Students Perception toward the Need of Infrastructure for Program S1 PGSD Universitas Terbuka

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Abstract

This research aim to study perception of students of Program S1 PGSD Faculty of Teacher Training Universitas Terbuka concerning infrastructure in facilitating mutual instruction needed for face to face class tutorial. Most of face to face class tutorial conducted at elementary school building, besides classroom at junior high school building as well as at senior high school building. The study is an exploratory study by applying Stake Countenance Models. The study conducted in 2011 by involving 200 students in four regional offices of Universitas Terbuka there are Serang, Denpasar, Kupang, and Ambon. Questionnaires were used as main data collection beside interview format. Based on the study can be showed that perception of students toward minimum facilities needed for face to face tutorial were good almost in all aspect studied. Meanwhile, some students mentioned that the availability of ICT infrastructure at face to face class tutorial did not meet all of their expectations. Although, infrastructure available in regional offices including facilities for ICT as already meet the need of the most students. In the meantime, although UT as a distance education institution not necessary to provide all infrastructure in facilitating face to face tutorial, but limitation of infrastructure for students making them feel uncomfortable during instruction process. This kind of condition can make their academic achievement not maximum.

Key words: infrastructure, students perception, academic achievement, distance education

Introduction

The availability of infrastructure is one of the important components in enforcement of higher education institution. This statement is stated in the standard of quality for higher education in Indonesia (SPM-PT), Depdiknas (2008). The execution of higher education needed (1) clear goals, (2) plan for quality of outcomes and prediction of *outcomes*, (3) educational process, (4) input, (5) reseources, and (6) infrastructure.

The National Goverment Regulation of Indonesia No. 19 Year 2005 concerning National Education Standard stated the quality standard for assessing level of quality for provision, utilization, maintenance, and development of infrastructure or learning facilities available for higher education institution in Indonesia, (SNP, 2005). Standard for facilities and infrastructure should be provided by Ministry of Education of Indonesia.

As a distance education institution, learning facilities and infrastructure needed for Universitas Terbuka are slightly different from face to face institutions. Infrasturucture at main office of UT are: (area or land); (Offices Room); (Room for developing, production, and storing printed materials and non-printed materials; (4) Room for developing item test and production of master print of manuscript, multiplication, storage and distribution of test script; (5) Room for validation of printed materials and developing of practical kit and materials for laboratory activities; (6) Room for supporting system for processing as well as for data storage; and (7) Room for supporting system of information and communication.

Meanwhile, infrastructure needed for operating of 37 regional offices (RO) are: (1) area or land; (2) room for head of RO; (3) room for staffs; (4) services room (general services including room for students services, mosque, etc.); (5) tutorials room; (6) room for online testing; (7) room for internet; (8) room for teleconference; (9) room for storage of printed or non printed materials; (10) room for archives; (11) room for test script; (12) room for treasurer; (13) room for delivering communication and information; (14) room for genset; and (15) parking area and lanscape.

Although the minimum quality standard for infrastructure at UT should be the same with the minimum quality standard at the national level each higher education institution has its own outonomy to increase, to elevate, or to expand the standard. Minimum quality standard for infrastructure should be increased continuosly in accordance with the goal to achieve sustainable quality improvement. However, Universitas Terbuka, with specific characteristics, the tutorial need for infrastructure is slightly different from those of infrastructure other face to face universities.

Students at UT are spread out in four faculties and a graduate program, in 13 departments and 32 studi programs (Katalog UT (2011). In this study, perceptions of students toward the need of infrastructure is limited to the perceptions of S1 PGSD students from Faculty of Teacher Training and Education at UT. Up to 2011, S1 PGSD FKIP-UT has the largest number of students at Universitas Terbuka. They are from all over Indonesia, from the capital city to the most remote area in Indonesia. One of many requirements of students of S1 PGSD UT is to attend face to face tutorials for two or three courses each semester, besides other kinds of tutorial modes offered by the program.

In general, recently condition of infrastructure at UT is very adequate in term of building and the availability of working facilities at the main office at Pondok Cabe as well as at regional offices. However, at in this context, to perform good face to face tutorials required infrastructure such as avalibility of classroom, lighting, and media for instruction during tutorial. With the large number of students of S1 PGSD program, UT needs to provide many classrooms. Based on those reasons, at this study can be asked general question as a grand tour question, reffer to Creswell (1994): What is perceptions of stakeholders toward the need for ideal infrastructure in supporting instruction process students of S1 PGSD FKIP UT? Hereinafter as subquestions as follows: (1) What is perceptions of students of S1 PGSD program toward the need of ideal infrastructure in supporting instruction during tutorial process?, (2) What is the opinion of administrative support staff toward the need of ideal infrastructure in supporting instruction process during tutorial?, and (3) What is opinion of menagement of study group toward ideal infrastructure needed for implementation of S1 PGSD FKIP UT?

Methodology

In general, the purpose of this study is to understand perception of stakeholders towards the need of ideal infrastructure for students of S1 PGSD FKIP-UT in supporting instruction process during study in UT. In specific, this study aims to study to understand as below: (1) Perception of student of S1 PGSD toward the need for ideal infrastructure in supporting their instruction process during study at UT; (2) Perception of management of S1 PGSD toward the need of infrastructure for students of S1 PGSD while study at UT; and (3) Perception of administrative support at study group toward the need of infrastructure for students of S1 PGSD while their study at UT.

This study is exploratory study concerning perception of stakeholders toward the need of ideal infrastructure for the implementation of S1 PGSD program in order to make the program running well. This study using Stake Countenance Model by comparing data collected with the existing standard (Arikunto, 1988; Arikunto, 2003; Tayibnafis, 1989). As standard used standard for infrastructure from Pusmintas UT with code TR01-RK05-R1 in the form of Format for Selection/Evaluation Location for Face to Face Tutorial and with code UM00-RK06 in the form of List of Location for Face to Face Tutorial and Location for Final Examination for Students of UT.

The population of this study are stakeholders who are involved in supporting the whole program including students of S1 PGSD programs, management of the program at main office at UT, and administrative support at study group at each location in each regional offices (RO). Sampel of study including 200 students of S1 PGSD program who fullpill the questionaire, but only 170 questionaire valid and 42 students involved in focus group discussion. Management of the program from main office of UT as much as 3 people and one (1) person from regional office.

The study was conducted at UT main office at Pondok Cabe Tangerang Selatan and at four regional offices including regiona office of Serang, Denpasar, Kupang, dan Ambon. The study conducted from March to December 2011. Data were collected by using questionaire as main data collection. Besides, based on data from questionaire also were conducted interview by using focus group discussion by using format for interview.

Data of the study were analyses as follow: (1) data concerning perception of students of S1 PGSD UT toward the need for ideal infrastructure in supporting while their study at UT by using content analysis by seeking and identifying ideas, issues, and similar concepts (Patton, 1987), or previously arranged into the same code (Bogdan & Biklen, 1982). The final result of content analysis were perception of students of S1 PGSD concerning minimum standard of infructure needed in supporting their study at UT; (2) Perception of management of S1 PGSD program at main office of UT as well as perception of management of the program at regional office concerning the need of students of S1 PGSD concerning minimum standard of infrastructure in supporting their study at UT; (3) opinion of suporting administrative staff at study group at regional office toward the need of students of S1 PGSD concerning minimum standard of infrastructure in supporting their study at UT. Those data were analysis by using content analysis by seeking and identifying ideas, issues, and similar concepts (Patton, 1987), or previously arranged into the same code (Bogdan & Biklen, 1982). The final result of content analysis were perception of management of S1 PGSD at main office of UT as well as at regional office and administrative staff at study group at regional office concerning minimum standard of infructure needed by students S1 PGSD while they were study at UT.

Research Finding and Discussion

Perception of Students S1 PGSD toward the need of minimum standar for infrastructure while their study at UT

There are four components collected and studied that can be categorized as perception of student of S1 PGSD, they are: (1) Location of tutorial; (2) facilities available at each classroom used for face to face tuorial; (3) ICT facilities available at the location; and (4) Perception of students toward building, classrooms for face to face tutorial at regional offices. Based on data collected by using questionaire registration period 2011.1 and 2011.2 can be deficted as table below.

Tabel 1. Responden of S1 PGSD UT who fulpill questionaire

No	Regional Office (RO)	Instruments were sent to student	Valid instrument
1	Serang	50	43
2	Denpasar	50	48
3	Kupang	50	39
4	Ambon	50	40
	Total	200	170

Data was analysed using Software SPSS Version 15. Description of data as follow.

Perception of S1 PGSD students toward Location of Face to Face Tutorial and for Final Exam

Most of the respondent (55,09%) are very satisfied with the location of face to face tutorial and final exam. The proportion of students who are very satisfied with the location is even higher (80,95%) at regional office of Serang. Whereas the percentage of this perception is low (34,04%) at regional office of Ambon. Most of them are not satisfied with the location. This opinion indicates that management of S1 PGSD program at regional office as well as administrative staff at study group must follow guidance from center of quality from UT.

In term of design and arrangement of building as well as classroom for face to face tutorial take place about 30,54% as already enough satisfying them; satisfying about 40,72%; moreover about 21,56% said very satisfying them and has already meet the need of them as location for face to face tutorial, and pullfill rules and regulations for environments. However, small number of respondens said that design and arrangement of building as well as classroom for face to face tutorial take place not satisfying them (19,57%). This respon is reasonable because there are a couple of building were built very close one to the other building so there is no enough space between those building. This condition make students feel less comportable during instruction process at face to face tutorial take place

In term of exposure, most of the respondens (49,11%) said that exposure at classroom is satisfying around 14,79% respondens feel enough satisfying, and about 29,59% said very satisfying. However small number of students (6,51%), especially responden from regional office of Ambon, Kupang, dan Denpasar mentioned that they are not satisfied with the exposure.

In term of lighting at face to face classroom during tutorial periods, about 13,41% responden said that the lighting at the classroom for tutorial were enough satisfying; and about 32,93% respondent said lighting aspect were very satisfying. However, about 14,63% respondent said that lighting aspect at classroom for tutorial not satisfying them, they are respondents from regional offices from Ambon, Denpasar, and Kupang.

Most of the respondent (44,38%) mentioned that air circulation in classroom for face to face tutorial were satisfying them. Some respondent (17,16%) said that air circulation is enough satisfying, and some respondent (35,50%) said air circulation is very satisfying. However, about 2,96% respondent said that air circulation at classroom for face to face tutorial is not necesarily satisfying them especially respondent from regional offices of Ambon, Kupang, and Denpasar.

Some respondents (44,12%) feel satisfied for the comfortability and the coolness of the classroom. Around 28,24% of respondents feel satisfied for the comportability and the coolness of the classroom. Around 19,41% of respondents feel satisfied for the comportability and coolness of classroom used. However, small part of respondents (6,03) said that classroom used for face to face tutorial feel not satisfying for comportability and the coolness of the classroom, especially respondents from regional offices of Ambon, Kupang, and Denpasar.

Some respondents (45,18%) feel satisfied for the cleanliness of the classroom used for face to face tutorial. Around (28,31%) of respondents feel satisfied said that cleanliness classroom were enough satisfying them, and about 16,87% respondents said that cleanliness classroom used for face to face tutorial take place were very satisfying them. However, about 8,43% respondent said that cleanliness classroom used for face to face tutorial take place were not satisfying them, and small number of respondent (1,20%) said that cleanliness classroom used for face to face tutorial take place were very not satisfying them.

Most of the respondents (48,49%) mentioned that cleanliness of the area or environment and sanitation used for face to face tutorial take place were satisfying them. Some responden (29,09%) said that cleanliness of the area or environment and sanitation used for face to face tutorial take place were enough satisfying them, and about 18,18% respondents said that cleanliness of the area or environment and sanitation used for face to face tutorial take place were very satisfying them. However, about 4,24% respondent said that cleanliness of the area or environment and sanitation used for face to face tutorial take place were not satisfying them.

Most of the respondents (31,95%) mentioned that facilities for water closet (WC/toilet) at face to face tutorial enough satisfying them. About 27,81% of the respondents said that facilities for (WC/toilet) at face to face tutorial were satisfying them, and about 17,16% of the respondents said that (WC/toilet) at face to face tutorial very satisfying them. However, about 16,57% of the respondent said that

(WC/toilet) at face to face tutorial not satisfying them. Moreover, about 6,51% of the respondent said that (WC/toilet) at face to face tutorial were not very satisfying them.

Perception of Students of S1 PGSD Concerning Facilities

Supporting facilities at classroom used for face to face tutorial determine the success of instruction during tutorial. At this study, facilities in supporting class tutorials including the availability of: (1) chair; (2) desk; (3) blackboard or whiteboard; (4) chalk or marker; (5) telepon; (6) computer; (7) television; dan (8) audio aids.

Most of the respondents said that availability of desk (54,12%) and chair (54,76%) at classroom for face to face tutorial take place were already satisfying them. About 15,48% of the respondents said that availablity of chair and 17,65% of the respondents said that availability for desk were enough satisfying. Some of them said the availability of chair (21,43%) and the availability of desk (21,18%) were alredy very satisfying. However, some of the respondents (8,33%) said that the availability of chair and desk (7,06%) were not satisfying them.

Some of the respondents (41,82%) mentioned that availability facilities such as chalk or marker at classroom for face to face tutorial satisfying them. Some of the respondents (30,30%) said that availability facilities such as chalk or marker at classroom for face to face tutorial enough satisfying them. Moreover, about 12,12% of the respondents said that availability facilities such as chalk or marker at classroom for face to face tutorial has already very satisfying them. However, about 13,33% of the respondents said that availability facilities such as chalk or marker at classroom for face to face tutorial were not satisfying them, and small number of them (2,42%) said were not very satisfying.

Most of the respondents (33,13%) mentioned that availability of communication equipment at classroom for face to face tutorial not satisfying them, moreover about 15,06% said that not very satisfying. Some of the respondents (24,69%) said that availability of communication equipment at classroom for face to face tutorial were enough satisfying them. Some of the respondents (21,69%) said that the availability of communication equipment at classroom for face to face tutorial were not satisfying them. However, about 5,42% of the respondents said that the availability of the communication equipment at classroom for face to face tutorial have already very satisfying them.

Some of the respondents (39,63%) said that availability of internet connection at classroom as well as at location for for face to face tutorial not satisfying them. Moreover, about 25,00% of the respondents said not very satisfying. Some of the respondents (12,80%) said that availability of internet connection at classroom as well as at location for for face to face tutorial enough satisfying them, and about 19,51% respondents said satisfying. However, small number of the respondents (3,05%) said that availability of internet connection at classroom as well as at the location for for face to face tutorial were very satisfying them.

Most of the respondents (45,96%) mentioned that availability of television at classroom as well as at location for for face to face tutorial were not satisfying them. Moreover, some of the respondents (32,92%) said that the availability of television at classroom as well as at location for face to face tutorial were not very satisfying them. Some of the respondents (9,32%) said that the availability of television at classroom as well as at the location for for face to face tutorial were enough satisfying them. Some of the respondents (10,56%) said that the availability of television at the classroom as well as at the location for for face to face tutorial were satisfying them, and about 1,24% of the respondents said that the availability of television at classroom as well as at location for for face to face tutorial has already very satisfying them.

Students Perception Concerning the Availability of ICT Facilities at Face to Face Tutorial

Facilities of ICT in distance education system must be available for distance education institutions such as UT. In this study, ICT facilities including the availability of internet, faximili, and fotocopy mechine. Most of the respondents (28,30%) mentioned that the availability of internet facilities at classroom as well as at location for for face to face tutorial were not satisfying them, some of the rspondents (22,01%) said were not very satisfying them. This opinion come from all responden from four regional offices. Some of the respondents (16,35%) said that the availability of internet facilities as already satisfying them, some of the respondents (5,03%) said that the availability of internet facilities as already very satisfying them.

Meanwhile, the availability of fotocopy machine at the location for for face to face tutorial, some of 17,86% said not satisfying them; some of the respondents (24,11%) said not very satisfying them. Some of the respondents (19,64%) said that the availability of fotocopy machine has already enough satisfying them; most of the respondents said that the availablity fotocopy machine at face to face tutorial take place has already satisfying them; and small number of the respondents (2,68%) mentioned that the availability of fotocopy machine has already very satisfying them.

Students Perception Concerning Location and Facalities Available at Regional Office

The opinion of respondents are collected from students who has alredy visit or come to the nearest regional office, such as opinion of respondents about: (1) accesibility for students to come to the regional office; (2) the structure of the regional office office; (3) comprehensiveness of facilities at regional office in supporting the implementation of distance learning; (4) lighting system at regional office offices; (5) coolness and freshness at regional office offices; and (6) vehicles farking facilities at regional office offices.

Some of respondents (35,09%) mentioned that location of regional office is easy to reach by using private vehicle as well as public transportation, moreover the largest part of respondents (53,51%) mentioned that regional office is easy to reach by using private vehicle as well as public transportation, this respons come from all four regional offices used as sample of study. Some respondents (8,77%) mentioned that regional office is easy to reach by using private vehicle as well as public transportation.

Some of respondents (39,09%) respondents mentioned that availability of facilities at regional office in supporting the implementation of distance learning is suficient, and the largest part of respondents 46,36%) mentioned that the comprehensiveness of the supporting facilities for the implementation of distance learning were very sufficient. Some of the respondents (10,91%) mentioned that the comprehensiveness of the supporting facilities for the implementation of distance learning were enough sufficient. Meanwhile, the small part of respondents (2,73%) mentioned that the comprehensiveness of the supporting facilities for the implementation of distance learning were not sufficient.

Some of the respondents (31,58%) mentioned that lighting system at regional office in supporting the implementation of distance learning were suficient, and the largest part of the respondents (55,26%) mentioned that lighting system for the implementation of distance learning were very sufficient. Some part of the respondents (8,77%) mentioned that lighting system for the implementation of distance learning were enough sufficient. Meanwhile, the small part of the respondents (1,75%) mentioned that the lighting system for the implementation of distance learning were not sufficient, and some of the respondents (2,63%) said were not enough sufficient.

Some of the respondents (28,95%) mentioned that coolness and freshness at regional offices were sufficient, moreover the largest part of the respondents (58,77%) mentioned that coolness and freshness at regional offices were very sufficient, this respons come from students all four regional offices used as sample of study. Some the respondents (9,65%) mentioned that coolness and freshness

at regional offices were enough sufficient. Meanwhile, small part of the respondents (2,63%) mentioned that coolness and freshness at regional office were not enough sufficient.

The Opinion of Management of Program of S1 PGSD about the Need of Infrastructure in Supporting Students Learning by Distance education

At this part of study is reported the opinion of the management related policies about the availability of infrastructure in supporting the implementation of face to face tutorial and facilities needed for the implementation of final examination for students of S1 PGSD. Concerning the availability of infrastructure in supporting face to face tutorial at regional office and facilities needed for the implementation of final examination, head of Program of S1 PGSD said that they did not know exactly the way infrastructure is prepared. Moreover they said that the availability of infrastructure in supporting the implementation of fce to face tutorial and facilities needed for the implementation of final examination for students of S1 PGSD is coordinated by head of regional offices.

The opinion of top management of faculty of education (vice dean for academic affair said that the availability of infrastructure in supporting the implementation of face to face tutorial and facilities needed for the implementation of final examination for students of S1 PGSD is coordinated by head of regional offices. Meanwhile, management of the faculty are involved in giving advise about criterias that can be used as a guidance by regional offices in facilitating location or classrooms used for face to face tutorial and final examination take places.

Meanwhile, coordinator of learning assistance of regional office of Serang and Kupang, mentioned that the availability of infrastructure in supporting face to face tutorial and for final examination is delegated to coordinator of students of program of S1 PGSD. Coordinator programs mostly employee of education department at district as well as at subdistrict level. The same opinion came from head of regional office of Serang and Kupang. But, guidance in choosing location or building used for face to face tutorial as well used for final examination take place referred to guidance from Pusmintas UT with the code of TR01-RK05-R1 that is form used for selection or evaluation location for tutorial anf location used for final examination. There are 10 criteria used, there are: (1) the availability of public transportation; (2) distance from student location to the location; (3) size of table and chair; (4) Toilet; (5) lighting system; (6) Ventilatin; (7) Noisy; (8) the number of classroom; (9) cost; and (10) acomodation. While, ROs office act to make sure that criteria used to determine every item in guidance format are fulfilled.

Discussion

Until the year of 2014, the largest number of students of Universitas Terbuka are students of program of S1 PGSD. Ones of some regulation for students of program S1 PGSD is all of them obligatory to attend face to face tutorial. In order to facilitate face to face tutorial running properly, so that the availability of minimum infrastructure as well as facilities are needed. Besides face to face tutorial, UT also provide students of S1 PGSD materials for on-line tutorial, but students not obligatory to participate in this kind of tutorial.

Basically, location used as a place for face to face tutorial is the best high school classroom or building near to the location of students of S1 PGSD as well as near to the location of regional office spread out all over Indonesia. However, if there are no classroom or building meet the criteria, and then are chosen classroom or building of junior high school near to the face to face tutorial take place. If at that location only available elementary school building and then that building is chosen as a location for face to face take place. But, one consideration in determining location for face to face tutorial take place is there is a guaranted from head of regional office that face to face tutorial as well as final examination will be running properly.

Based on data analysis, in general students of S1 PGSD perceived that classroom and building at that location used for face to face tutorial and location for final examination, lighting system, cleanliness of classroom, cleanliness of WC are sufficient. Meanwhile supporting facilities at classroom as well as building used for tutorial take place, the largest part of students mentioned that suppoting facilities at the classroom and building used for face to face tutorial take place are already meet the criteria. Those facilities including table, chair, blackboard or whiteboard, chalk or snowmarkers perceived sufficient by students. Whereas, facilities for communications, computer, TV, audio are sufficient, eventhough in some places those facilities perceived not sufficient by students.

ICT facilities including internet, fax machine, fotocopy machine vary from one location to the other places for face to face tutorial take places as well as classroom or building used as a place for final examination. Meanwhile, facilities in all RO offices including lighting system, coolness as well as freshness , parking space facilities are perceived enough sufficient by students, in fact the largest part of students perceived vary sufficient and satisfying them.

There are some recommendation come from students of S1 PGSD in the effort to make face to face tutorial running properly including: (1) the availability of proper classroom for tutorial; (2) the availability of table, chair, blackboard, audio visual; (3) the availability of snowmarker, ink, chalk, blackboard eraser; (4) computer connected to internet; (5) LCD projector, telephone facilities, TV, AC; and (6) faximili as well as fotocopy machine. Moreover, at location for face to face tutorial should be equipped with proper library, laboratorium, and a place used for prying.

In order to make face to face tutorial running properly, the largest part of students recommended that every classroom has good lighting especially illumination come from sunlight. Moreover, most of student expecting that air sirculation at location face tutorial take place as well as at classroom used for final examination take place in good condition.

Meanwhile, the largest part of students is not agree with those opinion and they said that distance education institution is not obligatory in preparing all infrastructure, although UT has a distance education institution not necessarily prepare whole of infrastructure for all of students, but limitation of infrastructure as well as learning facilities in supporting instruction process during face to face tutorial feel un satisfying by some of students and make them uncomfortable while they were study at UT, so that they were academic achievement no maximum, and some of them said that " I feel very lazy to came to the tutorial take place".

Conclusion and Recomendation

Based on the result of the study can be concluded as bellow: (1) Perception of students of S1 PGSD UT toward location for face to face tutorial and final exam take place, the availability of infrastructure for implementation of the program were satisfying them. Meanwhile, availablity of ICT facilities, some of students said that the availability of ICT have already satisfying them, and some of them said not satisfying, moreover small part of them said not very satisfying them; (2) Meanwhile, general facilities in each regional offices for implementation of S1 PGSD program by using distance education has already satisfyng most of students; (3) However, although UT has a distance education institution not necessarily prepare whole of infrastructure for all of students, but limitation of infrastructure as well as learning facilities in supporting instruction process during face to face tutorial feel un satisfying by some of students and make them uncomfortable while they were study at UT, so that they were academic achievement no maximum; (4) Management of the S1 PGSD program at main office of UT mentioned that determination of infrastructure or learning facilities for the implementation of S1 PGSD program were obligate by each regional office, but still follow guidance from Pusmintas UT with code TR01-RK05-R1 in the form of format for selection/evaluation for location for face to face tutorial/final examination and format with the code UM00-RK06, in the form of list of location for face to face tutorial/final examination; (5) Management of S1 PGSD program at regional office said that determination of infrastructure or learning facilities for the implementation of

S1 PGSD program were obligate by administrative support staff at study group at each location, but still follow guidance from Pusmintas UT with the code TR01-RK05-R1 in the form of format for selection/evaluation for location for face to face tutorial/final examination and format with code UM00-RK06, in the form of list of location for face to face tutorial/final examination; and (6) Administrative staff at study group mentioned that determination of infrastructure or learning facilities for the implementation of S1 PGSD were the best school in their area or location, in general higher school student's building or junior school student's building, but still follow guidance from Pusmintas UT with code TR01-RK05-R1 in the form of format for selection/evaluation for location for face to face tutorial/final examination and format with code UM00-RK06, in the form of list of location for face to face tutorial/final examination. However, determination school building using for final examination more selective compare with determination location for face to face tutorial take place.

Based on those conclusions, can be recommended as follow: (1) it was necessary in determination location for face to face tutorial or for final examination take place follow criteria by quolity standard by Pusmintas. But, criteria used on the quolity standard need to operationalised more specific with measurable indicators; (2) further studies were needed by involving more respondents, so that information covered on the study more comprehensive and more valid toward the need of infracture and learning facilities by students of S1 PGSD program; and (3) it was necessary to conduct further research concerning the influence of infrastruture or learning facilities toward learning achievement of S1 PGSD students.

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