

ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya pengembangan pengelolaan sarana dan prasarana (sarpras) pembelajaran Informatika dalam mendukung peningkatan kinerja guru pada era pembelajaran berbasis teknologi digital. Di SMAN 9 Tasikmalaya, pengelolaan sarpras Informatika masih menghadapi berbagai kendala, seperti keterbatasan perangkat yang belum berfungsi optimal, ketidakstabilan jaringan internet, belum tersedianya software coding, serta pengelolaan yang belum sepenuhnya berbasis kebutuhan pembelajaran. Kondisi tersebut berdampak pada keterbatasan pelaksanaan praktikum, pemanfaatan media digital, dan inovasi pembelajaran guru Informatika. Penelitian ini bertujuan untuk mendeskripsikan kondisi pengelolaan sarpras pembelajaran Informatika, menganalisis strategi pengembangannya, serta merumuskan langkah-langkah pengembangan pengelolaan sarpras untuk meningkatkan kinerja guru Informatika di SMAN 9 Tasikmalaya. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus tunggal. Pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan studi dokumentasi terhadap kepala sekolah, wakil kepala sekolah bidang sarpras, guru Informatika, teknisi TIK, pengawas sekolah, dan peserta didik. Analisis data menggunakan model interaktif Miles, Huberman, dan Saldaña melalui reduksi data, penyajian data, verifikasi, dan penarikan kesimpulan dengan triangulasi sumber, teknik, dan waktu. Hasil penelitian menunjukkan bahwa pengelolaan sarpras telah dilaksanakan melalui tahapan perencanaan, pengadaan, pemanfaatan, pemeliharaan, dan evaluasi, namun masih bersifat administratif dan belum sepenuhnya adaptif terhadap kebutuhan pembelajaran Informatika berbasis teknologi. Pengembangan dilakukan melalui pendekatan partisipatif berbasis kebutuhan pembelajaran, penguatan identifikasi kebutuhan, optimalisasi fasilitas, peningkatan pemeliharaan, dan evaluasi berkelanjutan dalam kerangka Input–Process–Output–Outcome (IPOO). Pengembangan tersebut memberikan kontribusi terhadap peningkatan efektivitas pembelajaran, pemanfaatan media digital, serta kinerja profesional guru Informatika. Penelitian ini merekomendasikan pengelolaan sarpras yang lebih sistematis, kolaboratif, dan berkelanjutan untuk mendukung mutu pembelajaran Informatika berbasis digital.

Kata Kunci: pengelolaan sarana prasarana; pembelajaran Informatika; kinerja guru; manajemen pendidikan; teknologi pendidikan.

ABSTRACT

This study was motivated by the importance of developing the management of educational facilities and infrastructure in Informatics learning to improve teacher performance in the era of digital technology-based education. At SMAN 9 Tasikmalaya, the management of Informatics learning facilities still faced several challenges, including suboptimal computer functionality, unstable internet connectivity, the absence of coding software, and management practices that were not fully aligned with instructional needs. These conditions affected the implementation of practical learning activities, the utilization of digital learning media, and teachers' instructional innovation. This study aimed to describe the existing management of Informatics learning facilities and infrastructure, analyze development strategies, and formulate development steps to improve the performance of Informatics teachers at SMAN 9 Tasikmalaya. The study employed a qualitative approach using a single case study method. Data were collected through in-depth interviews, observations, and documentation studies involving the principal, vice principal for facilities and infrastructure, Informatics teachers, ICT technicians, school supervisors, and students. Data analysis used the interactive model of Miles, Huberman, and Saldaña through data reduction, data display, verification, and conclusion drawing supported by source, technique, and time triangulation. The findings revealed that the management of facilities and infrastructure had been implemented through planning, procurement, utilization, maintenance, and evaluation stages; however, it remained administrative in nature and had not fully adapted to the specific needs of technology-based Informatics learning. The development strategy emphasized a participatory and needs-based approach through strengthening needs identification, optimizing facility utilization, improving maintenance systems, and conducting continuous evaluation within the Input–Process–Output–Outcome (IPOO) framework. These developments contributed to improving learning effectiveness, the utilization of digital learning media, and the professional performance of Informatics teachers. The study recommends a more systematic, collaborative, and sustainable management model to support the quality of digital-based Informatics learning.

Keywords: *facilities and infrastructure management; Informatics learning; teacher performance; educational management; educational technology.*