

Implementation of Monitoring and Evaluation of Elementary School Infrastructure Facilities at The Nabire Regency Education Office in 2023

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ABSTRACT

Keywords: monitoring; evaluation; facilities; and infrastructure

Monitoring and evaluation are crucial to ensure that existing facilities and infrastructure operate optimally. This study aims to understand and analyze the Implementation of Monitoring and Evaluation of Elementary School Facilities and Infrastructure at the Nabire Regency Education Office in 2023 through periodic monitoring and evaluation. This study establishes the research object at the Nabire Regency Education Office. This type of research is qualitative. The results of this study conclude that Monitoring facilities and infrastructure at the Nabire Regency Education Office is an essential step in improving the quality of education. With a systematic approach involving various parties, the Education Office can identify needs, implement appropriate improvements, and ensure quality education for all students. This activity is expected to support sustainable education development in Nabire Regency. The Nabire Regency Education Office faces complex challenges in monitoring and evaluating elementary school facilities and infrastructure, including human resources, infrastructure, budget, data, and community participation. However, the Education Office's commitment to taking responsive steps is expected to increase the effectiveness of monitoring and evaluation and positively impact the quality of education. The results of this evaluation are essential to formulate an action plan to overcome shortcomings and improve infrastructure to support a better and sustainable education process in elementary schools.



INTRODUCTION

Education is one of the primary pillars in determining a region's human resources. (Sanga & Wangdra, 2023). In Nabire Regency, as in many other regions in Indonesia, the availability of adequate decision-making facilities and infrastructure has a significant impact on the quality of student decisions. Good facilities and infrastructure include the school's physical buildings and supporting facilities such as libraries, laboratories, and learning aids. (Boma, 2024).

Monitoring and evaluation (M&E) ensures that existing facilities and infrastructure can function optimally. (Mushori et al., 2020). By conducting regular M&E, the Education Office can identify shortcomings and problems and formulate necessary improvement steps. On the one hand, Monitoring and evaluation (M&E) can also help make better decisions related to facilities and infrastructure, as well as the development of decision-making infrastructure in Nabire Regency. 2023 is a crucial year for implementing Monitoring and Evaluation (M&E), where the demand for improving the quality of decisions is increasing. Handoko, (2016) Human resource management involves the acquisition, selection, development, maintenance, and utilization of human resources to achieve individual and organizational objectives. It states that human resource management is a science and art that regulates the relationship and role of the workforce, ensuring it is active and efficient in helping to realize the goals of the company, employees, and society. Educational Facilities and Infrastructure Management is explained by the Ministry of National Education, which states that facilities and infrastructure management involves the regulation of facilities and infrastructure, including activities to plan, organize, implement, and evaluate programs for facilities and infrastructure in schools, guided by the principles of management implementation. (Ananda et al., 2017). Educational facilities comprise a set of equipment, materials, and furniture that are directly used in the educational process in schools. In this regard, educational infrastructure refers to the essential equipment that indirectly supports the implementation of the educational process in schools. (Arifin, 2020).

Facilities and infrastructure management is an activity that regulates the preparation of all equipment for implementing the educational process in schools (Rohiyatun, 2019; Suranto et al., 2022; Sutisna & Effane, 2022). According to Sobri, managing facilities and infrastructure can be interpreted as organizing activities, starting from planning needs, procurement, storage and distribution, maintenance, inventory, and removal, and arranging appropriate and targeted school land, buildings, equipment, and furniture (Suhelayanti, 2020). Law number 24 of 2007 article 1 of the standard facilities and infrastructure for Elementary Schools/Madrasah Ibtidaiyah (SD/MI), Junior High Schools/Madrasah Tsanawiyah (SMP/MTs), and Senior High Schools/Madrasah Aliyah (SMA/MA) includes the minimum criteria for facilities and minimum criteria for infrastructure (Law Number 24 of 2007 article 1 concerning Standards of Facilities and Infrastructure. Facilities and infrastructure in schools must be adequately managed so that these resources can be utilized effectively and efficiently (Dewi et al., 2021; Nurhayati, 2020; Nurhuda et al., 2023; Pally et al., 2024). Monitoring and evaluation (M&E) are two

crucial project, program, or policy management processes. They ensure that the set goals are achieved and identify areas for improvement.¹

Monitoring and evaluation consist of two different words with distinct meanings. (Fionita et al., 2024). Monitoring is the process of evaluating the implementation of policies, which involves assessing the relationship between implementation and outcomes. According to Purwanto, (2019) Evaluation is the process of assessing the quality of something. It can also be seen as a process of planning, obtaining, and providing information that is urgently needed to make alternative decisions.

The researcher's observations of the Nabire Regency Education Office, the study's subject, reveal that a significant disparity still exists in the quality of facilities and infrastructure between schools in urban and rural areas. Schools located in the city center typically have better facilities than those in remote areas, which, in turn, impacts the teaching and learning process.

Another notable phenomenon is the level of participation from various parties, including teachers, parents, and the community, in the monitoring and evaluation process. In some schools, low participation can hinder the effectiveness of monitoring and evaluation (M&E) and data-driven decision-making. Information technology is just beginning to be introduced in the monitoring and evaluation process. Not all schools have adequate access to technology, hindering data collection and analysis. Limited competence and training for M&E officers are also an important phenomenon. Many officers in the Education Office may not have a sufficient understanding of Monitoring and Evaluation (M&E) methodologies. The implementation of monitoring and evaluation (M&E) that is not optimal can have a direct impact on the quality of education. These phenomena offer a nuanced understanding of the implementation and evaluation of infrastructure facilities in elementary schools in the Nabire Regency. Therefore, further research is needed to identify the factors that affect the implementation of Monitoring and Evaluation (M&E) and to formulate appropriate improvement methods for infrastructure facilities in primary schools in Nabire Regency.

According to Pally et al., (2024) The results of this study indicate that monitoring infrastructure facilities at the Nabire Regency Education Office is a crucial step in enhancing the quality of education. With a systematic approach and the involvement of various parties, the Education Office can identify needs, make appropriate improvements, and ensure access to quality education for all students. This activity is expected to contribute to the development of sustainable education in Nabire Regency. The Nabire Regency Education Office faces complex challenges in monitoring and evaluating elementary school infrastructure, encompassing human resources, infrastructure, budget, data, and community participation. Nonetheless, the Evaluation Results Office's commitment to monitoring infrastructure facilities at the Nabire Regency Education Office plays a vital role in improving and developing education.

This research is necessary because it highlights the urgent need for an improved Monitoring and Evaluation (M&E) system to enhance infrastructure planning and management in primary schools. Given the increasing demand for quality education,

ensuring well-maintained school facilities is essential for better learning outcomes. Additionally, effective infrastructure monitoring can contribute to the development of long-term education and policy formulation at the regional and national levels.

This study aims to understand and analyze the Implementation of Monitoring and Evaluation of Elementary School Facilities and Infrastructure at the Nabire Regency Education Office in 2023. Expected benefits of this study include (1) providing a comprehensive analysis that can guide policymakers in optimizing the M&E framework, (2) offering practical recommendations for education stakeholders to improve school facilities, and (3) encouraging greater community involvement in the monitoring and evaluation of school infrastructure to ensure sustainable educational development.

Based on the description of the background above and the results of the researcher's observation, a phenomenon of this research, the researcher is interested in conducting an in-depth study on infrastructure facilities in elementary schools in Nabire Regency. This study aims to determine and analyze the Implementation of Monitoring and Evaluation of Elementary School Infrastructure Facilities at the Nabire Regency Education Office in 2023.

METHOD

This study uses a qualitative method with a descriptive approach to understand and analyze the implementation of monitoring and evaluation of elementary school infrastructure facilities at the Nabire Regency Education Office. This study aims to determine and analyze the Implementation of Monitoring and Evaluation of Elementary School Infrastructure at the Nabire Regency Education Office in 2023. This study establishes the research object at the Nabire Regency Education Office. This type of research is qualitative research. The primary and secondary sources of research data are primary and secondary data. Data collection methods include observation, Interviews, and Documentation. Interviews were conducted with 6 (six) employees within the scope of the Nabire Regency Education Office, hereinafter referred to as research informants.

The data analysis method, which incorporates qualitative interactive analysis techniques, begins with data reduction, data presentation, conclusion, and verification. (Ahyar et al., 2020; Sarosa, 2017; Sugiyono, 2021). Data reduction involves sorting out relevant information from the results of observations and interviews. The categorized data is then presented in a systematic, descriptive narrative. Following this, a verification process and conclusion are drawn to obtain findings that can provide recommendations for enhancing the quality of educational infrastructure. With this method, the research can provide a deep understanding of challenges and solutions in monitoring and evaluating elementary school facilities in Nabire Regency.

RESULTS AND DISCUSSION

Observation is a crucial data collection method in research and practice across various fields, including education, sociology, psychology, and other social sciences. The results of previous observations made by the researcher on the object of this study at the

Nabire Regency Education Office indicate that a significant difference still exists in the quality of facilities and infrastructure between schools in urban and rural areas. Schools in urban centers typically have better facilities than those in remote areas, which impacts the teaching and learning process and the level of participation of various stakeholders, including teachers, parents, and the community, in the monitoring and evaluation process. In some schools, low participation can hinder the effectiveness of monitoring, evaluation, and data-driven decision-making. Information technology is just beginning to be introduced in the monitoring and evaluation process. Not all schools have adequate access to technology, hindering data collection and analysis. The limitation of competence and training for officers responsible for monitoring and evaluation is also an important phenomenon. Many officers in the Education Office may not have a sufficient understanding of the Monitoring and Evaluation methodology. To address the various problems presented in this study, the researcher continues to collect data through interviews with informants identified in this study, aiming to achieve the research objectives.

Researchers can gain insight into respondents' viewpoints, experiences, and feelings regarding a particular topic through interviews. Interviews can be structured, semi-structured, or unstructured, allowing researchers to ask questions and explore more information. Interviews enable researchers to interact directly with respondents, which helps build relationships and creates a comfortable atmosphere for discussion. The researcher can request further clarification or explanation from the respondent regarding the answers, thereby reducing the risk of misunderstanding. During the interview, researchers can also observe the respondents' facial expressions, body language, and tone of voice, which can provide valuable insights into their attitudes and feelings. Interviews can be a more effective method of discussing sensitive or personal topics, as respondents may feel more comfortable discussing them directly with the researcher. Researchers can tailor interview questions based on respondents' answers, enabling a deeper exploration of specific aspects of interest.

The discussion in this study was carried out by the results of previous observations and information from interviews conducted by the researcher, which included the process of monitoring elementary school infrastructure facilities at the Nabire Regency Education Office, the challenges faced by the Nabire Regency Education Office in monitoring and evaluating elementary school infrastructure facilities and whether the evaluation results can be used for the improvement and development of infrastructure facilities in the future within the scope of the Nabire Regency Education Office? Further described as follows:

The process of monitoring elementary school infrastructure at the Nabire Regency Education Office

Monitoring elementary school infrastructure at the Nabire Regency Education Office is a crucial step in improving the quality of education in the area. Monitoring carried out in a structured and systematic manner helps identify the needs and

shortcomings in elementary schools, allowing for appropriate improvement steps to be taken. Here is a more detailed explanation of the process:

1. **Preparation of Monitoring Plans.** The initial stage in the monitoring implementation is preparing a plan that includes several essential components, such as a monitoring schedule, which determines the time and frequency of visits to elementary schools. Monitoring is carried out periodically, with a frequency of at least twice a year. However, for schools experiencing serious problems, visits can be made more frequently, for example, every semester. **Location Determination:** Select schools to monitor based on priority factors, including geographical location, infrastructure condition, and previous reports. **Clear Indicators:** Establish indicators to assess the condition of infrastructure facilities, such as the availability of classrooms, sanitation facilities, laboratories, and other supporting amenities.
2. **Monitoring Team.** The monitoring team consists of various parties, including the education supervisor, who is responsible for evaluating and providing recommendations for improvement. Supervisors have the necessary experience and knowledge to assess school conditions. **Education Office Staff:** Assist in collecting and analyzing monitoring results. This staff is instrumental in documenting findings and compiling reports. **Community Representatives:** Involve representatives from the community or school committees to provide local perspectives and ensure support from students' parents for the monitoring process.
3. **Direct Visit.** During visits to schools, the monitoring team made direct observations on the physical condition of the infrastructure. This activity is essential for **Problem Identification**, which directly identifies existing problems, allowing teams to understand the challenges faced by each school. **Data verification** ensures that previously collected data is accurate and up-to-date, verifying the information used in the evaluation.
4. **Preparation of Reports and Recommendations.** After the visit, the monitoring results are compiled into a report that includes findings, presenting the actual condition of the infrastructure facilities that have been assessed. **Improvement Recommendations:** Provide guidance for the Education Office and schools to address their shortcomings. These recommendations can include the procurement of new infrastructure, the improvement of existing facilities, or the improvement of training programs for teaching staff.
5. **The Importance of Periodic Monitoring.** Implementing periodic monitoring is crucial for maintaining the quality of education. By conducting evaluations at least twice a year, the Education Office can promptly address issues that arise and implement the necessary improvements. It is also possible to improve access to education by ensuring that every student has access to a decent learning environment and that the educational process is supported. **Maintaining Quality Standards:** Ensuring that the infrastructure meets the established standards, enabling effective teaching and learning.

Monitoring infrastructure facilities at the Nabire Regency Education Office is not just an assessment of physical conditions but is an integral part of improving education quality. Through a systematic process involving various parties and periodic implementation, the Education Office can identify needs, take appropriate corrective actions, and ensure that all students have access to quality education. This activity is expected to contribute to the development of sustainable education in Nabire Regency.

Challenges Faced by the Nabire Regency Education Office in Monitoring and Evaluating Elementary School Infrastructure

The Nabire Regency Education Office faces significant challenges in monitoring and evaluating the infrastructure of elementary schools. These challenges impact the effectiveness and efficiency of the monitoring process, which is crucial for enhancing the quality of education in the region. The following is a detailed discussion of the challenges faced and the responses taken by the Education Office as follows:

1. **Limited Human Resources.** One of the main challenges is the limitation of human resources. The Nabire District Education Office has a limited number of education supervisors and staff, which hampers their ability to conduct thorough monitoring. This is a problem, especially in remote areas, where communication and transportation are constraints. The impact of this limitation means that not all schools can be monitored on a regular basis. Some schools in more remote or less developed areas often receive less attention than schools in more accessible locations. This can result in inequality in the quality of infrastructure between schools.
2. **Transportation Infrastructure Condition.** The condition of inadequate transportation infrastructure is also a significant challenge. Many schools are located in remote areas, making access for the monitoring team challenging. The limited access to this challenging area reduces the effectiveness of the monitoring team's visits. If the team cannot reach these schools, the information obtained about the condition of the infrastructure becomes incomplete or even inaccurate. This can lead to incorrect judgments and inappropriate decisions regarding the necessary improvements.
3. **Budget limitations for monitoring and evaluation activities** also reduce the Education Office's ability to conduct regular and thorough visits. Inadequate budgets limit the frequency and scope of monitoring that can be carried out. With a limited budget, the Education Office may be forced to choose between monitoring certain schools or conducting less in-depth evaluations. This can impact the quality and accuracy of the data collected, as well as reduce responsiveness to existing problems.
4. **Another challenge is collecting accurate and up-to-date data from each school.** Some schools may lack a robust administrative system, making it challenging to obtain the necessary information. Inaccurate or incomplete data can impede the evaluation and analysis processes necessary for informed decision-making. Without solid data, the Education Office will have difficulty formulating the right action plan for infrastructure improvements.

5. Lack of Community Participation. Some schools also experience a lack of support and participation from the community and school committees in the monitoring process. Community participation is crucial to ensuring that the monitoring process runs smoothly. Without community involvement, the information obtained may not reflect the actual conditions on the ground. This lack of support can also reduce accountability and transparency in infrastructure management, thereby exacerbating existing problems.
6. Response of the Education Office. Aware of these challenges, the Nabire Regency Education Office remains vigilant. Various steps have been taken to meet this challenge, including:
 - a. Staff Capacity Building: Conduct training for education supervisors and staff to make them more skilled in monitoring and evaluation;
 - b. Cooperative Development: Build networks with the community and school committees to increase participation in the monitoring process.
 - c. Utilizing technology to collect and analyze information more efficiently, thereby enabling real-time monitoring of infrastructure facility conditions.
 - d. Budget Raising Efforts: Submit more extensive budget proposals to local governments to support monitoring and evaluation activities.

The challenges faced by the Nabire Regency Education Office in monitoring and evaluating elementary school infrastructure are very complex, involving human factors, infrastructure, budget, data, and community participation. However, with proper and responsive measures, the Education Office is committed to enhancing the effectiveness of monitoring and evaluation, thereby positively impacting the quality of education in the region.

Can the evaluation results be used to improve and develop infrastructure facilities in the future within the scope of the Nabire Regency Education Office?

The evaluation results of monitoring elementary school infrastructure facilities at the Nabire Regency Education Office have a vital role in developing and improving the quality of education. This evaluation serves as a tool to assess existing conditions and as a strategic basis for determining the necessary improvement measures.

The following is a more detailed explanation of the importance of the evaluation results and how the Education Office uses them for the improvement and development of infrastructure facilities as follows:

1. Function of Evaluation Results. The evaluation results of monitoring have several essential functions:
 - a. Assessment of Current Conditions: The evaluation results clearly show the infrastructure facilities of each school. With this information, the Education Office can understand the problems schools face, such as a lack of facilities, inappropriate building conditions, or the need for educational aids.
 - b. Basis for Improvement: The evaluation results assess the current condition and are also the starting point for formulating improvement measures. With accurate

- and up-to-date data, the Education Office can determine priorities for improvement based on urgency and impact on the quality of education.
2. Preparation of Evaluation Report Results. After monitoring is carried out, the team involved prepares a report on the results of the evaluation, which includes:
 - a. Findings and Analysis: This report presents findings on the physical condition of the infrastructure, an analysis of the collected data, and recommendations based on these findings.
 - b. Recommendations for Improvement: The recommendations drafted should be specific and measurable, providing the Education Office with clear guidance on the steps that need to be taken.
 3. Action Plan for Improvement. After preparing the evaluation report, the Nabire Regency Education Office used the information to formulate a clear action plan. This action plan includes several components:
 - a. Priority Improvement: Based on the evaluation results, identify schools that need urgent attention. This plan will ensure that resources are used efficiently to address the most critical issues.
 - b. Budget Allocation: Prepare a budget to support the improvement of identified infrastructure facilities. The Education Office will seek to allocate the necessary funds to fund the improvement project.
 - c. Implementation Timeline: Establish an implementation schedule for each improvement step to ensure certainty regarding when action will be taken and how quickly the improvement can be realized.
 4. Impact on the Quality of Education. The action plan derived from the evaluation results aims to enhance the quality of infrastructure, which in turn affects the educational process. Some of the expected positive impacts include:
 - a. Better Learning Environment: With the improvement of infrastructure, it is hoped that the learning environment will become more comfortable and supportive of students in their teaching and learning.
 - b. Increased Accessibility: Improvements to infrastructure can enhance accessibility for all students, including those with special needs, ensuring that every child has equal learning opportunities.
 - c. Improvement of Learning Outcomes: With adequate infrastructure, it is expected that student learning outcomes will improve, enhancing the quality of education.
 5. Contribution to Continuous Improvement. Monitoring and evaluation carried out systematically and continuously will significantly contribute to continuous improvement in the education system in Nabire Regency. By implementing the results of the review in a clear action plan, the Education Office can:
 - a. Setting Quality Standards: Establishing quality standards for infrastructure facilities that all schools must meet will be a reference in every future monitoring process.

- b. **Creating Accountability:** Establishing a more effective accountability system in which each school is responsible for the condition of its infrastructure and must report the progress of improvements to the Education Office.
- c. **Responsive Flexibility:** With continuous monitoring, the Education Office will be more responsive to schools' changing needs and challenges and can adapt improvement plans according to existing conditions.

The evaluation results of monitoring infrastructure facilities at the Nabire Regency Education Office are significant in improving and developing education. By using the information obtained to formulate a clear action plan, the Education Office can address identified deficiencies and improve the quality of infrastructure. This not only supports a more effective educational process in primary schools but also contributes to ongoing improvement in the local education system.

Research Implications

The results of this study provide various implications that can be applied to education policies and elementary school infrastructure management in Nabire Regency.

a. Theoretical Implications

This study emphasizes the importance of a systematic approach in monitoring and evaluating basic education infrastructure facilities. The results reinforce the theory of managing educational facilities and infrastructure, which emphasizes the importance of monitoring and evaluation as a tool to enhance the quality of education.

Practical Implications

a. For Local Governments

- 1) Encourage the Education Office to develop a technology-based monitoring system to improve the efficiency of school infrastructure data collection and analysis.
- 2) Develop a more inclusive policy for distributing the budget for improving and procuring school infrastructure, particularly in remote areas.

b. For Schools

- 1) Increase the involvement of the school community, including teachers, parents, and school committees, in the infrastructure evaluation process.
- 2) Integrate the results of infrastructure evaluation in school strategic planning for continuous improvement.

c. For the Community

- 1) Increase public awareness of the importance of participation in monitoring educational infrastructure to create a better learning environment.
- 2) Strengthen collaboration among schools, local governments, and local communities to support the improvement of educational facilities.

CONCLUSION

Monitoring infrastructure facilities at the Nabire Regency Education Office is a crucial step in enhancing the quality of education. With a systematic approach and the involvement of various parties, the Education Office can identify needs, make appropriate improvements, and ensure access to quality education for all students. This activity is expected to contribute to the development of sustainable education in Nabire Regency. The Nabire Regency Education Office faces complex challenges in monitoring and evaluating elementary school infrastructure, encompassing human resources, infrastructure, budget, data, and community participation. Nevertheless, the Education Office's commitment to taking appropriate and responsive steps is expected to enhance the effectiveness of monitoring and evaluation and positively impact the quality of education in the region. The evaluation results of monitoring infrastructure facilities at the Nabire Regency Education Office play a crucial role in improving and developing education. By utilizing the information obtained to formulate a clear action plan, the Education Office can address identified shortcomings and improve the quality of its infrastructure. It supports a more effective educational process in primary schools and contributes to ongoing improvement in the Education system.

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