

Optimizing Educational Asset Management after School Regrouping: Evidence from Koto Parik Gadang Diateh

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ABSTRACT

The elementary school regrouping policy in Koto Parik Gadang Diateh District, regulated through South Solok Regent Regulation Number 45 of 2021, has generated significant changes in the structure, functions, and utilization of educational assets. This policy has resulted in several assets being repurposed or left unused, thereby creating a need to re-evaluate the effectiveness of educational asset management after the regrouping. This study aims to analyze the optimization of educational asset management following the implementation of the regrouping policy by examining the driving factors, inhibiting factors, and the alignment of asset utilization with community needs. The research employs a descriptive qualitative method. Data were obtained through interviews, observations, and document analysis. Data analysis was conducted using an interactive model, which includes data reduction, data presentation, and conclusion drawing. The findings indicate that the management of educational assets after the regrouping has not been fully optimized and remains uneven across areas. Several assets have been left idle, and asset repurposing has not always been based on an analysis of local needs. The driving factors for optimization include planned asset repurposing, Dapodik-based asset procurement, asset inventory, and the appointment of regional coordinators. Meanwhile, the inhibiting factors include weak participatory coordination, limited facilities and infrastructure, low synergy between the Education Office and village governments, and the centralization of asset management authority within the South Solok District Education Office.

Keywords

Educational Assets, Management, Optimisation, Regrouping Policy.

Introduction

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state (Nazhifah & Najicha, 2023) . This means that education is the right of every Indonesian citizen and is implemented without discrimination (Nasir, 2022) . This provision is reinforced by Government Regulation No. 4 of 2022 concerning Amendments to Government Regulation No. 57 of 2021 concerning National Education Standards, which emphasises that education is a form of practising the values of Pancasila in the life of the nation and state (Yohana. R.U. Sianturi & Dewi, 2021) . The purpose of education is to shape and produce a dignified future generation that is beneficial to religious, social and national life, which must be supported by the development and management of optimal educational facilities (Kurniawaty & Widayatmo, 2021) .

The development of optimal educational facilities and asset management is a crucial component in the effort to build quality education for the community, particularly at the primary school (SD) level, as stipulated in Article 17, paragraph (1) of Part Two of Law Number 20 of 2003 concerning the National Education System, which explains that primary education (SD) is the foundation for secondary education and other higher education (Hakim, 2023) . The management of educational assets is a mandatory concurrent government affair related to basic services because education is one of the basic services that must be provided by the state, so that educational assets such as school buildings and other facilities are part of the basic services that must be managed properly by local governments as stipulated in Article 12 Number (1) Point (a) of Law Number 23 of 2014 concerning Regional Government (Hidayat & Subagyo, 2025) . However, the management of these educational assets faces various challenges, especially after the *regrouping* policy, which is a restructuring process through the closure and merger of primary schools with the aim of improving the quality, efficiency and access to education in a region.

The *regrouping* policy is an institutional reform strategy that aims to improve the quality of education in . In the context of education in Indonesia, *regrouping* is very relevant given the complexity of the national education system, which involves various levels, pathways, and types of education (Simanjuntak et al., 2024) . Through the *regrouping* policy, the government seeks to create a more integrated and efficient education system that can provide optimal educational services to the public and have an impact on various aspects of education management (Harianto, 2022) .

The *regrouping* policy has had a positive impact on physical and non-physical changes in education, leading to improved conditions. Physical changes include the

addition of facilities and infrastructure as a result of the merger of two educational institutions, the existence of one leader instead of two, a more effective learning process, and an increase in BOS funds in line with the increase in student numbers. Non-physical changes are evident in the lighter workload for teachers, a more pleasant working environment, broader relationships between teachers, and the preservation of teacher certification (Simanjuntak et al., 2025) .

Not only that, the *regrouping* policy also has an impact on the decline in achievement for some students who are classified as smart because with the merger of elementary schools, the number of students will also increase, so that competition for achievement becomes even tighter. This shows that *regrouping* also has a negative impact because it causes a decline in students' enthusiasm for learning (Muntianah et al., 2021) . *Regrouping* also causes cultural transitions, resulting in identity crises, neutral zones, and identity development processes. In addition, the *regrouping* policy also has an impact on the utilisation of educational assets. If the *regrouped* school buildings are not managed and utilised optimally, the buildings and their facilities and infrastructure will be neglected (Muhdi et al., 2020) .

In its implementation, the regrouping policy has also affected the management of educational assets in South Solok Regency. During the National Teachers' Day Education Seminar in 2023, the Regent of South Solok, Khairunas, stated that "*School regrouping is a regulatory obligation due to insufficient student numbers, not a preference of the local government.*" Thus, the regrouping policy constitutes part of the strategy to optimize the administration of basic education, particularly in Koto Parik Gadang Diateh (KPGD) District. The policy was implemented for two elementary schools UPT SDN 23 Panduang and SDN 06 Pakan Rabaa because both met the criteria for regrouping, especially concerning the number of students falling below the minimum threshold and the proximity between educational units, as stipulated in Article 5 Paragraph (1), Chapter IV of the South Solok Regent Regulation Number 45 of 2021 on the Merger and Closure of Educational Units at the Basic Education Level under the Department of Education, Youth, and Sports of South Solok Regency (Minangkabau News.com, 2023).

UPT SDN 23 Panduang was previously a branch school of SDN 09 Sungai Pangkur, which began operations in 2016. However, on 12 March 2020, UPT SDN 23 Panduang officially became an independent public school based on South Solok Regent Regulation Number 9 of 2020 concerning Amendments to South Solok Regent Regulation Number 52 of 2017 concerning the Establishment and Structure of Technical Implementation Units for Formal Education at the South Solok Regency Education, Youth and Sports Office (Establishment Decree 9 of 2020). Meanwhile, SDN 06 Pakan Rabaa has been operating as an independent elementary school since 1970.

UPT SDN 23 Panduang has experienced an improvement in its administrative status. However, the infrastructural development of UPT SDN 23 Panduang over a

five-year period (2016-2021) shows relatively limited progress. This lack of development correlates with the low interest of students in attending UPT SDN 23 Panduang, resulting in *the regrouping of* UPT SDN 23 Panduang in 2021 (Net, 2025) . Table 1 also shows that SDN 06 Pakan Rabaa's accreditation achievement has met national education standards in various aspects, resulting in a "good" rating for its education . However, SDN 06 Pakan Rabaa must also be a school unit in Koto Parik Gadang Diateh Sub-district that must *be regrouped* due to the limited number of students (Sekolah-Kita.Net, 2024) .

The implementation of *regrouping* in Koto Parik Gadang Diateh Subdistrict is a concrete example of public policy implementation in the field of education. The South Solok Regency Government is required to manage educational assets optimally after *regrouping* so that they are not neglected. The decision-making process in the utilisation of primary school buildings after *regrouping* must demonstrate democratic asset management practices through deliberation involving various stakeholders. This is because educational assets not only function as learning facilities and infrastructure, but also as drivers of human resource development that can improve community welfare and encourage regional progress (Wulandari & Paramitalaksmi, 2024).

In the context of educational asset management after the regrouping in Koto Parik Gadang Diateh District, all assets of schools that were merged or closed were transferred to the Government of South Solok Regency and placed under the supervision of the relevant regional government agencies (OPD), as stipulated in Article 9, Chapter IV and reinforced by Article 10 of South Solok Regent Regulation Number 45 of 2021. The regulation also emphasizes that land, buildings, and facilities must be managed and utilized in accordance with the technical provisions of the local government. However, not all educational units in Koto Parik Gadang Diateh District demonstrate optimal management and utilization of assets following the regrouping, due to various phenomena or issues that form the focus of this study.

This study refers to several previous works, including Hardiansyah (2020), which examined the implementation of the "Pelalawan Cerdas" education program at the elementary school level in Pelalawan Regency; Almaas (2021), which analyzed the management of transportation infrastructure through the role of regional-owned enterprises (BUMD) in operating the Roro Port; Afrianto (2020), which investigated the management of movable assets in the form of official vehicles by the Regional Financial and Asset Management Agency (BPKAD) of Pekanbaru City; S (2020), which studied the governance of the Bandar Raya Payung Sekaki Terminal by highlighting operational aspects; and Wulandari (2020), which explored the process of regional asset elimination in the Regional Secretariat of Riau Province, focusing on procedural and administrative dimensions. However, previous studies have not highlighted or positioned educational assets as the primary focus of analysis, nor have they examined the optimization of educational asset management following

the implementation of regrouping policies at the elementary school level. Furthermore, they have not traced the factors influencing the optimization of educational asset management in specific cases such as UPT SDN 23 Panduang and SDN 06 Pakan Rabaa in Koto Parik Gadang Diateh Subdistrict, thereby creating a research gap that this study seeks to address. The analytical model employed in this study differs significantly from previous research, as it integrates Miles and Huberman's interactive analysis model with thematic analysis based on multi-source triangulation. This approach combines interactive, thematic, triangulative, and cross-case comparative techniques, producing an in-depth understanding of the optimization of educational asset management after regrouping-an approach not previously undertaken in earlier studies.

This condition underscores the importance of conducting this study to provide a comprehensive understanding of the optimization of educational asset management in Koto Parik Gadang Diateh Subdistrict following the implementation of the regrouping policy from 2021 to 2024, as well as to identify the factors that influence such optimization. The study will also describe the roles and involvement of local stakeholders and the community in decision-making and in overseeing the long-term (sustainable) management of educational assets, in order to assess the transparency aspects within the asset management process.

The regrouping policy was designed to improve the efficiency of educational services; however, its implications for the management of educational assets have not been systematically analyzed. Previous studies have provided only descriptive accounts of abandoned or repurposed assets following regrouping, without offering an adequate academic synthesis to understand the structural, managerial, and participatory factors that influence the optimization of educational assets. This situation further underscores the need for research that specifically examines the management of educational assets after regrouping and explores the driving and inhibiting factors that shape the optimization process.

Based on this need, the regulatory framework for regrouping is indeed already in place; however, the management of educational assets after regrouping remains insufficiently understood, particularly regarding disparities in asset utilization and the factors that either hinder or support optimization efforts. This issue becomes critical when assets are left neglected or repurposed in ways that do not correspond to community needs. In line with these conditions, the research questions of this study are formulated as follows: how is the optimization of educational asset management in Koto Parik Gadang Diateh Subdistrict carried out following the implementation of the regrouping policy from 2021 to 2024?, and what factors influence the optimization of educational asset management?

This study aims to analyze the process of optimizing educational asset management after regrouping and to identify the driving and inhibiting factors that influence its implementation across various elementary school contexts, thereby

providing a more comprehensive understanding of the challenges and opportunities in educational asset management following regrouping.

Method

This study was conducted in Koto Parik Gadang Diateh (KPGD) District, specifically at the locations of two educational units that serve as the focus of the research, namely UPT SDN 23 Panduang and SDN 06 Pakan Rabaa. These locations were selected because they provide concrete and measurable illustrations of the impact of elementary school regrouping on the management of educational assets. In addition, the researcher purposively selected only two cases because both represent two contrasting post-regrouping conditions. The two schools exhibit contrasting post-regrouping outcomes: UPT SDN 23 Panduang has become an abandoned asset, whereas SDN 06 Pakan Rabaa has been repurposed into State Kindergarten 01 Koto Parik Gadang Diateh. These differing characteristics provide a strong analytical basis for employing a two-case comparative design to identify the factors influencing variations in the optimization of educational asset management after the regrouping. Thus, the selection of these two cases is grounded not only in data availability but also in their relevance to the theoretical and analytical objectives of the study.

This study employs a qualitative research method with a descriptive approach. The types of data used in this research consist of primary and secondary data. Primary data were obtained through interviews with various stakeholders, including officials from the Solok Selatan District Education Office, representatives of the Koto Parik Gadang Diateh Subdistrict, school principals, teachers, and community leaders in the study area. The interviews were conducted using a semi-structured format. Examples of interview questions include: how is the planning and budgeting strategy for educational assets implemented after the regrouping process?; how are priorities for procuring educational assets determined post-regrouping?; what is the current condition of asset maintenance following the regrouping?; how is the monitoring of educational assets carried out after the regrouping?; as well as other questions relevant to the research focus. Meanwhile, secondary data were collected through documentation studies of various regulations, official reports from local government institutions, archives of the education office, field observation results, and visual documentation of the condition of educational assets after the regrouping.

The data collection process was carried out in stages through interviews, observations, and field documentation, while considering the relevance and credibility of the informants. The informants in this study consisted of 13 individuals, as presented in table 1 below.

Table 1. Research Informants

No.	Institution/Agency	Position	Actor Category
1	Solok Selatan District Education Office	Treasurer, Solok Selatan District Education Office	Government
2	Solok Selatan District House of Representatives (DPRD)	Member of DPRD Solok Selatan, Commission on Education	Government
3	Koto Parik Gadang Diatch Subdistrict Office	Finance and Treasury Subdivision	Government
4	Batang Lolo Nagari Office	Wali Nagari of Batang Lolo	Government
5	Pakan Rabaa Nagari Office	Wali Nagari of Pakan Rabaa	Government
6	Batang Lolo Nagari Office	Head of Jorong Batang Lolo Panduang	Government
7	Pakan Rabaa Nagari Office	Head of Jorong Sungai Bong Bandar Jilatang	Government
8	SDN 06 Pakan Rabaa	Principal of SDN 06 Pakan Rabaa	Educational Personnel
9	State Kindergarten 01 Koto Parik Gadang Diatch	Principal of State Kindergarten 01 Koto Parik Gadang Diatch	Educational Personnel
10	UPT SDN 23 Panduang	Teacher who previously taught at UPT SDN 23 Panduang	Educational Personnel
11	SDN 06 Pakan Rabaa	Teacher who previously taught at SDN 06 Pakan Rabaa	Educational Personnel
12	Batang Lolo Panduang Nagari	Community member near UPT SDN 23 Panduang	Community
13	Sungai Bong Bandar Jilatang Nagari	Community member near SDN 06 Pakan Rabaa	Community

Source: Processed Research Data, 2025

The selection of informants in table 1 above was carried out using purposive sampling to ensure that the research informants were relevant to the focus of the study. Furthermore, the data analysis technique employed in this research follows an interactive analysis model, which consists of three main stages: data reduction, data display, and conclusion drawing/verification. The analysis was conducted continuously throughout the research process to ensure that each finding was verified through source and technique triangulation, thereby producing valid and reliable data.

Based on the triangulation framework, the interview data regarding abandoned assets were cross-checked with photographic evidence of the conditions at UPT SDN 23 Panduang, while the narratives related to asset inventory at UPT SDN 23 Panduang and SDN 06 Pakan Rabaa were verified using the asset inventory documents from both primary education units. Additionally, this study uses the Theory of Asset Management Optimisation by Suwanda (2015) as an analytical basis, which includes four main indicators, namely planning regional asset requirements and budgeting, regional asset procurement, regional asset security and maintenance, as well as regional asset development, supervision, and control. This theory is used

to assess the extent to which the educational asset management process after *regrouping* is running optimally. Thus, this research method is expected to provide a comprehensive picture of the actual conditions and processes of educational asset management after *regrouping* in South Solok Regency, as well as to explain the factors that influence the optimisation of this management in a scientific and in-depth manner.

Result and Discussion

1. Optimisation of Educational Asset Management in Koto Parik Gadang Diateh Sub-district Following the Implementation of the *Regrouping* Policy

a. Planning

Based on the Minister of Home Affairs Regulation No. 19 of 2016 concerning Guidelines for the Management of Regional Assets, needs planning is an effort to formulate details of regional asset needs to connect past asset procurement with current conditions as a basis for future actions (Noviyati & Khoirudin, 2023) . This concept then became the basis for the management of educational assets in Koto Parik Gadang Diateh Sub-district after the implementation of the *regrouping* policy. The implementation of the *regrouping* policy in Koto Parik Gadang Diateh Sub-district has brought significant changes in the planning of needs and budgeting for educational assets. The most fundamental change was the transfer of all students from UPT SDN 23 Panduang and SDN 06 Pakan Rabaa to the nearest primary schools with more adequate capacity. As a consequence, the planning of educational asset requirements and budgeting was transferred to primary schools with sufficient numbers of students. The condition of asset management at the two *regrouped* elementary schools shows a striking difference. UPT SDN 23 Panduang still does not have clear and focused management planning. In contrast, SDN 06 Pakan Rabaa is planned to be converted into TK Negeri 01 Koto Parik Gadang Diateh in 2020.

The decision to convert the school was an effort to save educational assets that had been closed so that they would not be neglected and could continue to benefit the community. However, the conversion plan was not in line with the needs of the community and the actual conditions on the ground. Based on data obtained from the Head of Nagari Jorong Sungai Bong Bandar Jilatang (the location where SDN 06 Pakan Rabaa was built), the number of kindergarten-age children in the area continues to decline every year. The data on the potential number of kindergarten children can be seen in table 2 below.

The data in table 2 above shows a decline in the potential number of kindergarten students in Nagari Jorong Sungai Bong Bandar Jilatang, from 55 children in 2021 to 48 children in 2022. This decline occurred gradually but consistently, from 49 children in 2023 to 48 children in 2024, then 48 children in 2025. This condition indicates that the need for kindergarten education in the area is relatively low, so that the plan to convert SDN 06 Pakan Rabaa into TK Negeri 01

Koto Parik Gadang Diateh is not optimal. This pattern shows a significant demographic shift that requires special attention in planning education services (Bernadus et al., 2025) . Decisions on plans to convert educational assets after *regrouping* should take into account an analysis of educational needs and the demographic conditions of the education region, so that educational assets can be optimally utilised in accordance with the needs of the local community (Clara & Umiyati, 2023) .

Table 2. Potential Number of Kindergarten Students in Nagari Sungai Bong Bandar Jilatang for the Years 2021-2025

Year	Number of Births (Persons)							Potential Kindergarten Students (persons)
	2015	2016	2017	2018	2019	2020	2021	
2021	18	19	18	-	-	-	-	55
2022	-	19	18	11	-	-	-	48
2023	-	-	18	11	20	-	-	49
2024	-	-	-	11	20	17	-	48
2025	-	-	-	-	20	17	11	48

Source: Documentation of Nagari Sungai Bong Bandar Jilatang, 2025

In contrast, Nagari Batang Lolo Panduang (the location where UPT SDN 23 Panduang was built) experienced an increase in the potential number of kindergarten-age students based on the recapitulation data from Nagari Batang Lolo, but it was not managed optimally and was even neglected after *the regrouping*. The data on the potential number of kindergarten students in Nagari Jorong Batang Lolo Panduang can be seen in table 5 below.

Table 3. Potential Number of Kindergarten Students in Nagari Jorong Batang Lolo Panduang for 2021-2025

Year	Number of Births (Persons)							Potential Kindergarten Students (persons)
	2015	2016	2017	2018	2019	2020	2021	
2021	7	9	4	-	-	-	-	20
2022	-	9	4	7	-	-	-	20
2023	-	-	4	7	9	-	-	20
2024	-	-	-	7	9	11	-	27
2025	-	-	-	-	9	11	9	29

Source: Recapitulation of Batang Lolo Preparatory Village, 2025

Based on the data in table 3 above, it can be seen that the potential number of kindergarten students in Nagari Jorong Batang Lolo Panduang is relatively stable at 20 students for the 2021-2023 period, but experienced a significant increase to 27 students in 2024 and reached 29 students in 2025. This increase indicates that there is potential for growth in the number of kindergarten and primary school students in the coming period, which should be an important consideration in efforts to optimise the management of existing educational assets.

The South Solok Regency Education Office claims that the optimisation of the implementation of the education asset management plan after *regrouping* has reached 85% to date, with the average plan being the conversion of assets, despite the imbalance in the planning of education asset management in Koto Parik Gadang Diateh Sub-district and the various challenges that still need to be addressed. The limited involvement of the community in the planning stage resulted in a mismatch between the regrouping policy and the social conditions of the area. In the context of public asset governance, the absence of participatory mechanisms reflects a weak planning process that is not grounded in local needs, thereby reducing policy acceptance. This situation aligns with the literature on asset management optimization, which emphasizes the importance of involving local actors in the formulation of asset-related policies.

Furthermore, the process of planning needs and budgeting for educational assets after the regrouping managed directly by the South Solok Regency Education Office without involving lower-level authorities such as the subdistrict government, the Wali Nagari, or the heads of the Nagari in the areas where the two schools are located led to the repurposing of SDN 06 Pakan Rabaa's educational assets into TK 01 Koto Parik Gadang Diateh in a manner that did not align with the needs and aspirations of the local community. The mismatch between the planned asset repurposing and the conditions of the area indicates that the planning process was not based on a needs-based analysis. The inaccuracy of this needs assessment resulted in low relevance in asset utilization and hindered the optimization of asset functions in the post-regrouping phase. This condition can be observed in figure 1 below.

Figure 1. DAMKAR temporarily located in the Koto Parik Gadang Diateh Sub-District Office



Source: Author's Documentation, 2025

The data indicate a discrepancy between the asset repurposing plan proposed by the Education Office and the needs of the local community. Field evidence shows that the community proposed utilizing SDN 06 Pakan Rabaa as a fire department (DAMKAR) office due to the absence of a permanent facility in the subdistrict. However, this proposal was not taken into consideration in the asset planning process, resulting in a misalignment between the local government's policy and the actual needs of the community.

The planning of educational asset requirements and budgeting after *the regrouping* in Koto Parik Gadang Diateh Sub-District shows efforts to achieve budget

efficiency and plans to utilise educational assets by converting SDN 06 Pakan Rabaa into TK Negeri 01 Koto Parik Gadang Diatch. However, its implementation has not been optimal because it is not based on the real needs of the community, resulting in imbalances in asset management and protests from the community. Thus, although this policy has a positive impact on efficiency and asset utilisation, it still requires improvement in terms of planning, coordination, and sustainability of management.

The post-regrouping educational asset planning process also failed to meet Suwanda's (2015) asset planning principles, which emphasize needs analysis and stakeholder participation. This is reflected in the repurposing of SDN 06 Pakan Rabaa into a public kindergarten without an assessment of early childhood population data, as well as the absence of any utilization plan for UPT SDN 23 Panduang, resulting in the asset being abandoned. These findings contradict the study by Narendas et al. (2024), which demonstrates that needs-based planning and stakeholder deliberation lead to optimal asset utilization and further affirms that systematic asset planning at the agency level can prevent assets from becoming idle. Thus, the inaccuracy of the planning process in both schools reinforces that weaknesses in the initial stage of the asset management cycle constitute the root of the post-regrouping problems.

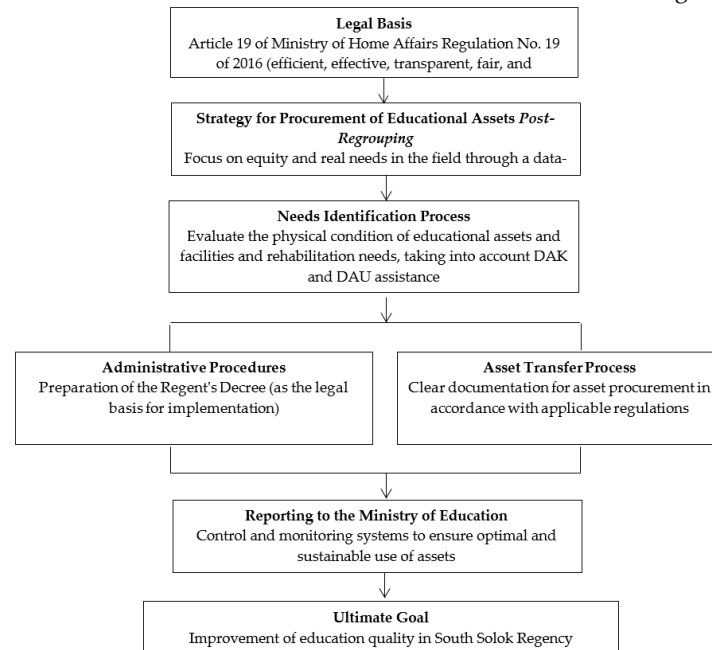
b. Procurement

Based on Article 19 of the Minister of Home Affairs Regulation Number 19 of 2016 concerning Guidelines for the Management of Regional Property, the procurement of regional assets must be carried out by applying the principles of efficiency, effectiveness, transparency, fairness, and accountability in accordance with the provisions of the applicable laws and regulations (Damas et al., 2024) . In the context of implementing the *regrouping* policy for primary schools, the South Solok Regency Education Office has developed a procurement strategy for educational facilities and infrastructure that focuses on equity. The procedures for procuring educational facilities and infrastructure after *regrouping* can be seen in figure 2 below.

Figure 2 shows that the process of identifying educational asset procurement needs after *regrouping* was carried out comprehensively by evaluating the physical condition of schools, particularly in relation to the need for classroom rehabilitation and other learning support facilities. In this case, the South Solok Regency Education Office also considered schools that had received government assistance through funding schemes such as the Special Allocation Fund (DAK) and the General Allocation Fund (DAU) for education, so that the distribution of assets could be carried out in a more targeted manner and avoid duplication of assistance. To ensure accountability and legality in the procurement process of educational assets after *regrouping*, the South Solok Regency Education Office implements strict administrative procedures. This includes the preparation of a South Solok Regency Regent's Decree as the basis for the implementation of the programme to be

submitted to the relevant Ministry. This policy has had a positive impact in terms of asset preservation. One of these impacts is the optimisation of educational asset management after *regrouping* and the avoidance of educational asset neglect. However, in practice, the procurement of educational assets after *regrouping* in Koto Parik Gadang Diateh Sub-district, particularly at UPT SDN 23 Panduang, has not been optimal because there have been no efforts to procure assets to date. Similarly, SDN 06 Pakan Rabaa has limitations in the procurement of facilities and infrastructure after being converted into TK Negeri 01 Koto Parik Gadang Diateh.

Figure 2 . Procurement Process for Educational Assets *Post-Regrouping*



Source: Researcher-processed data, 2025

The absence of basic services such as electricity, clean water, and sanitation facilities at TK Negeri 01 Koto Parik Gadang Diateh demonstrates that the utilization of the repurposed asset has not met the minimum service standards for educational institutions. This condition indicates that the procurement of supporting facilities in the post-regrouping phase does not comply with the asset management provisions stipulated in Ministry of Home Affairs Regulation No. 19/2016, particularly the requirement to ensure the operational readiness of assets before use. These findings also reflect weaknesses in the procurement and maintenance functions, as emphasized in Suwanda's (2015) framework. This condition can be observed in figure 3 below.

Figure 3 illustrates that the limited facilities and infrastructure in the post-regrouping assets indicate a misalignment between asset utilization and the minimum service standards for educational institutions. From an asset management perspective, this condition reflects weaknesses in the planning and procurement processes, as described by Suwanda (2015), because needs analysis and operational feasibility were not used as the primary basis for asset repurposing. The

administrative system for the procurement of educational assets after *regrouping* in Koto Parik Gadang Diateh Sub-district has been oriented towards optimising the management of educational assets based on Dapodik data. However, its implementation has not been optimal due to limitations in the procurement of facilities and infrastructure for the repurposed assets and their non-compliance with child-friendly educational unit standards.

Figure 3. River in the vicinity of State Kindergarten 01 Koto Parik Gadang Diateh used as a toilet due to limited sanitation facilities



Source: Author's Documentation, 2025

The findings of this study also show that asset procurement does not align with the procurement indicators outlined by Suwanda (2015), which require procurement to be well-targeted, efficient, and supportive of educational service standards. The absence of basic facilities such as sanitation, water, electricity, and furniture at TK Negeri 01 indicates that procurement did not support the operational function of the building, while UPT SDN 23 Panduang did not receive additional procurement despite requiring revitalization. This condition contrasts with the study conducted by Salsabila et al. (2024), in which procurement followed a needs analysis, resulting in facilities and infrastructure that aligned with school priorities. This situation demonstrates that procurement in the post-*regrouping* case has not adhered to the principles of efficiency and appropriateness recommended by both theoretical frameworks and empirical studies.

c. Maintenance

Based on Article 59 Paragraph (1) of Permendagri Number 19 of 2016 concerning Guidelines for the Management of Regional Property, assets that must be maintained are regional assets under the control of asset managers, asset users, or asset user authorities. The security of these assets covers three main aspects, namely physical, administrative, and legal security of inventory items (Shuarsini & Widnyani, 2025). Similarly, at UPT SDN 23 Panduang and SDN 06 Pakan Rabaa, after *regrouping*, all facilities and infrastructure of these primary schools were inventoried as an effort to secure and maintain educational assets after *regrouping*.

The inventory data from South Solok Regency Education Office (2021) that UPT SDN 23 Panduang possesses a total of 4,496 asset units valued at Rp11,562,672,537, while SDN 06 Pakan Rabaa holds 1,522 units valued at Rp949,321,804. These data confirm that both school assets still retain significant economic value. The findings further illustrate that inventory-taking is a crucial component for ensuring accurate documentation and forming the basis for planning asset utilization in accordance with regional asset management principles. Although inventory-taking and the redistribution of facilities and infrastructure were carried out as part of the post-regrouping reorganization, the absence of a structured maintenance mechanism and the lack of asset custodians at the local level have resulted in the deterioration of several assets. This underscores the weak implementation of the maintenance function, which constitutes one of the key pillars of regional asset management according to Suwanda (2015).

The neglect of these educational assets occurred because the government at the sub-district and village levels, such as the Heads of Batang Lolo Panduang and Sungai Bong Bandar Jilatang Villages, were not involved in efforts to secure and maintain these educational assets. The Nagari Heads of Jorong Batang Lolo Panduang and Sungai Bong Bandar Jilatang only monitor the preservation of unused school buildings to prevent them from being damaged by children and irresponsible parties, without any clear security and maintenance status.

The findings regarding weak coordination between the Education Office and the nagari government indicate a mismatch with the asset safeguarding and maintenance indicators outlined by Suwanda (2015). The absence of nagari involvement in asset monitoring suggests that the oversight mechanism is not functioning, while the deterioration of assets at UPT SDN 23 Panduang reflects inadequate routine maintenance. Thus, the conditions observed in the field demonstrate that two of the four pillars of regional asset management according to Suwanda namely, maintenance and supervision/control have not been implemented optimally.

This condition shows a gap in vertical coordination between the regional government and the village government in maintaining the sustainability of educational assets after *regrouping*. Not only that, the limited human resources of the Education Office are also a hindering factor in the security and maintenance of educational assets spread across various sub-districts (Saputra & Karim, 2024) . Regional asset management officers are required to manage a large number of schools across a wide area, resulting in some schools that have undergone *regrouping* not receiving regular security and maintenance. This situation also occurs in Koto Parik Gadang Diateh Sub-district, causing discrepancies between administrative data and the actual condition of assets in the field. The lack of cross-sector coordination between the South Solok Regency Education Office and the lower levels

of government has exacerbated the gap in the security and maintenance of the physical and administrative aspects of these educational assets.

The safeguarding and maintenance of educational assets following the regrouping in Koto Parik Gadang Diatesh Subdistrict show positive outcomes in the form of asset inventory activities and the mobilization of facilities and infrastructure from the regrouped elementary schools. These measures represent efforts to ensure that educational assets remain utilized, are recorded administratively, and are protected from loss or misuse. However, their implementation continues to face several challenges. Many assets remain poorly maintained due to inadequate safeguarding and maintenance efforts by the nagari government, as well as limited human resources within the South Solok Regency Education Office. As a result, several assets, such as those at UPT SDN 23 Panduang, have been abandoned and have deteriorated. Weak inter-agency coordination has also led to discrepancies between administrative data and actual asset conditions in the field.

The findings further show that asset maintenance has not been carried out in accordance with Suwanda's (2015) maintenance concept, which includes structured physical, administrative, and legal safeguarding. The deterioration of assets at UPT SDN 23 Panduang occurred due to the absence of routine maintenance and the lack of designated asset custodians after the regrouping. The mismatch between inventory documents and physical conditions indicates weak administrative safeguarding. These findings align with the study by Soetjipto et al. (2023), which demonstrates that without maintenance and safeguarding measures, government buildings deteriorate quickly and lose their functional value, while scheduled maintenance and proper documentation can optimize the use of public assets. Thus, weaknesses in maintenance have become the key factor contributing to the emergence of unproductive assets in the post-regrouping period.

d. Control

Based on Permendagri No. 19 of 2016 concerning Guidelines for the Management of Regional Property, the Regent has the authority to provide guidance on the management of regional assets. Article 108 stipulates that the supervision and control of regional asset management is carried out by asset users through monitoring and enforcement, and asset managers through monitoring and investigation (Arifin et al., 2023). In this context, asset users are responsible for supervising, monitoring, and controlling educational assets in the region under their authority. In the context of guidance, supervision, and control of educational assets after *regrouping*, the South Solok Regency Education Office implemented a system by placing regional coordinators (korwil) in each sub-district. These coordinators are tasked with supervising and reviewing the condition of educational assets, ensuring that they are still usable, safe, and not damaged by irresponsible parties.

The placement of korwil in each sub-district shows that the South Solok Regency Education Office has a structured asset control system at the sub-district

level. However, field findings show that the system is not yet running optimally. Due to a lack of coordination between the South Solok Education Office and the communities around the *regrouped* elementary schools, there are limitations on the ability of the nagari and the community to supervise educational assets after *regrouping*. This is because the sub-district government, the village chief, the school principal, teachers who used to teach at UPT SDN 23 Panduang and SDN 06 Pakan Rabaa, and the surrounding community are unaware of the process of development, supervision and control of educational assets. This lack of knowledge occurred because these assets are owned by the local government and managed directly by the South Solok Regency Education Office as stipulated in Article 3 paragraph (1) of South Solok Regency Regulation Number 15 of 2016 concerning the Formation and Structure of Regional Apparatus.

Efforts to develop, supervise and control educational assets after *the regrouping* were also not implemented for the assets of UPT SDN 23 Panduang. However, it was implemented for the assets of SDN 06 Pakan Rabaa through the realisation of the plan to convert the assets of SDN 06 Pakan Rabaa into State Kindergarten 01 Koto Parik Gadang Diatch in 2024 through a coordination process between the South Solok Regency Education Office and the kindergarten with the aim of developing State Kindergarten 01 Koto Parik Gadang Diatch into a mentor kindergarten. The decision to convert SDN 06 Pakan Rabaa was based on the consideration that the SDN 06 Pakan Rabaa site is more suitable and strategic and is located on the side of the road, making it more accessible to the community. Previously, TK 01 Koto Parik Gadang Diatch operated temporarily on the premises of SDN 01 Pakan Rabaa.

This policy has had a positive impact in terms of asset preservation. One example is the improved optimisation of educational assets following *regrouping*, as the facilities and infrastructure of *the regrouped* primary schools can now be utilised more effectively. However, the decision to repurpose these assets has created new problems in the field, due to the limited availability of educational facilities and infrastructure that meet child-friendly standards.

Supervision of educational assets after *regrouping* in Koto Parik Gadang Diatch Subdistrict is also monitored by the South Solok Regency DPRD through Commission 2 on Education, particularly with regard to UPT SDN 23 Panduang and SDN 06 Pakan Rabaa. The form of supervision carried out by the DPRD is to request comprehensive data from the South Solok Regency Education Office regarding the number of primary schools that have been closed as part of monitoring regional educational assets.

Based on findings in the field, the DPRD Education Commission recommended that the Education Office maintain unused assets. The DPRD also identified strategic solutions to address the issue of student shortages, which led to the closure of UPT SDN 23 Panduang. They recommended redistributing students from SDN 09 Sungai Pangkur (the closest primary school to UPT SDN 23 Panduang), which has excess

students, to UPT SDN 23 Panduang in order to meet the minimum quota of 60 students per primary school, which is the standard requirement. However, the response from the South Solok Regency Education Office has not been optimal.

The guidance, supervision, and control of educational assets after *regrouping* in Koto Parik Gadang Diateh Sub-district have shown positive results with the coordination system through the placement of regional coordinators (korwil) in each sub-district, the transfer of asset functions, and additional supervision from the DPRD Commission II for Education. This step helps to maintain the security, utilisation, and maintenance of educational assets so that they remain controlled and documented. However, its implementation is still weak due to the lack of coordination between the South Solok Regency Education Office and the lower levels of government, the lack of socialisation, and low public participation in asset supervision. As a result, some assets, such as UPT SDN 23 Panduang, have been neglected.

The findings also show that asset supervision does not reflect Suwanda's (2015) supervision indicators, which include periodic monitoring, investigation, enforcement, and sustainability evaluation. Although the regional coordinators and the Education Office are mandated to conduct supervision, they do not carry out routine monitoring of unused assets such as UPT SDN 23 Panduang. Meanwhile, the community and the nagari are not involved because they are unaware of the control mechanisms. This condition aligns with the study conducted by Nor et al. (2024), which found that deterioration and neglect of government assets occur due to weak control functions, whereas structured internal supervision helps prevent such damage and neglect. The weak supervision within the regrouping context underscores that without consistent control, the entire asset management cycle cannot function optimally.

2. Factors Driving the Optimisation of Educational Asset Management in Koto Parik Gadang Diateh Sub-district after Regrouping

a. Planning for the Conversion of Educational Assets in the Management of Regional Asset Requirements and Budgetin

The *first* factor driving the optimisation of educational asset management after *regrouping* in Koto Parik Gadang Diateh Subdistrict is the plan to convert assets as a form of reusing educational assets that are no longer in use. This is because the *regrouping* policy directly resulted in a number of school assets becoming inactive due to the merger or closure of educational units. In response to this situation, the South Solok Regency Government took a strategic step in the form of a plan to convert SDN 06 Pakan Rabaa into TK Negeri 01 Koto Parik Gadang Diateh to ensure that these educational assets remain productive and benefit the community. This effort is not only oriented towards saving physical assets, but also aims to prevent the neglect of educational assets that could potentially cause losses to regional finances.

b. Procurement of Educational Assets *Post-Regrouping* Based on Basic Education Data (Dapodik)

The second inhibiting factor is the limited procurement of facilities and infrastructure for the repurposing of SDN 06 into TK Negeri 01 Pakan Rabaa, which does not meet the standards of a child-friendly educational institution. This issue arose due to the minimal allocation of funds for providing basic facilities and infrastructure, which should have been the primary priority in the procurement of educational assets after the regrouping. Disruptions in basic infrastructure, such as electricity and clean water, indicate that operational feasibility analysis was not used as the basis for determining asset utilization. In asset management, according to Suwanda (2015), assessing operational feasibility is a critical stage before an asset is allocated to support public services.

The problem becomes more complex due to the inadequate sanitation infrastructure. TK Negeri 01 Koto Parik Gadang Diatch does not have proper restroom facilities, forcing students to relieve themselves in a nearby river. This condition not only reflects insufficient budgeting for the construction of basic sanitation facilities but also demonstrates the direct impact of financial limitations on the quality of educational services and student health. Such conditions contradict Article 40 of South Solok Regency Regulation No. 1 of 2023 concerning Child-Friendly Districts, which regulates Child-Friendly Educational Units and asserts that every educational institution is responsible for creating a child-friendly environment that ensures healthy, safe, comfortable, and protected conditions for learners. This means that, following the regrouping, both the remaining and repurposed educational assets must still comply with child-friendly principles.

The budget constraints observed in the repurposing of SDN 06 Pakan Rabaa demonstrate that although the regrouping policy has been implemented and asset procurement has taken place, optimal asset utilization cannot be achieved without adequate and sustained financial support. As a result, assets that should have contributed positively to educational services instead operate under suboptimal conditions, which may affect the quality of learning and student safety, ultimately hindering the optimization of educational objectives that underlie the regrouping policy itself.

c. Asset Inventory as an Instrument for Securing and Maintaining Regional Assets

The *third* factor that encourages the optimisation of educational asset management after *regrouping* in Koto Parik Gadang Diatch Subdistrict is asset inventory as an instrument for securing and maintaining regional assets. The inventory effort was carried out by the South Solok Regency Education Office on all educational facilities and infrastructure originating from UPT SDN 23 Panduang and SDN 06 Pakan Rabaa after the implementation of the *regrouping* policy. This process aims to ensure that all educational assets are accurately recorded, registered in the

regional asset administration system, and can be optimally reused by the recipient educational units.

The *post-regrouping* asset inventory also serves as a preventive measure to prevent asset neglect and loss of economic value. With comprehensive data collection, the local government can map the physical condition, economic value, and functional suitability of each educational asset owned. Based on data from the South Solok Regency Education Office (2021), the value of the assets of UPT SDN 23 Panduang reached IDR 11,562,672,537 with a total of 4,496 items, while SDN 06 Pakan Rabaa had assets worth IDR 949,321,804 with 1,522 items. These values indicate that educational assets after *regrouping* still have significant economic potential to support the sustainability of education in the region. Thus, asset inventory activities not only play a role in maintaining the security and order of regional asset administration, but also form an integral part of a transparent and accountable educational asset management system. Through proper inventory, local governments can optimise the utilisation of educational assets after *regrouping*.

d. The Placement of Regional Coordinators and the Realisation of Asset Transfer as a Mechanism for Guidance, Supervision, and Control of Educational Assets after Regrouping

The *fourth* factor driving the optimisation of educational asset management following the *regrouping* in Koto Parik Gadang Diateh Subdistrict is the implementation of a mechanism for the development, supervision and control of assets through the appointment of regional coordinators (korwil) in each subdistrict. The South Solok Regency Education Office has assigned korwil as an extension of the Education Office in monitoring and evaluating the condition of educational assets in their respective working areas. The main duties of korwil include supervising the feasibility of educational facilities and infrastructure, reviewing the security and functionality of assets, and ensuring that there is no damage or misuse of assets by irresponsible parties.

The placement of regional coordinators at the sub-district level reflects the application of the principle of decentralised regional asset supervision. This mechanism allows for faster, more adaptive and contextual supervision of field conditions. With the supervision mechanism through regional coordinators, the potential for damage, loss or neglect of educational assets after *regrouping* can be minimised. Thus, the management of educational assets after *regrouping* can be carried out more optimally to support the improvement of education service quality in South Solok Regency.

The effort to convert SDN 06 Pakan Rabaa into TK Negeri 01 Koto Parik Gadang Diateh in 2024 through a coordination process between the South Solok Regency Education Office and the kindergarten is also a driving factor in the effort to optimise the management of educational assets after *regrouping*. This policy has a positive impact as an asset rescue effort. One of them is in improving the optimisation of the

use of educational assets after *regrouping*, because the facilities and infrastructure of the *regrouped* SDs can be utilised more optimally.

3. Factors Hindering the Optimisation of Educational Asset Management in Koto Parik Gadang Diateh Sub-district after *Regrouping*

a. Weak Participatory Coordination in Planning the Management of Educational Assets after *Regrouping* in Koto Parik Gadang Diateh Subdistrict

The first factor hindering the optimisation of educational asset management after regrouping is the weak participatory coordination in planning the conversion of SDN 06 Pakan Rabaa into TK Negeri 01 Koto Parik Gadang Diateh, which has resulted in the asset utilisation plan not meeting community needs and causing inequality with UPT SDN 23 Panduang, which has no management at all. The plan to convert the SD into TK Negeri 01 Negeri Koto Parik Gadang Diateh was carried out without coordination with the sub-district, Wali Nagari and Kepala Nagari Jorong Sungai Bong Bandar Jilatang as representatives of the local community. Previously, the community had proposed through the Nagari Head of Jorong Sungai Bong Bandar Jilatang to convert the building into a more needed facility, such as a fire department office.

The aspirations of the community that had been conveyed to the relevant parties were not properly accommodated. This shows that the participatory coordination mechanism, which should facilitate dialogue between the local government and the community, is not functioning properly (Firmansyah & Jamaludin, 2025) . As a result, the asset conversion plan does not provide optimal benefits for the community because it does not match the real needs on the ground. This is because the number of primary school-aged children in Nagari Sungai Bong Bandar Jilatang basically exceeds the minimum limit required to maintain the school's operational sustainability. The number of primary school-aged children can be seen in table 4 below.

Table 4. Potential Number of Students at SD 06 Pakan Rabaa in Nagari Sungai Bong Bandar Jilatang for 2019-2025

Year	Number of Births (Persons)												Potential Number of Elementary School Students (persons)
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
2019	19	14	15	9	14	17	-	-	-	-	-	-	88
2020	-	14	15	9	14	17	14	-	-	-	-	-	83
2021	-	-	15	9	14	17	14	20	-	-	-	-	89
2022	-	-	-	9	14	17	14	20	18	-	-	-	92
2023	-	-	-	-	14	17	14	20	18	19	-	-	102
2024	-	-	-	-	-	17	14	20	18	19	18	-	106

2025	-	-	-	-	-	-	14	20	18	19	18	11	100
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Source: Documentation of Nagari Jorong Sungai Bong Bandar Jilatang, 2025

The data on the potential number of primary school students in Nagari Sungai Bong Bandar Jilatang in Table 4 above shows that based on annual birth data, in 2019 there were 88 potential children with a diverse distribution of births from 2007 to 2012. The distribution of births shows significant variation, with the highest number in 2024 at 106 children and the lowest in 2020 at 83 children. Meanwhile, in 2021, 2022 and 2023, there were 89, 92 and 102 children, respectively. In 2025, there will be 100 potential children with birth years ranging from 2013 to 2018. From this data, it can be seen that Nagari Jorong Sungai Bong Bandar Jilatang has the potential for 60 primary school students from 2019 to 2025, exceeding the *regrouping* target. Therefore, if the South Solok Regency Education Office establishes a zoning system for new student admissions, SDN 06 Pakan Rabaa will not be included in the category of *regrouped* primary schools. Thus, the weak participatory coordination between the South Solok Regency Education Office and the local government has resulted in suboptimal planning for the management of educational assets after *regrouping* because it does not meet the needs and aspirations of the community.

b. Limitations in the Procurement of Educational Asset Facilities and Infrastructure After Regrouping

The second inhibiting factor is the limited procurement of facilities and infrastructure for the conversion of SDN 06 into TK Negeri 01 Pakan Rabaa, which does not meet the standards for child-friendly educational units. This is due to the lack of funding allocation for the provision of basic facilities and infrastructure, which should be a top priority in the procurement of educational assets after *regrouping*. Vital infrastructure conditions, such as electricity and clean water supply, experienced serious disruptions () due to disconnection by PLN and Pamsimas, reflecting a gap in *continuity planning* for asset management.

The problem is further complicated by inadequate sanitation infrastructure. TK Negeri 01 Koto Parik Gadang Diatch does not have proper toilet facilities, forcing students to relieve themselves in the nearby river. This situation not only reflects the insufficient budget for the construction of basic sanitation facilities, but also shows the direct impact of financial constraints on the quality of education and health services for students, which is contrary to the provisions of Article 40 of South Solok Regency Regulation Number 1 of 2023 concerning Child-Friendly Regencies, which regulates Child-Friendly Education Units, emphasising that every education unit is responsible for creating child-friendly education units by providing a healthy, safe, comfortable and protected environment for students. This means that after *the regrouping* of remaining or repurposed educational assets, they must still comply with child-friendly principles.

Budget constraints in the case of the conversion of SDN 06 Pakan Rabaa show that even though the *regrouping* policy has been established and assets have been

procured, without adequate and sustainable financial support, the optimal utilisation of assets cannot be achieved. This condition results in assets that should contribute positively to educational services instead operating in suboptimal conditions, which can impact the quality of learning and student safety and hinder the optimisation of achieving the educational objectives that form the basis of the *regrouping* policy itself.

c. Weak Coordination between the Education Office and Local Government in Securing and Maintaining Educational Assets after *Regrouping* in Koto Parik Gadang Diatch Subdistrict

The *third* obstacle to the optimisation of educational asset management after *regrouping* in South Solok Regency is the limitation of security and maintenance of educational assets caused by weak coordination between the Education Office and local government. The implementation of the *regrouping* policy has resulted in many primary schools being merged or closed, creating educational assets that are no longer actively used. This situation poses challenges in the maintenance and security of assets, as some of the schools resulting from *the regrouping* are no longer monitored regularly by the Education Office. The South Solok Regency Education Office faces obstacles in maintaining the sustainability of asset maintenance due to the limited number of human resources (HR) managing the assets and the vast area under its supervision, meaning that not all schools resulting from *the regrouping* can be covered on a regular basis. This situation has resulted in the emergence of unmaintained, damaged, and even abandoned assets, as is the case with the UPT SDN 23 Panduang.

In addition to internal factors, obstacles also arise due to weak coordination between the Education Office and the sub-district and village governments in the process of securing and maintaining assets. Village governments, such as the Heads of Batang Lolo Panduang and Sungai Bong Bandar Jilatang Villages, only play a passive role in preserving educational assets. They are limited to informal supervision to prevent destruction by the community, without having formal authority or responsibility in managing these assets. This situation shows that coordination between the Education Office and the sub-district and village governments in the management of educational assets is still very limited, so that their role in safeguarding and maintaining the assets resulting from *the regrouping* has not been optimal. As a result, several educational assets that have *been regrouped* have suffered physical damage, neglect, and discrepancies between the conditions in the field and the administrative data recorded in the regional inventory system. These findings are in line with the research by Saputra and Karim (2024), which explains that limited human resources and weak coordination with local governments are among the factors that hinder the optimisation of regional asset security and maintenance. Therefore, it is necessary to strengthen coordination between the Education Office and local government as well as increase the number

of asset management personnel at the sub-district and village levels so that the mechanism for securing and maintaining educational assets after *regrouping* can run optimally.

d. Monopoly of Educational Asset Management *Post-Regrouping* by the South Solok District Education Office

The fourth inhibiting factor is the monopoly of educational asset management by the South Solok Regency Education Office. This concentration of authority creates a significant gap between district-level asset management policies and the actual needs in the field. The Education Office, which oversees a wide administrative area, faces technical challenges in maintaining assets due to the large number of regrouped elementary schools that must be managed centrally.

Limited resources result in several schools not being adequately covered, causing neglected assets to experience progressive deterioration without any early-warning mechanism at the local level. The absence of a formal reporting system and unclear division of authority between the Education Office and the nagari government indicate weak asset supervision mechanisms. This condition reflects the suboptimal implementation of the supervision and control functions in the regional asset management cycle as described by Suwanda (2015), particularly related to periodic monitoring and reporting of asset physical conditions.

Ideally, the Nagari Head as the smallest administrative unit closest to on-the-ground realities should serve as the first sensor for detecting damage or problems related to educational assets (Setiya et al., 2024). However, because they are not involved in the management system, they have no clear mechanism to report findings or contribute to preventive maintenance. The lack of public information mechanisms and transparency regarding asset status and utilization results in low community participation in asset oversight. In asset governance, information transparency is a prerequisite for the involvement of stakeholders in ensuring the sustainability of asset functions (Risnawati et al., 2024). Schools that previously managed the assets were also not involved in the post-regrouping transition process. They only received the Decree on School Closure and teacher reassignment without any briefing or consultation regarding the condition of the assets they left behind. In fact, schools possess valuable knowledge about maintenance history, areas prone to damage, and specific maintenance needs for each facility.

The absence of routine maintenance activities and the failure to designate an asset management unit after the regrouping have resulted in the physical deterioration of UPT SDN 23 Panduang. This condition demonstrates noncompliance with Article 59 of Ministry of Home Affairs Regulation No. 19/2016, which mandates physical, administrative, and legal maintenance of assets under the control of regional governments. This situation illustrates how exclusive management by a single institution without involving local stakeholders can hinder

the optimal utilization of educational assets in the post-regrouping period (Lulu et al., 2020).

Conclusion

The findings indicate that the optimization of educational asset management in the post-regrouping context in Koto Parik Gadang Diatch Subdistrict has not been achieved, as all stages of asset management planning, procurement, maintenance, and supervision continue to face administrative, coordinative, and technical constraints. In response to the first research question, the findings show that asset optimization was not achieved at UPT SDN 23 Panduang, which experienced asset neglect and the absence of a post-regrouping utilization plan, whereas SDN 06 Pakan Rabaa demonstrated relatively better optimization through the repurposing of assets into TK Negeri 01 Koto Parik Gadang Diatch. Addressing the second research question, the driving factors of optimization include asset repurposing plans, Dapodik-based procurement, asset inventory activities, the placement of regional coordinators, and the realization of asset utilization. Meanwhile, the inhibiting factors include weak participatory coordination, limited post-procurement facilities, poor coordination between the Education Office and local government, and the monopoly of asset management authority by the Education Office. These findings reinforce the research gap identified in the article, namely that previous studies have not examined the relationship between regrouping implementation and the actual condition of asset optimization in two contrasting elementary school contexts, nor have they linked structural, managerial, and participatory factors within the optimization process.

Theoretically, this study contributes to the literature on educational asset management by demonstrating that asset under-optimization is not merely the result of technical weaknesses, but also of misalignment in planning, institutional coordination, and limited local participation. This expands the understanding of public-sector asset management concepts within the context of school regrouping. Practically, the study provides empirical evidence that comprehensive evaluation of assets after regrouping should be an integral part of regional education policy, particularly to prevent idle assets and ensure that public investment in education yields social benefits.

Based on the findings, the proposed policy recommendations include the development of a master plan for educational asset management after regrouping, the establishment of cross-level coordination mechanisms to ensure policy consistency, the implementation of a supervision system based on periodic monitoring, the designation of an asset custodian unit for each regrouped school, and enhanced transparency and accuracy in asset inventory to support accountable decision-making.

For future research, it is recommended to expand the scope to other regions to test the generalizability of the findings, employ cost-benefit analysis to assess the efficiency of asset management, and deepen the investigation into the role of local actors and institutional structures. Subsequent studies may also adopt spatial analysis and technical asset audits to provide a more comprehensive understanding of the condition and utilization potential of assets in the post-regrouping context.

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