills, drive, and physical prowess to the test. The best outcomes come from adequate educational facilities as opposed to those with inadequate learning facilities (Leigh, 2012). The formal education of the younger generation in society is assigned to schools, which are social institutions. Individuals are socialized at schools. Fixtures and fittings facility management goes beyond only planning, running, and maintaining facilities. However, there are instances when building new structures is necessary to keep up with the demand for participation in school sports and physical education programs (Tammy et al., 2012). On the other hand, schools are social organizations in charge of providing the younger members of society with a formal education. People are socialized in schools. Facilities management for fixtures and fittings goes beyond just planning, running, and maintaining spaces. Planning new construction is occasionally necessary, nevertheless, to keep up with the demand for participation in school sports and physical education programs (E. Bishop, 2009).

Educational equipment represents facilities and infrastructure of an educational institution. Supporting school activities and learning, school facilities are also an integral part in supporting the school administration system, learning, sports, arts that can support all aspects of life that occur within the school environment. "School infrastructure is an essential part of the school system and is seen as a powerful factor that influences the quality and duration of education." (Tammy et al., 2012). Facilities, as a supporting factor in school activities, are a major factor in the sustainability of a school.

The phrase "educational facilities" has several different meanings, but it generally refers to tools used by students and teachers for learning and teaching activities. The phrase "school infrastructure facilities" is defined as "buildings for the development of learning of students enrolled in public or private schools, both academic schools and vocational or academic schools" in the Dictionary of Indonesian Language. In contrast, the Legal Dictionary defines educational facilities as places where students can use their potential to be realized. Educational facilities also include structures, furnishings, and technology that are necessary for the smooth functioning of educational activities.

A part of the learning environment are the educational facilities, which also include several elements of the physical space and surroundings in addition to materials, equipment, and information technology. in order to bolster the gist of the aforementioned assertion. Educational facilities, which include numerous resources for learning and teaching, including school buildings, are the key players who devote themselves to the success of the academic accomplishment process and outcomes (Thuan & Liu, 2018). Besides, school facilities usage is not just used during school operational hours but also outside of school operational hours, school facilities usage for physical education is classified according to shared usage and classified according to the level or extent of shared usage as well as the number of activities carried out outside of school operational hours (Kanters et al., 2014)

Considering that much money has been spent on improving facilities without much gain in the overall average condition of facilities, the question of how best to combat deteriorating school facilities remains a question. One potential barrier to improving school facilities is local reluctance to pay for facility upgrades through land and building tax or income tax (Conlin & Thompson, 2017). School facilities and learner learning outcomes are measured through the



characteristics and quality of facilities that have a direct impact on learner learning outcomes (Bowers & Urick, 2013).

Mita (not her real name) explained that the school facilities budgeted by the government for SD Negeri 1 Sabaru are:

*"Karena anggaran yang terbatas, yang hanya bisa digunakan 30% saja dari bantuan pemerintah. Jadi bisa kita hitung misalnya anggaran terdapat 100 juta maka yang dapat digunakan hanya 30 juta. Sementara sekolah itu sarana prasana nya banyak rusak berarti tidak terpenuhi. Karena dari anggaran yang didapat hanya satu kali setahun"*

Mita/wwcr/fasilitas sekolah/27022023

Subject 1 said that if school facilities are still unfulfilled, the results of submitting a proposal to the government, so that only 30% of the funds obtained can be used. Therefore, if the school facilities are slightly damaged, they will be repaired together with the parents. Learning discipline, school environment and achievement opportunities are part of the social environment which is an external part that has an impact on student achievement. According to the statement, this is the case. The central government should work with the teachers' union's implementing body to ensure that schools are kept up to date because coaching quality improvement must be ongoing. The presence of suitable infrastructure and educational facilities supports the enhancement of educational quality. supporting schools in their efforts to support education. A lot of work needs to be done on facilities and infrastructure in light of the emergence of a more developed age. While schools are required to prepare facilities and infrastructure that are quite complete with school facilities and infrastructure, the spirit of students increases with the availability of facilities. If these are not regulated by the progress of the current era, the process of learning activities of the state complicates and leaves others away (Khairunisa, 2020).

The setting and the students themselves are two main factors that have an impact on how well kids learn. The findings of this study demonstrate that the learning environment owned by schools and other educational institutions has a significant impact on student learning outcomes. Students who exhibit strong academic discipline, thrive in a positive learning environment, and have access to the best learning options have been shown to perform better. a significant influence on student learning results collectively to raise student learning outcomes. To assist kids grow personally and achieve superior academic outcomes, management must be effective for many parties (Siahaan & Pramusinto, 2018)

Regarding these school facilities owned by SD Negeri 1 Sabaru, the subject of the second research revealed:

*"Fasilitas yang ada di sekolah SD Negeri 1 Sebaru lumayan baik untuk menunjang proses pembelajaran yang siswa-siswi lakukan, karena sekolah ini memiliki perawatan yang cukup baik"*

Dina/wwcr/fasilitas sekolah/27022023

Second, the research subject claimed that the school's facilities satisfied the requirements for carrying out instructional activities. The ability of students to learn is very vital, thus learning facilities must be well-maintained and taken care of. Additionally, resources like books, which give pupils a way to study independently, can be used effectively in school, particularly when students are in a home setting (Kanters et al., 2014; Lumbanraja, 2021; Munte, 2022a, 2022b; Ndjebakal Souck & Nji, 2017; Sihombing, 2022; Teriasi et al., 2022; Thuan & Liu, 2018). Facilities are crucial to the success of English teaching and learning because they improve student learning. Factor: As a result, all schools ought to have the necessary physical infrastructure to aid pupils in understanding particular subjects. Egim (2003) also discovered that the physical environment of schools consists of structures, classrooms, furniture, and instructional materials, as well as laboratories, libraries, playgrounds, etc. Other objects include machineries, furniture, decorations, and audiovisual equipment. Obeka (2016) divided educational facilities into three groups: infrastructure, furnishings, and instructional materials (Moshinsky, 1959)

Regarding the school facilities owned by SD Negeri 1 Sebaru, the third research subject expressed:

*"Senang, karena saat menggunakan fasilitas sekolah jadi makin banyak yang bisa dilakukan seperti kursi dan meja tempat belajar yang nyaman"*

Sari/wwcr/fasilitas sekolah/27022023

Furthermore, the third research subject said that when using adequate school facilities, the third subject felt happy because he had facilities such as chairs and tables that were a comfortable place to study. Facilities and infrastructure are crucial in a school to support all activities and achieve the goals it achieves, therefore facilities and student learning comfort are essential within a school to increase students' enthusiasm for learning. School locations and student learning comfort there is space for schools, especially principals, teachers and students make learning easier, besides that comfort also has a big effect in the classroom to increase students' desire to learn. During the Covid-19 pandemic, ways to keep learning are by using media as learning media materials make life easier for students in achievable goals, especially when it comes to learning (Angellyna, 2021; Mariani et al., 2023; M. T. Sarmauli, 2020; S. Sarmauli & Pransinatha, 2022; Suwidiyanti & Anshori, 2021; Teriasi et al., 2022; Wainarisi et al., 2022); (Kusumarini et al., 2022). According to the author, school facilities will provide comfort during the learning process due to adequate facilities at school, students feel more comfortable in every learning process at school.

Regarding the school facilities owned by SD Negeri 1 Sebaru, the fourth research subject agreed:

*"Untuk pengaruh fasilitas belajar siswa saat ini masih belum ada, karena semangat mereka untuk mengikuti pembelajaran sangat besar"*

Dina/wwcr/fasilitas sekolah/27022023

The 4th research subject said that the school facilities owned by SD Negeri 1 Sabaru have no effect on student learning comfort, since students have great enthusiasm for learning, the quality of classrooms is part of a school building whose quantity and quality must be considered by school authorities, including lighting. Good classroom quality, classroom comfort and classroom air conditioning is the degree of comfort resulting from the temperature and humidity in the space room to carry out teaching and learning (Febriani & Sarino, 2017). For them, the classrooms are sufficient for the learning process to take place comfortably. Regarding the school facilities owned by SD Negeri 1 Sebaru, the fifth research subject said:

*"Fasilitas sekarang sudah lumayan untuk menunjang pembelajaran, karena sekolah memiliki perawatan untuk kursi meja, cuman kita bertahap sedikit demi sedikit dalam memperbaiki kursi meja yang rusak. Di katakan kepala sekolah kepada petugas di bagian pembersihan untuk merawat kursi meja secara bergantian"*

Dina/wwcr/fasilitas sekolah/27022023

Interview subject five reported that school facilities at SD Negeri 1 Sebaru are sufficient since the school has an officer who assists in maintaining the school's facilities. School facilities and student learning comfort are beneficial for teachers and students, therefore convenience is the most important thing for us. Ensuring that learning continues well as expected, the place and infrastructure play an important role in the school to support all activities and achieve the goals to achieve this, facilities and student learning comfort become very important in schools to increase students' enthusiasm for learning (Sulistiyowati et al., 2021, 2022; Tekerop et al., 2019; Kusumarini et al., 2022). Authors found that school facilities were repaired gradually and maintained interchangeably.

Given that their location is crucial to the success of school activities, school facilities have an impact on both their upkeep and the number of students who use them. It's crucial to choose

the right location for your institution. A variety of criteria, including economic advantages, operational simplicity, serviceability, and minimizing the transition period, are taken into account when choosing where to situate a business (Angellyna, 2021; Munte, 2018b; Nugrahu, 2020, 2021, 2022; Pahan, 2020; PAHAN et al., 2014; Rudie, 2023; Simanjuntak, 2019; Sopacuaperu, 2020; Sriwijayanti, n.d.; Triadi, Prihadi, et al., 2022). Selected sites should be operationally connected to supply and demand points while maximizing current operations. An advantage over the competition is provided by choosing the ideal site for the plant. Understandably, organization calls for a long-term commitment. As a result, choosing a site is a crucial and difficult strategic decision that requires a number of requirements to be met.

Higher education has seen tremendous growth in India over the past few decades. As a result, there has been a noticeable rise in the quantity of organizations offering higher education programs. The number of institutions providing technical education is greater in the management education sector, according to the All India Council for Technical Education (AICTE), the regulating organization for technical education in India. The number of postgraduate management programs increased from 682 in 1988 to 3,037 in 2019–2020. The most recent statistics for 2018–19, however, reveals that the enrolled student to approved entrant ratio (ESIR) is only 66.26%. As a result, it is obvious that there are still a large number of open positions (Biswas & Pamucar, 2020)

We cannot emphasize enough how crucial it is to educate people and to provide them with proper learning environments. Strategically, facilities are crucial to how well a business operates. Any organization or social structure, including education, depends on it greatly for its operation (Owoeye & Yara, 2011). Schools serve as more than just learning environments; their curricula help them to be structured for the best learning. The facilities at schools appear to have a significant impact on how the curriculum is implemented there (Ndjebakal Souck & Nji, 2017)

Regarding the school facilities owned by SD Negeri 1 Sabaru, the 6th research subject expressed:

*“Reaksi peserta didik terhadap fasilitas sekolah yang rusak tentu tidak nyaman pasti cuman karena niat mereka ingin belajar pasti digunakanlah fasilitas itu”*

Dina/wwcr/fasilitas sekolah/27022023

Sixth subject stated that broken furniture, such as chairs or tables, really disturbs students. Although there are many possibilities for learning, the lack of facilities and learning aids creates barriers that students must overcome in order to learn. The extent to which the space is filled has an impact on learning fluency. School pupils are able to study quickly by using the internet's technological resources. Services on the website such blogs, forums, and social networking. Suppose students get teacher assignments Using the web. Naturally, there will be a better LAN-based Internet connection compared to students using the internet network. Moreover, work search site conditions also affect the network using a foreigner's language is more complicated than those using Indonesian. By using the internet the teacher also gives a faster and better understanding. Being unable to do things online includes text, images, audio and video which is better than using a book containing only text and images. Online services may also help students discover new things (Havid, Muhammad ; Efendi, 2019). Based on these findings, the authors found that the school facilities owned by SD 1 Sebaru were not severely damaged, which could affect the learning process of the students. Although facilities such as chairs or tables are damaged, students still have the intention and enthusiasm for them to be able to take part in learning.

Regarding the school facilities owned by SD Negeri 1 Sebaru, the seventh research subject expressed:

*“Tanggapan dari orang tua terkait fasilitas sekolah yang rusak yaitu orang tua siswa akan membantu atau ikut serta dalam memperbaiki kursi atau meja yang rusak”*

Dina/wwcr/fasilitas sekolah/27022023

Although their contribution to the process of restoring damaged school buildings is not complete, parents play a significant part in the process. the process by which parents, teachers, and children assist and mentor one another in order to foster a positive learning environment. Families are first responsible for the growth, development, and planning of children's education. Although their contribution to the process of restoring damaged school buildings is not complete, parents play a significant part in the process. the process by which parents, teachers, and children assist and mentor one another in order to foster a positive learning environment. Families are first responsible for the growth, development, and planning of children's education (Ahmad Ardillah Rahman et al., 2021; Angellyna & Tumbol, 2022; Fiddler, 2017; Mariani et al., 2023; Natalia, 2020, 2023; Natalia et al., 2020; Pransinartha, 2022; Prasetiawati, 2020; S. Sarmauli & Pransinartha, 2022; Setinawati et al., 2021; Surya & Setinawati, 2021; Yuel et al., 2011). Families serve as the main educators for a child in addition to teachers in the school environment. Households provide children with the appropriate knowledge, encouraging them during the learning process to distribute beneficial knowledge. Families have an important role to play in guiding and accompanying children in their daily activities. Families are in charge of forming a conducive atmosphere that encourages the potential growth and intelligence as well as self-confidence in children.

However, parents cannot give up completely in raising their children. Parents need to play an active role in order for their children to be overcome. Process support and direction by families and educators need to be improved in order to create a climate where the learning process is more optimal in order to be unable to resolve learning obstacles in order for children to achieve educational goals properly. Supporting the learning process, parents' role is crucial since schools cannot fully guide students. The relationship between school facilities and learning is important, since the school district strongly supports students' learning and teaching activities in order to be capable of providing various contributions in improving the quality of students' learning achievement results. Facilities to achieve educational goals such as ideal learning opportunities are important and not negligible. Due to perfect learning whether or not learning opportunities that support learning occur, such as library space, study rooms and learning media determine the quality of education. Facility use has a significant impact on learning based on learning outcomes. Complete learning opportunities are anticipated to maximize the skills that pupils already possess (Hasan et al., 2022; Lohndorf et al., 2021; Munte & Natalia, 2022; Ostendorf & Brand, 2022).

## CONCLUSION

Regarding the explanation in the previous section, the conclusion of this research is school facilities are buildings used for the development of student learning that are registered for both public and private schools, both academic schools and vocational or academic schools. Educational facilities are key figures who dedicate themselves to the success of academic achievement processes and outcomes, and educational facilities. School facilities have to be adequate in terms of school facilities and infrastructure to support all aspects of education at SD Negeri 1 Sabaru.

Based on the seven research subjects, facilities are essential in terms of education. School facilities are schools and their infrastructure, which includes classroom buildings, rooms for learning, sports venues, worship rooms, skill places, and as learning tools, equipment and practicum media in educational laboratories. School Facilities are the tools, equipment and practicum media in educational laboratories, and as a system and infrastructure available. The school facilities have a budget provided by the government to fulfill facilities that are less than optimal and not yet available. School facilities are an integral part of the education system and are seen as a strong factor that affects the quality and quantity of education. Dictionary of Indonesian Language states that educational facilities are buildings used for the development of student learning registered for both public and private schools, both academic schools and vocational or academic schools.



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