

Optimizing Education Facilities in Lembang Marinding of Tana Toraja to Achieve Adaptive Education Quality

Karisma Vira Noviana ^{a,1,*}, Andi Bahri S ^{b,2}

^a UIN K.H. Abdurrahman Wahid, Pekalongan, Indonesia

^b IAIN Parepare, Parepare, Indonesia

¹ karismaviranoviana@mhs.uingsdur.ac.id *; ² andibahris@iainpare.ac.id

* corresponding author

ARTICLE INFO

Article history

Received: January 13, 2024

Revised: February 23, 2024

Accepted: March 27, 2024

Keywords

Adaptive

Educational

Marinding

ABSTRACT

This research investigates efforts to optimize educational facilities in Lembang Marinding, Tana Toraja, focusing on achieving adaptive quality education. Employing a qualitative approach with data collection through observation, interviews, and focus group discussions (FGDs), the study maps the conditions of educational facilities from early childhood education (PAUD) to high school levels and identifies existing challenges and potentials. Findings reveal issues such as inadequate library resources and insufficient technology use at the junior high school level. However, the study also highlights the potential for increased literacy, technology utilization, and interest in learning local culture among students. The research recommends improving educational facilities by restructuring libraries, incorporating technology, and integrating local cultural education. These measures are crucial for realizing adaptive quality education in Lembang Marinding. This study offers valuable insights for education stakeholders to develop strategies that align with local needs and potentials, ultimately enhancing the region's adaptive education quality.



This is an open access article under the [CC-BY-SA](#) license.



1. Introduction

Capturing the potential of an area involves a deep understanding of local characteristics and conditions. The author encountered a similar experience while attending a Real Work Lecture (KKN) in Lembang Marinding, Mengkendek District, Tana Toraja Regency. This Lembang shows its uniqueness with an area of around 5.85 KM², making it one of the largest Lembangs in the sub-district, inhabited by 3,544 residents. This significant population increases the need for facilities and infrastructure that support daily community activities.

Data obtained from the Lembang secretary illustrates that Marinding has adequate basic infrastructure. Educational facilities, places of worship, and health services are an important part of people's lives in Lembang. The presence of educational facilities creates an important foundation for developing the potential of the younger generation, while places of worship and health services provide essential services for the spiritual and physical needs of citizens. With these facilities, Lembang Marinding proves its commitment to the welfare and education of its people, creating an environment that supports sustainable growth and development.

Following up on the existence of educational facilities which include school buildings from PAUD to high school level. The following is data on educational facilities in Lembang Marinding.

Table 1 Education Facilities

No	Neighborhood Name	PAUD	TK	SD	SMP	SMA
1.	Salimbano		1	1		1
2.	Tondon	1			1	
3.	Alloan			1		
4.	Barana'	1	1	1		
Ammount		2	2	3	1	1

Based on the data above obtained from the existing Lembang Secretary Archives, it can be concluded that the Lembang Marinding community numbers 893 heads of families who are divided into four villages or hamlets, namely Salimbano Hamlet, Tondon Hamlet, Alloan Hamlet, and Barana' Hamlet. Of this number, the majority of people are Christian, a further 474 people are Muslim, and finally 136 people are Catholic. With a population of 2,934 residents, it shows how social, religious, and cultural diversity exists within it. There are 19 places of worship and 4 mosques spread across Lembang. Likewise, educational facilities ranging from PAUD, Kindergarten, Middle School, and High School are also available and have good facilities.

Facilities and infrastructure are important in the learning process as said by Qomar (2007) in (Sari, 2021). Facilities and infrastructure need to be managed well to improve the quality of education. The educational facilities and infrastructure owned by an educational institution are part of efforts to achieve general education goals and specific learning goals effectively and efficiently.

Education is an issue that never loses its relevance and continues to be a main topic in society's discussions. The author's observations focus on the education sector in Lembang Marinding, where educational facilities in the form of school buildings from primary to secondary levels have significant potential in the region. The availability of educational infrastructure is not just physical facilities but is also a critical indicator that can measure the ability of children in Lembang to continue their education to a higher level. The existence of complete school buildings from primary to secondary levels creates a solid foundation for the educational development of children in Lembang Marinding, as well as providing hope for their future. Therefore, the role of these educational facilities is not only as a place to learn but also as a booster of enthusiasm and opportunities for the younger generation to achieve achievements and reach their maximum potential in their education.

Education is a vital component in human life, therefore the Indonesian nation, which is necessary for the development of high civilization, must be able to carry out its role in producing high-quality and capable human resources (HR). adapt to changing circumstances and show a culture-based personality (Herlambang, 2016). In preparation for continuing education, steps need to be taken from an early age. The author adopts this approach to optimize the educational potential in Lembang Marinding, by establishing collaboration between technological advances and local traditions through the introduction of traditional games.

First of all, the application of technology in the education sector in Lembang Marinding is a key step. Technology integration can increase accessibility and efficiency in the delivery of course material, ensuring that students have access to relevant and up-to-date information. The use of educational software and online learning platforms can be an effective means of providing interactive and up-to-date learning.

Apart from that, the author also chose to introduce traditional games as a supporting element in the learning process. This approach aims to maintain local wisdom and cultural values while providing a fun and interesting learning experience for children. By combining technology and tradition in the form of games, education in Lembang Marinding can become more holistic and accommodate various aspects of children's development, including social, cultural, and creative aspects.

The collaboration between technology and traditional games is not only a learning method but also a way to shape students' character and personality. Thus, this effort not only provides a stock of knowledge but also provides a solid foundation for personal development and overall progress in continuing education.

Formulation of the problem:

Based on the description of the paragraph above, the problem formulation can be focused on the management of educational facilities and infrastructure in an educational institution. This problem can be formulated as follows:

Purpose of Service:

Based on the problem formulation, the objectives of this service can be determined as follows:

1. Increase understanding and awareness of stakeholders, especially management of educational institutions, regarding the important role and positive impact of good management of educational facilities and infrastructure.
2. Identify deficiencies and obstacles in the management of educational facilities and infrastructure that may become obstacles to achieving educational goals.
3. Develop strategies and recommendations to optimize the management of educational facilities and infrastructure so that the learning process can take place more effectively and efficiently.

Thus, this service aims to make a positive contribution to improving the quality of education through optimal management of educational facilities and infrastructure.

2. Method

In this service, the author uses the Asset Based Community Development (ABCD) method to optimize the educational facilities owned by Lembang Marinding. The ABCD method views each community as having unique assets and strengths that can be utilized. In contrast, approaches based on weaknesses often position communities as objects that need help (Fitrianto et al., 2020). The ABCD method focuses on utilizing local potential and existing resources in the community so that it can empower the community in a sustainable manner. The main aim of this service is to encourage a reduction in the school dropout rate in Lembang Marinding through collaboration between the use of technology and cultural approaches.

First of all, the ABCD method allows the identification and utilization of local assets or potential around Lembang Marinding. This includes not only physical facilities, such as school buildings, but also other aspects such as local knowledge, cultural wisdom, and community involvement in education.

Furthermore, collaboration between the use of technology and cultural approaches is key in efforts to optimize educational facilities. Utilization of technology may involve the use of online learning platforms, educational applications, or interactive software to increase access and effectiveness of learning. Meanwhile, the cultural approach involves introducing traditional games or local activities that can make the learning process more interesting and relevant for children in Lembang Marinding.

Thus, through the ABCD method and collaboration between the use of technology and cultural approaches, this service aims to create sustainable solutions that can optimize educational facilities and ultimately minimize the school dropout rate in Lembang Marinding.

As explained in the research conducted (Swasono et al., 2020), there are five important phases for conducting research in the ABCD approach. Help contains defining (discovery), dream (dream), plan (design), determine (define), and do (destiny). This strategic approach begins by looking at existing places and resources to identify needs. Next, everyone looks at the community's hopes and dreams for existing resources. Finally, an activity is designed to meet community expectations. Finally, a program was formed to determine how to bring about change. Finally, action is taken or the program that has been prepared is implemented.

The implementation of this service program was carried out at elementary schools in the hamlets of Salimbano and Alloan. Meanwhile, the secondary level will be carried out at PGRI Ge'tengan Middle School in Tondon hamlet over a weekly period from July to August 2023.

3. Results and Discussion

The implementation of this service program is divided into several stages, including the following

3.1. Observation

In this stage, the author grouped the assets owned by Marinding institutions, including assets for educational facilities from PAUD to the high school level. To carry out this mapping, the author visited schools from elementary, middle, and high school levels. In this process, the author held a Focus Group Discussion (FGD) session with the teachers and also interacted with students. During dialogue with teachers, we discovered several existing potentials as well as the obstacles they experienced.

On the ground level, there is a room that is used as a library, but it is not neatly arranged. Meanwhile, at the junior high school level, the author sees that students are interested in new things, especially with the use of handicrafts. At the elementary level, there is a room that is used as a library. However, unfortunately, its condition has not been neatly arranged properly. This room has great potential to become a valuable source of knowledge for students, but organizational and structuring efforts are needed so that they can be utilized optimally.

Meanwhile, at the junior high school level, the author observed that students showed great interest in new things, especially in using cell phones. This phenomenon reflects the trend of technological development which is increasingly seeping into the daily lives of the younger generation. Although the use of mobile phones can be an effective learning tool if used wisely, it is also important to remember the potential negative impacts if not monitored properly. Therefore, institutions need to provide proper guidance on the use of technology in learning as well as develop awareness of responsible use among students.

3.2. Design Program

Program planning in elementary schools focuses on two main aspects, namely restructuring the library and creating a comfortable classroom atmosphere for students. This step was taken to create a more optimal and attractive learning environment for students so that they can be more motivated to learn. Apart from that, as part of efforts to introduce and preserve local culture, every week activities to introduce traditional games are held. It is hoped that this activity will not only be a medium for introducing culture to students but also to strengthen the sense of togetherness and cooperation between them. Apart from traditional games, the weekly agenda also includes card games that contain the values of religious moderation, as part of holistic character education.

At the junior secondary level, the author focuses on education and literacy for teenagers by utilizing technology which is increasingly developing rapidly. Teenagers are an age group that is very responsive to technology, therefore, it is important to introduce and teach how to use it positively and responsibly. Through the use of technology, it is hoped that students will be more skilled in obtaining information, developing creativity, and broadening their horizons. However, it is also important to provide proper supervision and guidance so that they can use the technology wisely and not misuse it. Thus, technology education is not only a means of improving the quality of learning but also an effort to shape students' character and readiness to face the increasingly complex digital era.

3.3. Implementation

Implementation of the planned work program will last for four weeks. This period is needed to ensure that all stages and activities can be carried out properly according to the predetermined schedule. Every step taken has an important role in achieving the optimization goal. The peak activity in efforts to optimize educational facilities took place on August 14, 2023. On that date, Youth Reading Literacy activities were carried out at PGRI Ge'tengan Middle School. This activity is an important momentum where various efforts to increase reading interest and literacy among teenagers are emphasized and promoted. Through this activity, it is hoped that students will become more skilled in reading and understanding various types of texts and improve their understanding of the world of literacy and existing educational facilities.

During this reading literacy week, the series of material delivered to ninth grade junior high school students consisted of an introduction to the concept of reading literacy and its application in the school environment, an introduction to applications to support foreign language improvement, as well as an introduction and improvement of soft skills in the field of graphic design. After the presentation from the post friends, we continued with a question and answer session and practiced making graphic designs in the Canva application.

Meanwhile, at the elementary school level, activities to optimize educational facilities are carried out every Friday of every week. The choice of Friday as the day for this activity may be based on consideration of the right time so as not to disrupt the routine learning schedule. In this way, every week students can be involved in activities aimed at improving the quality and utilization of educational facilities available at the elementary school.

By introducing reading literacy at the elementary school level, we are optimizing the libraries that are already available there. The rearrangement of the library is adjusted to the needs of literacy facilities. The corner of the library is made according to reading material for each level, which aims to make it easier for students to find books that suit their level. Not only that, we collaborate with the school to make it a habit for students to read for 15 minutes before starting lessons. This begins to be implemented in grades 4, 5, and 6.

On Friday we held morning exercises first with all elementary school students. This was then continued with instructions for playing traditional games as well as games that increase the values of religious moderation in them. The importance of introducing religious moderation is to maintain the values of moderation that exist in the multicultural Lembang Marinding community. A multicultural society has diversity in terms of religion, society, culture, and traditions. This problem of difference can sometimes cause friction. However, if these frictions are not controlled, they can cause disputes with each other. In this regard, a moderate attitude is needed.

We also introduce traditional games on various occasions and optimize worship facilities, one of which is that we introduce this traditional game to Sunday school at one of the churches in Lembang Marinding. This is also the essence of implementing religious moderation, where a moderate attitude means being in the middle without siding with the right or left. moderation is an attitude that displays reasonableness, simplicity, self-control, calm, and balance by standards that lead to justice, moderation is displayed in an attitude that is within limits, neither excessive nor deficient, this attitude leads to the essence (core) axis of life that shows balance, justice, and tolerance in responding to differences in the realities of life (Anwar et al., 2022).

3.4. Evaluation

To utilize the potential that exists in the Marinding community, several obstacles began to be revealed. One significant obstacle is the great desire of children to continue their education to a higher level. Moreover, many of them aspire to leave the city and pursue opportunities outside. This obstacle shows how important it is to provide support and opportunities for the young generation to achieve their dreams, while still paying attention to sustainable local development.

In overcoming this obstacle, an approach of introducing traditional games has been applied. The introduction of traditional games is used as a means of approaching students. The main goal is for them to know and appreciate the cultural diversity that exists in Indonesia. Through traditional games, students can learn not only about the values of togetherness and cooperation contained in them but also about the roots of national culture which is part of their identity.

The introduction of traditional games is not only a way to entertain students, but also an effective educational tool in introducing and preserving the nation's cultural heritage. In this way, it is hoped that students can develop a sense of love and pride for Indonesian culture, and be inspired to protect and preserve it amidst the challenges of ever-growing globalization and modernization.

In the implementation of reading literacy which is held regularly at the elementary school level, it is necessary to provide all levels with light reading books first. The condition of the book is that it is an old reading book, but can still be used. There is great hope that the new reading books can increase students' interest in reading and that maintenance is needed on the teaching aids in the library so that they can be used by students so they do not become dusty and mere displays.

4. Conclusion

Increasing the quality of adaptive education requires greater attention to the optimization of educational facilities in the region. An important first step is to identify the needs and potential of various levels of education, from PAUD to SMA. By deeply understanding the situation and conditions of each level of education, we can design solutions that are more effective and suit each individual's needs.

Involving relevant stakeholders, such as teachers and students, in the planning and implementation process of educational programs is an important next step. By involving them, we can gain more comprehensive insight into what those directly involved in the educational process need and want. Their active participation also helps build a sense of shared ownership and responsibility for the success of the planned educational program.

Mapping and improving educational facilities is the next focus. This includes various efforts such as arranging neat libraries, introducing technology in learning, and strengthening local cultural learning. Through these steps, a conducive learning environment can be created, which encourages optimal student growth and development. In addition, relevant skills to face a dynamic future can be given to students, so that they are ready to face the changes and challenges that may occur in the future. With a holistic and integrated approach like this, the education system can become more adaptive and responsive to changing times and society's needs.

References

- Anwar, A. S., Leo, K., Ruswandi, U., & Erihadiana, M. (2022). Internalisasi Nilai-Nilai Moderasi Beragama Abad 21 melalui Media Sosial. *JHIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(8), 3044–3052. <https://doi.org/10.54371/jiip.v5i8.795>
- Fitrianto, A. R., Amaliyah, E. R., Safitri, S., Setyawan, D., & Arinda, M. K. (2020). Pendampingan dan Sosialisasi pada Usaha Toko Kelontong dengan Metode ABCD (Asset Based Community Development) Sebagai Upaya Pemberdayaan Ekonomi dan Peningkatan Literasi Usaha Toko Kelontong. *Jurnal Abdidas*, 1(6), 579–591. <https://doi.org/10.31004/abdidas.v1i6.120>
- Herlambang, Y. T. (2016). Pendidikan Kearifan Etnik dalam Mengembangkan Karakter. *EduHumaniora / Jurnal Pendidikan Dasar Kampus Cibiru*, 7(1). <https://doi.org/10.17509/eh.v7i1.2789>
- Sari, N. D. (2021). *Manajemen Sarana dan Prasarana Pendidikan*.
- Swasono, M. A. H., Sa'diyah, A. I., Niafitri, R. E., & Hidayanti, R. (2020). Membangun Membangun Kebiasaan Membaca pada Anak di masa Pandemi Covid-19 melalui Program Satu Jam Tanpa Gawai di Griya Baca Desa Karangrejo. *Jurnal Pengabdian Masyarakat*, 1(2), 38–50. <https://doi.org/10.32815/jpm.v1i2.236>