



SYSTEMATIC MANAGEMENT OF OFFICE EQUIPMENT AND EQUIPMENT TO SUPPORT LEARNING IN IT MUTIARA HATI ELEMENTARY SCHOOL

¹ Hengky Pramusinto, ² Hana Netti Purasani

^{1,2} Universitas Negeri Semarang

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ABSTRACT

In its development, SD IT Mutiara Hati has not systematically management of equipment and equipment, such systematic means by implementing logistics management. Logistics management at SD IT Mutiara Hati purchased items are still recorded simply and no coding has been affixed to the consumables. Poor logistics management can have an impact on the inadebe of logistics managers to identify exchanged or lost goods. Both teachers and school staff do not understand the functioning of equipment handling and good performance by implementing five stages in good logistics management consisting of: 1) record the data as accurately as possible, 2) make inventory forecast, 3) do a check before the goods are stored, 4) provide the code in each item, 5) separate the new stock and the old stock. The recording that is currently done is still using a simple way that is recorded manually in the book of goods in and out. In the management of incoming goods and goods out of elementary school (elementary school) IT Mutiara Hati has not implemented logistics management. Poor logistics management can have an impact on the inability of logistics managers and to identify items that are exchanged or lost so as to have a long-term impact that can hinder the ongoing learning process.

Pada perkembangannya SD IT Mutiara Hati belum melakukan pengelolaan peralatan dan perlengkapan secara sistematis, cara sistematis tersebut dengan menerapkan manajemen logistik. Pengelolaan logistik pada SD IT Mutiara Hati barang-barang yang dibeli masih dicatat dengan sederhana dan belum ada pengkodean yang ditempel pada barang-barang tidak habis pakai tersebut. Manajemen logistik yang tidak baik dapat berdampak pada ketidakmampuan pengelola logistik untuk melakukan identifikasi barang-barang yang tertukar ataupun hilang. Baik guru dan staf sekolah belum memahami keberfungsian penanganan peralatan dan perlengkapan yang baik dengan menerapkan lima tahapan dalam pengelolaan logistik yang baik yang terdiri dari: 1) pencatatan data seakurat mungkin, 2) membuat forecast persediaan, 3) lakukan pengecekan sebelum barang disimpan, 4) memberikan kode di setiap barang, 5) pisahkan stok baru dan stok lama. Pencatatan yang saat ini dilakukan masih menggunakan dengan cara sederhana yaitu dicatat secara manual di buku barang masuk dan keluar. Pada pengelolaan barang masuk dan barang keluar Sekolah Dasar (SD) IT Mutiara Hati belum menerapkan manajemen logistik. Manajemen logistik yang tidak baik dapat berdampak pada ketidakmampuan pengelola logistik serta melakukan identifikasi barang-barang yang tertukar ataupun hilang sehingga memiliki dampak jangka panjang yang bisa menghambat proses pembelajaran yang sedang berlangsung.

Address: L Building, Campus Sekaran, Gunungpati, Semarang,
Indonesia, 50229

Correspondent Address:
Universitas Negeri Semarang
Email: hpramusinto@mail.unnes.ac.id

INTRODUCTION

Systematic management of equipment and office lighting can support the learning process of teaching in schools. Systematic management of maintenance and equipment is certainly complicated by the management of using good logistics management, because logistics management is a must, good logistics management is an effort to synergize between minimum cost and maximum service but still maintain the quality of service with the aim to obtain satisfaction for service users. Logistics management is part of the Supply Chain process which has functions as planning, implementation and control effectively and efficiently related to the storage and flow of goods, services and information related to the starting point to the point of consumption has the purpose of fulfilling the needs of the customer. The customer in this case is an internal customer as well as an external user.

Based on the profile of SD IT Mutiara hati was established in 2014 based on the Decree of the Head of Semarang City Education Office No. 421.2/3905/2018 is one of the education units sheltered by Yayasan Mutiara Hati Semarang in addition to the TPA-KB-TK IT Mutiara Hati unit. Representative study room is built on waqf land which is very strategic. The learning system that implements the concept of Islamic education is based on the Qur'an and As-Sunnah. With the concept of Integrated Islamic School (SIT) then the education of ruhiyah, aqliyah, and jasadiyah we develop so that the learners have the quality of faith and piety to Allah SWT, develop his sense and intellectual abilities, build his noble morals, healthy souls, and skilled in daily life. In its application, SD IT Mutiara Hati combines public education and religious education into a curriculum. The excellence and peculiarities of tahfidzul Qur'an and the ability to read the Qur'an with tahsin and tartil standards became a spirit in the implementation of the school. Out-of-school learning brings students closer to the real world in the community with a current context and benefit approach to practicing critical, logical, flexible, caring, and solutive thinking. Daily Activities Program 1). Habituation of the practice of wudoo' worship, sunnah prayer of Dhuha and Dhuhur congregation, 2). Tahfidz/ memorization of the Qur'an, 3). Learn to read the Qur'an by Qiro'aty method, 4.) Contextual Teaching and Learning (CTL), 5.) PAAI (Habituation of Adab and Islamic Morality), 6.) Lunch together, 7.) Muroja'ah/ Repeat memorization, Annual and Incidental Program: 1). Outing Class of theme top activities, 2). Entrepreneurship in market day, 3). Qur'an Day Adventure, 4). Qur'an Funstay, 5). Khotmil Qur'an, 6). Akhirusanah, 7). Pesantren Ramadhan, 8). MABIT Ramadhan (Iman-Takwa Night). Parental Support Activities: 1.)Slaughter of sacrificial animals,

2.) PHBI (Islamic Big Day Commemoration), 3.) Gathering Forum Class, 4.) Adult Qiro'aty class.

In the development of SD IT Mutiara Hati has not done good logistics management, the goods purchased are still recorded simply and there has not been coding affixed to the consumables. Poor logistics management can have an impact on the inedible of logistics managers to identify exchanged or lost goods. Some of the reasons for the exchange are because the needs of the class with a larger number of students than the previous year will allow for the transfer of benches and chairs to classrooms one and the other. The removal of the bench and seat is not easy to identify, if the item is lost it will be difficult to do the search and rediscovery. In addition, logistics managers find it difficult to identify the need to complete learning facilities.

So the service team felt the need to provide knowledge and training to teachers and school staff regarding the benefits of proper logistics management in the hope that the error of logistics management did not impact the ongoing learning system. Therefore, there needs to be careful and systemic management of logistics.

PROBLEM

Some emerging agencies consider logistics management system with record-keeping to be a job that requires more effort and time, but if it realizes the benefits of good logistics management will soon understand that logistics management is a must. Good logistics management will make it easier to check availability, identify the needs and even the availability of goods available. When there is an error in identifying existing goods, it is easy to check for lost goods or damaged goods. Without good and accurate recording, a logistics officer will have difficulty in identifying the circulation of goods in and out, as faced by SD IT Mutiara Hati.

Procurement of goods at SD IT Mutiara Hati was carried out by one of the teachers, with a simple design. The logistics management of procurement goods does not yet have a specific code and the recording has not been systematic. They do simple recording without considering long-term risks. Officer who manages logistics goods does not yet have logistics skills. In SD IT Mutiara Hati there is only one teacher who doubles as a logistics management officer, there are no human resources (HR) in particular and no training specifically to meet the needs of logistics management. Then there needs to be training related to the event of recording the circulation of incoming goods and outgoing goods that are more concerned with good logistics management.

The discussion about logistics management is not directed to one of the officers but all teachers and staff, so the responsibility of planning goods is not only a

burden of one party but the entire hr that exists, in the hope of sharing responsibility for the availability and circulation of learning supporting goods. Another goal is to ensure the transfer of goods can be identified because of the good coordination of all existing human resources, thereby facilitating the planning of lost or damaged goods, as well as human resources that manage logistics can coordinate each other and facilitate in checking. So that this action can minimize the losses induced in the next day due to the inability to search lost or damaged goods.

At SD IT Mutiara Hati has not done logistics manager well. Management is still done in a simple way that the recording in the entry book and outgoing goods with un systematic recording in the long term can interfere with the learning process and impact on customer dissatisfaction, customers consisting of internal customers and external customers. According to Zeithaml & Bitner (2008:110) in Evitha it defines customer satisfaction as a customer response to the evaluation of perceived discrepancies between expectations and actual performance. There needs to be training for teachers and staff. This training is not devoted to logistics officers only, but the entirety of the existing human resources for the purpose if there is a change in the placement of the goods used there will be coordination to facilitate the emergency or identification of the availability of such goods. Another goal is the division of responsibility to all teachers and staff. Management carried out in a systematic way and implemented by coding the procurement of goods, will facilitate the identification of goods. Systematic management of logistics is carried out into five stages, namely:

1. Data Recording as Accurate as Possible.

One of the officers appointed to record the data of goods as accurately as possible is in detail and detail. The recording of the data is done for incoming and outgoing stock items which of course the recording is done separately. The logging can be done using ms excel application to facilitate the recording and search of the data. Based on the recording will make it easier for the officer to know the data of the type of goods, the date of purchase and some data according to the needs. Stored data can also be used to understand the purchase of goods made in a certain period, thus officers can arrange planning for the purchase of items that are routine at a certain period of time. So that the planning that is structured can make it easier for teachers to raise the funds needed or that can be budgeted ed eachs. Another objective is the availability of accurate data can be used as a basis for checking the availability of goods, as well as the basis for determining inventory. So that teachers

and staff can coordinate targeted, namely with discussions and consultations to determine supplies.

2. Creating inventory forecasts.

The stock of incoming goods and outgoing goods stock will provide an overview of the needs of goods in a given period, based on the data will be known the inventory of goods stock, then the next step to do is to make a forecast or estimate of the inventory of goods in the form of the amount of inventory needed in this period. This is not an easy stage because it is necessary to identify various needs to determine the number per item. The identification also needs to consider the integrity of the goods based on the function of the goods.

3. Check Before Goods Are Stored.

The next step is to ensure that the logistics manager always checks the goods before putting them on the shelf. This check can be done before the awarding of the code so that the officer can know whether or not the goods are recorded in the stock pile of goods. This check can also help to know which items have defects, miss-produced, and other errors before deciding to store them. Especially for defective items, officers can collect them into another place by providing a small mark or note regarding the defect description.

4. Providing Code in Every Item.

Coded for each item will be very helpful when identifying goods. Coded goods will make it easier to reinvent if they are moved or exchanged.

5. Separate New Stock and Old Stock.

Mixing new and old stock mixes will only confuse when recording and checking the stock of goods. When there are these two items, it is worth the officers need to separate the old stock and the new stock to facilitate the calculation of the number of available stock. Officers can also provide a special place for new stock to avoid mixing new and old stock. These five stages make logistics management easier. Good logistics management system is a must because it can secure stock and provide profit.

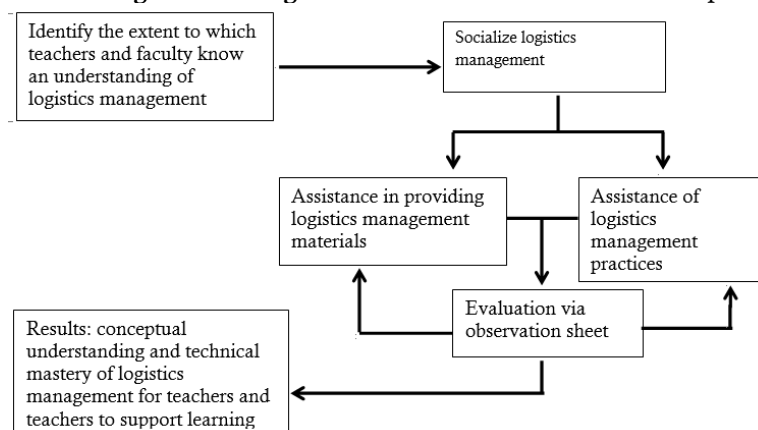
METHOD

SD IT Mutiara Hati has no good logistics management, the recording of goods stock is still done simply namely recording based on the needs when purchasing goods, the recording is done by one of the teachers who is working as a logistics management officer, the teacher has no knowledge or training related to logistics management, so there is no check of the goods, no coding of the goods that have been received and difficulty for teacher to identify the goods that have moved from the place because there is a change in the

order of the place sit from one class to another. Teachers who do not have coordination when transferring benches or equipment from one class to another, this is due to a lack of knowledge from teachers and employees about logistics management. If any items are damaged or lost logistics management officers have difficulty identifying and rediscovering. Officers can only know the whereabouts of the goods based on the number of items. Implementation is carried out in two stages, namely the provision of information and logistics management practices to teachers and staff, so that logistics management is not the responsibility of one party but also a shared responsibility.

Several approach methods are used to solve the problem of priority by identifying to know the level of understanding of teachers and staff related to logistics management, after knowing the level of understanding then the service team socializes logistics management, the socialization is divided into two concepts namely 1) mentoring the provision of materials to logistics managers 2) mentoring practices on logistics management. Based on both mentoring, the service team evaluates to know the level of understanding from teachers and staff about logistics management, if the evaluation results show the suitability of logistics management then the expected goal has been achieved which is a conceptual understanding and technical mastery of logistics management for teachers and staff to support learning in SD IT Mutiara Hati. The framework is as follows:

Figure 1. Thought Framework Flow



- a) The details of the working procedure will be outlined based on the stages of the approach carried out with the following formula: Identification of the extent to which teachers and staff run logistics co-management programs, can be observed from the management of the circulation of goods from the stock of goods in, the handling of the stock of goods out due to defects or defects.
- b) Socialization Management logistics, socialization is done for the tanning of perception between the

service team and the participants namely teachers and staff.

- c) Assistance with the provision of materials and technical action includes: 1) Accurate Data Recording, 2) Making Inventory Forecast, 3) Checking Before Goods Are Stored, 4) Providing Code in Each Item, 5) Separating New Stock and Old Stock. Mentoring is done in two stages, theoretically and practical experience, with the hope that teachers and staff really delve into the concept and practical knowledge of logistics management.
- d) To evaluate teachers and staff to find out the level of understanding of the materials and the precondition of logistics management. Evaluation is done by providing feedback through the observation sheet.
- e) The result of the feedback that is maintained is a conceptual understanding and technical mastery of logistics management for teachers and teachers to support learning.

SD IT Mutiara Hati is one of the foundations of mutiara hati, it is known that it has not done good logistics management, the importation of goods has not also used the principle of good logistics management, then there is no other party besides the service team that provides materials and technical assistance about good logistics management. Partner participation in this devotional activity includes: (1) as an interview respondent to identify problems; (2) Teachers and staff as participants in material socialization and logistics management practices; (3) observer evaluates logical management activities after mentoring; and (4) as respondents provide feedback on community service activities.

The service was held on Saturday, July 20, 2019 at SD IT Mutiara Hati which is the same foundation as TPA-KB-TK IT Mutiara Hati. In the mentoring and delivery of information related to the supply involving foundation members from Mutiara Hati, while the target in this service is more focused on all teachers and staff members of the foundation

RESULTS AND DISCUSSIONS

In the implementation was carried out into two stages in the first stage, namely the delivery of information and discussions related to the importance of logistics management delivered by the source, Namely Mr. Hengky Parmusinto, S.Pd., M.Pd. which was then continued with discussions and question and answer sessions. The second stage is carried out assistance to practice in the data collection of good logistics goods in accordance with the prevailing

regulations. In the second stage is the mentoring stage accompanied by Mrs. Hana Netti Purasani, S.Pd., M.Pd. and Umar Reza Saputra.

Figure 2. Providing Material By Source



The materials submitted include the understanding of the management of supplies and applications. Supply Management is a series of planning, organizing, and supervision activities on procurement, recording, distribution, storage, maintenance, and removal of supplies to support effectiveness and efficiency in efforts to achieve institutional objectives. While all objects that are tangible and can be treated physically, both used to organize basic activities and supporting activities are the objects of the supply management itself. The object consists of supplies, logistics, materials, goods, equipment, equipment, facilities and infrastructure

Figure 3. Participants Are Listening to Material From The Source



The principles of Supply Management include 1) expertise, 2) creativity, 3) precision, 4) order and discipline, 5) quality of service, 6) perfection of character 6) effectiveness, 7) efficiency. Inventory comes from the word inventory (latin: inventarium) which means list of items, materials, etc. Inventory of educational facilities and infrastructure is the recording or registration of school-owned goods into an inventory list of goods in an orderly and orderly manner according to the applicable provisions and procedures. School inventaris goods are all goods controlled by the school either held / purchased through funds from the

government, DPP or obtained in exchange, gifts, or grants as well as the results of self-making efforts in the school to support the smooth learning process of teaching. Each school is obliged to organize an inventory of state-owned goods controlled/managed by their respective schools in a regular, orderly, and complete manner.

The general purpose of inventory is to improve effective management and supervision of the facilities and infrastructure of a school. While the main objectives include 1) maintaining and creating an orderly administration of the facilities and infrastructure of a school, 2) saving school finances both in procurement and for the maintenance and elimination of school facilities and infrastructure, 3) materials or guidelines for calculating the richness of a school in the form of materials that can be assessed with money, and 4) facilitate the supervision and control of the facilities and infrastructure owned by a school.

The benefits of inventory include 1) providing data and information in order to determine the needs and plan for the needs of goods, 2) provide data and information to be used as materials/guidelines in the distribution of goods, 3) provide data and information in determining the state of goods (old, damaged, more) as the basis for establishing the distribution, 4) providing data and information in order to facilitate the supervision and control of goods, 5) administration of inventory goods can be carried out among others in the master book of inventory goods, inventory goods group book, non-inventory notebook, quarterly report list, inventory goods mutation, inventory goods recap list. Classroom facilities and infrastructure include facilities, infrastructure, furniture and educational equipment. Administration of inventory goods can be done among others in the inventory goods master book, inventory item group book, non-inventory notebook, quarterly report list, inventory item mutation, inventory item recap list.

At the time of submission of information related to logistics that the discussion and Q&A session was held. At this stage there are questions from some teachers and principals based on these questions so it can be concluded that both teachers and staff do not understand the benefits of systematic logistics management to support learning. The current procurement is only recorded manually by one of the teachers who concurrently procures goods. It appears in the class administration data table listed on the class wall there is information in the form of class inventory consisting of the name of the goods and the state of the goods but not yet filled and has not identified the items in the classroom.

In the second stage, which is done mentoring to teachers and staff, at this stage consists of five stages in

systematic logistics management namely: Data Recording as accurately as possible, at this stage teachers and staff are divided into several groups to facilitate in mentoring then one of the officers is appointed to record the data as accurately as possible i.e. in detail and detail. The recording of the data is done for incoming and outgoing stock items which of course the recording is done separately.

The logging can be done using ms excel application to facilitate the recording and search of the data. Based on the recording will make it easier for the officer to know the data of the type of goods, the date of purchase and some data according to the needs. Stored data can also be used to understand the purchase of goods made in a certain period, thus officers can arrange planning for the purchase of items that are routine at a certain period of time. So that the planning that is structured can make it easier for teachers to raise the funds needed or that can be budgeted each. Another objective is the availability of accurate data can be used as a basis for checking the availability of goods, as well as the basis for determining inventory. So that teachers and staff can coordinate targeted, namely with discussions and consultations to determine supplies.

The second phase is to create an Inventory Forecast, create an Inventory Forecast, do stock collection of incoming goods and the stock of outgoing goods will provide an overview of the needs of the goods in a certain period, based on the data will be known the inventory of goods stock, then the next step to do is to make a forecast or estimate of the inventory of goods in the form of the amount of inventory needed in this period. This is not an easy stage because it is necessary to identify various needs to determine the number per item. The identification also needs to consider the integrity of the goods based on the function of the goods.

The third stage checks before the goods are stored, the next step is to ensure that the logistics manager always checks the goods before putting them in the rack. This check can be done before the code is given so that the officer can know whether or not the goods are recorded in the stock pile. This check can also help to know which items have defects, miss-produced, and other errors before deciding to store them. Especially for defective items, officers can collect them into another place by providing a small mark or note regarding the defect description.

The fourth stage, providing the code in each item, the code of each item will be very helpful when identifying the goods. Coded goods will make it easier to reinvent if they are moved or exchanged.

The fifth stage, separating new stock and old stock, mixing new and old stock will only confuse when listing and checking the stock of goods. When there are these two items, it is worth the officers need to separate

the old stock and the new stock to facilitate the calculation of the number of available stock. Officers can also provide a special place for new stock to avoid mixing new and old stock.

At this stage of the assistance there are obstacles because the equipment goods do not have a specific code there has not been the classification of the goods so it cannot be done carefully recorded, this assistance can only be on information related to the number of goods available and distributed to several places. So more detailed and complete recording in accordance with the goods code cannot be done. There needs to be repeated assistance to identify the procurement of goods as a whole both the goods that have been used, and the goods that are still in the warehouse.

CONCLUSION

Based on the results of discussions and Q&A it is known that there are still many teachers and school staff who still do not understand the functioning of good logistics management by implementing five stages consisting of: 1) recording data as accurately as possible, 2) making inventory forecasts, 3) checking before goods are stored, 4) providing code in each item, 5) separating new stock and old stock. The recording that is currently done is still using a simple way that is recorded manually in the book of goods in and out. In the management of incoming goods and goods out of SD IT Mutiara Hati has not implemented logistics management. At the stage of code delivery in each item has not been realized at this devotion, because the school has not given a decision related to the classification of goods that have been adjusted to the numbering of goods, so at this stage it has not been able to be implemented. There needs to be mentoring and training on the next devotion that focuses more on coded in each item. Coded in each item will make it easier to fill in the class administration data table to detail the logistics usage for each class. The next stage of assistance can only be done if the procurement of goods has been identified and classified according to the specified numbering. If the numbering has not been done, it will certainly be an obstacle in identifying goods and providing code in each item.

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