



MANAGEMENT OF FACILITIES AND INFRASTRUCTURE IN ISLAMIC EDUCATIONAL INSTITUTIONS

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Abstract

To create a comfortable, effective, and efficient teaching and learning environment, the learning process must be supported by facilities and infrastructure that meet the standards set by the government. With such provisions in place, the learning activities will produce high-quality outcomes, as they are supported by comprehensive educational resources. The availability of complete facilities can encourage students to develop their inner potential and compete confidently with others. Moreover, a well-equipped learning environment fosters a more dynamic atmosphere, in which students become more active and enthusiastic—even in the face of challenging material, they remain highly motivated to learn. This situation stands in stark contrast to classrooms lacking such facilities, where students tend to be less engaged and enthusiastic, resulting in confusion and difficulty in understanding the lessons. Educational facilities and infrastructure within an institution significantly influence the quality of education. Comfortable classrooms, well-equipped laboratories, and complete teaching aids play an active role in the learning process. Practical sessions conducted by students tend to yield better learning outcomes, as hands-on experiences in practice rooms contribute to the broadening of their knowledge and understanding. Educational facilities and infrastructure within an institution significantly influence the quality of education. Comfortable classrooms, well-equipped laboratories, and complete teaching aids play an active role in the learning process. Practical sessions conducted by students tend to yield better learning outcomes, as hands-on experiences in practice rooms contribute to the broadening of their knowledge and understanding.

Keywords: *Management Of Facilities, Infrastructure*

A. Introduction

According to George Terry, management is a distinctive process that consists of planning, organizing, implementing, and directing, which is carried out by utilizing human resources and other sources to determine and achieve predetermined goals (Ruyatnasih & Megawati, 2017: 3).

According to Terry (2005), management is a process or framework that involves directing or leading a group to achieve organizational goals.

Schein (2010) argues that management is a profession that requires staff to make decisions based on general principles. Etymologically, the term "management" originates from the Latin word *manus* meaning "hand," the Italian word *maneggiare* meaning "to control," and the English word *manage*, which means "to regulate." Therefore, a manager must maintain various balances—particularly between the demands of employees and stakeholders.

Every organization inevitably has one or more goals to ensure a clear direction and foster a unified vision among the elements of organizational management (Fachrurazi et al., 2022: 1–3).

Facilities and infrastructure are among the essential educational resources required for the implementation of good governance and form an integral part of educational management. These include buildings, school grounds, administrative equipment, and even facilities directly utilized in the teaching and learning process within classrooms. As a key element of educational management, educational facilities and infrastructure play a crucial role in the teaching and learning process and therefore must not be overlooked. Their function is to facilitate students' understanding of the materials delivered during educational activities, making instruction more efficient (Bararah, 2020. 10(2), 354).

According to Gunawan and Benty (2017:316), educational facilities are tools and equipment that are directly used and support the educational process, especially the teaching and learning process, such as buildings, classrooms, desks and chairs, as well as teaching tools and media. Educational infrastructure refers to facilities that indirectly support the implementation of education, particularly the learning process, such as school yards, gardens, and access roads to the school. Although they are not directly utilized in the teaching and learning process, some of these components—such as a school garden used for biology instruction or a school yard used as a sports field—can also be categorized as educational facilities.

The management of educational facilities and infrastructure encompasses the entire system of organizing the assets owned by an educational institution. This management is carried out through a structured process and is regulated based on the sequence and functions of management principles.

Afriansyah (2019) states that educational facilities, or educational infrastructure, encompass all components that directly support the curriculum in achieving educational objectives. Facilities and infrastructure represent one of the key resources used as benchmarks for school quality. Educational facilities and infrastructure must be available to support students' skills so that they are able to compete and keep up with the rapid advancement of technology (Mulyadi et al., 2022, 15(1), p. 100).

Facilities and infrastructure are components that support the success of educational programs in the learning process. One of the resources used to determine school quality is educational infrastructure. In line with the rapid development of science and advanced technology, the infrastructure aspect must be continuously improved. Input is one of the subsystems, and facilities and infrastructure constitute a part of that input. To ensure that students possess the skills necessary to compete with the fast-paced advancement of technology, adequate facilities and infrastructure are essential. Therefore, to guarantee a smooth and efficient teaching and learning process, facilities and infrastructure must be carefully and sustainably prepared (Kartika et al., 2019:115).

Werang (2016:142) defines Educational Facilities and Infrastructure Management as the entire process of procurement, utilization, and supervision of infrastructure and equipment used to support the implementation of quality education in schools (Ananda & Banurea, 2017:24).

Based on the aforementioned perspective, the management of educational facilities and infrastructure is essential to support students in achieving their learning objectives and gaining a deeper understanding of the subject matter through learning activities such as research and discovery (Rukajat, 2023:25).

One of the responsibilities of educational facilities and infrastructure management is to organize and maintain these resources so that they can make the most effective and meaningful contributions throughout the educational process. Planning, procurement, supervision, inventory storage, disposal, and arrangement are all integral parts of this management activity (E. Mulyasa, 2011: 49–50).

The term "management" refers to the process of executing activities effectively with the assistance of others. This statement illustrates that management is a strategy to strengthen the potential of the entire organization, thereby leading to the achievement of organizational goals (Arrochman et al., 2021:2).

Management is a process or framework that involves directing or leading a group to achieve organizational goals (Rohadin, 2021:1).

One of the most essential aspects of management is the provision of facilities and infrastructure that support the smooth delivery of learning within educational institutions. The educational process heavily depends on these facilities and infrastructure. However, the quality of educational guidance and infrastructure tends to deteriorate over time. Both the quality and quantity of infrastructure may significantly decline if students do not make efforts to maintain it properly. Therefore, educational facilities and infrastructure must be consistently preserved (Mulyadi et al., 2022. 15(1):100).

Educational facilities refer to tools and equipment used directly in the teaching and learning process, such as buildings, classrooms, desks, chairs, instructional media, and so forth. Meanwhile, educational infrastructure includes facilities that indirectly support the implementation of the learning process, such

as school yards, gardens, access roads to the school, and similar elements (Qomar, 2007:170).

The Management of Educational Facilities and Infrastructure has its own specific objectives. In general, its goal is to provide professional services in the area of educational facilities and infrastructure to ensure the effective and efficient implementation of the educational process. More specifically, the objectives of educational facilities and infrastructure management are:

1. To pursue the procurement of school facilities and infrastructure through a careful and thorough planning and acquisition system, so that schools possess high-quality resources that align with their needs and are obtained with efficient use of funds.
2. To ensure the proper and efficient utilization of school facilities and infrastructure.
3. To maintain educational facilities and infrastructure in such a way that they are always in a ready-to-use condition whenever required by all school personnel (Ainiyah & Husnaini, 2019. 3(2):105).

B. Research Method

This study employs a qualitative research approach. The specific research type applied is Field Research. The research was conducted at Madrasah Aliyah Bustanul Ulum Pekauman, located on Purbakala Street, Pekauman Village, Grujugan Subdistrict, Bondowoso Regency. Data collection techniques included observation, interviews, and documentation. Data analysis followed the interactive qualitative model of Miles and Huberman, involving activities such as data condensation, data display, and conclusion drawing/verification.

C. Results and Discussion

The findings of this study on the management of facilities and infrastructure within Islamic educational institutions may be discussed across several key areas, including the following:

1. Planning for the Management of Educational Facilities and Infrastructure

The planning of facilities and infrastructure at the madrasah aims to identify all required resources that support the teaching and learning process. At Madrasah Aliyah Bustanul Ulum Pekauman, this planning begins with an analysis of the necessary facilities and infrastructure. Typically, planning is conducted at the beginning of the semester, scheduled twice a year, corresponding to the procurement cycles within the madrasah.

Following the needs analysis, the findings are then discussed and formally decided in meetings involving the head of the madrasah, the deputy for facilities and infrastructure, the teaching staff, and the school committee. These stakeholders collectively consider proposals to ensure the achievement of educational objectives in an effective and efficient manner.

Planning is the initial activity in the management process of facilities and infrastructure that aims to enhance students' learning motivation. Every institution undertakes planning prior to implementing its programs and activities. Similarly, the facilities and infrastructure planning within the institution studied in this research must be conducted thoroughly and strategically to ensure that procurement and subsequent phases proceed as expected.

One essential effort to foster student motivation is by providing adequate facilities and infrastructure. The first step in this provision is to plan the procurement of the required resources for the school. At Madrasah Aliyah Bustanul Ulum Pekauman, the procurement planning is carried out through a series of structured steps.

The phases of procurement planning include the following:

- a. Analyzing the needs
- b. Scheduling preliminary meetings
- c. Conducting coordination meetings
- d. Considering input from all teachers regarding the facilities required for the next semester's learning activities
- e. Recording the needs and preparing the procurement documents
- f. Reviewing the planned list against existing facilities at the school
- g. Aligning the facility list with the available budget
- h. Finalizing the procurement plan in a formal document

2. Procurement of Facilities and Infrastructure

At Madrasah Aliyah Bustanul Ulum Pekauman, the management of facilities and infrastructure procurement is initiated only after a comprehensive needs analysis has been conducted. This analysis prioritizes the most essential needs and aligns them with the available budget. The procurement strategies include purchasing, in-house production, recycling, and donations or grants.

These findings are consistent with the view expressed by Matin and Fuad (2016:22), who highlight several strategies or alternative methods for procuring educational facilities and infrastructure. These methods include: (1) purchasing, (2) producing in-house, (3) donations or grants, (4) renting, (5) borrowing, (6) recycling, (7) exchanging, and (8) repairing or reconstructing.

The procurement of facilities and infrastructure is carried out only after a needs analysis has been conducted—this process involves identifying the most critical needs and aligning them with the available budget. The procurement approach is tailored to the specific requirements and conditions of the institution. Strategies employed in the procurement process include purchasing, in-house production, recycling, and acquisition through donations or grants.

3. Maintenance of Facilities and Infrastructure Management

The maintenance of educational facilities and infrastructure is an essential activity aimed at ensuring that all necessary equipment remains in good condition and readily available. Based on interviews and observation data, the researcher concludes that the responsibility for maintaining the facilities and infrastructure at the madrasah is not borne solely by the deputy head for facilities and infrastructure. Instead, nearly all members of the madrasah community share the responsibility for maintaining both movable and immovable resources, including through daily upkeep and periodic maintenance.

These findings align with the statement by Mustari (2014:127), who asserts that maintenance of facilities and infrastructure involves caring for, preserving, and storing items according to their type so that they remain durable and long-lasting. All members of the school who utilize these items are considered responsible for their care, although some maintenance tasks require specialized personnel depending on the type of equipment.

Maintenance is a continuous effort to ensure that educational facilities and infrastructure are in good working order and ready to use. This process begins with careful use of equipment, and certain forms of specialized maintenance must be carried out by trained personnel depending on the nature of the item.

The maintenance of facilities at Madrasah Aliyah Bustanul Ulum Pekauman aims to ensure that educational tools are always fit for instructional activities. The upkeep of madrasah facilities is a collective responsibility—ensuring and maintaining educational resources is not only the duty of the deputy head of facilities and infrastructure, but also a shared obligation among all members of the madrasah community.

D. Conclusion

Planning, Procurement, and Maintenance of Educational Facilities to Support Student Motivation at Madrasah Aliyah Bustanul Ulum Pekauman. In the management planning process, key stakeholders at Madrasah Aliyah Bustanul Ulum Pekauman are actively involved. The planning stages consist of the following steps:

1. Needs analysis
2. Scheduling preliminary meetings
3. Conducting coordination meetings
4. Considering input from all teachers regarding the facilities and infrastructure required for the upcoming semester
5. Documenting needs and drafting procurement plans
6. Reviewing the proposed list against existing school facilities
7. Aligning the facility list with the available budget
8. Finalizing the procurement plan into a formal document

The procurement of facilities and infrastructure to enhance student motivation at Madrasah Aliyah Bustanul Ulum Pekauman is initiated following a needs analysis. This process prioritizes critical needs while aligning them with available funding. The procurement strategy includes purchasing, creating in-house, recycling, and accepting donations or grants.

The maintenance of facilities and infrastructure aimed at fostering student learning motivation includes caring for, preserving, and storing items based on their specific types to ensure durability and longevity. Maintenance activities are carried out by almost all members of the madrasah who are involved in using or benefiting from these facilities. Certain maintenance tasks, however, must be performed by specialized personnel. Maintenance is implemented collaboratively to ensure proper care and prompt repair or replacement of any item in need.

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