

IKAMAS: Journal of Islamic Education Management

Vol. 03 No. 01 (2023) pp. 319-328

ISSN: 2964-2388

Available online at <https://ikamas.org/jurnal/index.php/ikamas/index>

Improving the Quality of Facilities and Infrastructure through Facilities and Infrastructure Management

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ARTICLE INFO

Keywords:

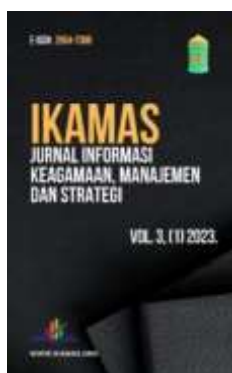
keywords 1; *Quality*
keywords 2;
Facilities
keywords 3;
Infrastructure

tickle history:

Received 2022-09-21

Revised 2022-10-22

Accepted 2023-04-07



ABSTRACT

The purpose of this research article is to find out the relationship between improving the quality of facilities and infrastructure with management facilities and infrastructure as well. The research method used in this study is a qualitative approach method with interviews which then the results of the interviews are analyzed. Educational facilities and infrastructure are part of efforts to aspirate educational goals in general and learning objectives in particular to take place effectively and efficiently. The context of management of facilities and infrastructure in the interpretation of the Koran is contained in the interpretation of Surah An-Nahl (16) verses 68-69 which contains the interpretation of the concept of building a division of labor in preparing infrastructure so that it is effective and on target so that its implementation is in accordance with its value in use. strengthened by the hadith of Rasulullah SAW if it is contextualized into the useful life of facilities and infrastructure.

ABSTRAK

Tujuan penelitian artikel ini adalah untuk mengetahui hubungan antara meningkatkan mutu sarana dan prasarana dengan manajemen sarana dan prasarana serta. Metode penelitian yang digunakan dalam penelitian ini ialah dengan metode pendekatan kualitatif dengan wawancara yang kemudian hasil wawancara dianalisis. Sarana dan prasarana pendidikan merupakan bagian dari upaya pencapaian tujuan pendidikan secara umum dan tujuan pembelajaran secara khusus berlangsung secara efektif efisien. Konteks manajemen sarana dan prasarana dalam tafsir Al-Quran terkandung dalam tafsiran surat An-Nahl (16) ayat 68-69 yang kandungan tafsirnya memetakan konsep bangunan pembagian kerja dalam menyusun sarana prasarana agar tepat guna dan tepat sasaran sehingga dalam implementasinya sesuai dengan nilai pakainya lalu diperkuat oleh hadis Rasulullah SAW jika di kontekstualkan menjadi masa usia pakai dari sarana dan prasarana.

INTRODUCTION

Education is very important for human life. Education is a conscious business and is designed to create a learning atmosphere and process so that students actively develop their potential in spiritual-religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state in improving quality is one of the pillars of the development of education in Indonesia (Islamic & Management, 2019). An education system is a consistent set of subsystems or training elements to realize its success. There are objectives, curriculum, materials, methods, teachers, students, facilities, tools, approaches etc. The existence of a single element requires the existence of other elements without one of these elements hampering the educational process, leading to failure (Rahman, 2012). The existence of training funds is definitely needed in the training process to be included in the components that must be completed when completing the training process. Without a training center the educational process experiences difficulties and educational goals are not achieved (Syaifudin, 2013).

The training process is carried out to achieve training objectives. The sequence of goals if education is to be achieved, attention must be given to all who support the achievement of educational goals. Regarding the many factors that support the success of educational goals, learning success is one of the dominant factors (Thought & Education, n.d.) Because values and heritage are embedded in the learning process, culture and norms directly. Therefore, teaching and learning activities are at the forefront of achieving the inheritance of these values. For this, it is very important in the process that a conducive learning atmosphere is created so that students are truly interested and participate in trials (Rambe, 2016). Regarding efforts to create an atmosphere, training facilities and infrastructure are very important. This means that poor management of training facilities and infrastructure disrupts the learning process (Dakir, 2018).

Management of facilities and infrastructure is very important for the existence of organizing educational institutions' facilities and infrastructure in an orderly and clear manner using and improving the quality of educational institutions. School administration must be able to take responsibility for facilities and infrastructure, especially customers who directly manage facilities and infrastructure. And the school must also be able to wait and pay attention to existing school facilities and infrastructure. Then, when the school has the facilities and infrastructure, students can learn well and as efficiently as possible. Therefore, it is very important to emphasize the management of facilities and infrastructure in educational institutions such as schools. And that must happen to those who are responsible for maintaining facilities and infrastructure. Management of facilities and infrastructure in the school board knows how to plan and register the facilities and infrastructure needed to be used in the school. When all administrative steps are completed and work as expected, it has a positive effect on students in the teaching and learning process and in achieving training goals effectively and

efficiently. So the training providers are administrators, principals, teachers and other school personnel. Society must continue to strive to improve the quality of education in accordance with the demands of the times. It is hoped that with adequate facilities and infrastructure the results achieved there will achieve the institution's initial goal of improving education itself and the quality and quality of educational institutions.

RESEARCH METHODS

The research method used in this research is a qualitative approach by interviewing several educators and educational staff. Apart from this, the researcher also carried out a literature review method whose aim was to assess, summarize and communicate the results and implications of previous research. Literature reviews generally aim to describe the purpose of the review; suggest how the article should be evaluated and identify common errors in the article.

RESULTS AND DISCUSSION

Understanding Educational Facilities and Infrastructure

The facilities and infrastructure referred to here are facilities and infrastructure in the educational context. In the context of education, facilities and infrastructure are used to implement education in general or specifically for learning. This can be seen from the definition of facilities and infrastructure put forward by the following experts:

- 1) According to Daryanto, facilities are tools that can directly support the achievement of educational goals, for example space, books, libraries, laboratories and so on, while infrastructure are tools that cannot directly support the achievement of goals such as location/place, sports fields, money and so on. Syafaruddin stated that educational facilities are all equipment, materials and furniture that are directly used in the educational process at school, while educational infrastructure is all basic equipment that indirectly supports the implementation of the educational process at school (Seni, 2021).
- 2) In line with Daryanto, Mulyasa also explained that facilities are equipment and supplies that are directly used and support the educational process, especially the teaching and learning process such as buildings, classrooms, tables, chairs, as well as teaching tools and media. Meanwhile, infrastructure are facilities that indirectly support the educational or teaching process, such as yards, gardens or school parks, roads to school. However, if the infrastructure is used directly for teaching, for example teaching Biology, then the school yard, garden or school park is an educational facility (Dwiputri, Kurniawati, & Febriyanti, 2022)

- 3) Bafadal explains that educational facilities are all equipment, materials and furniture that are directly used in the educational process at school, while educational facilities are all basic equipment that indirectly supports the implementation of the educational process at school (Muniroh & Muhyadi, 2017)

Educational facilities and infrastructure are one of the important resources in supporting the learning process in schools. The success of educational programs in schools is greatly influenced by the condition of educational facilities and infrastructure owned by schools and by optimizing their management and utilization (Fadhli, 2017). Based on the explanation above, it can be understood that the educational facilities and infrastructure owned by an educational institution are part of efforts to achieve general educational goals and specific learning goals effectively and efficiently. Thus, it can be understood that facilities and infrastructure are basically important elements that support and facilitate the implementation of all school plans. There are several types of educational facilities as follows: 1) Types of educational facilities when seen from whether they are used up or not, 2) The type of educational facility is seen from whether it moves or not when used, 3) Types of educational facilities in terms of their relationship to the learning process.

The educational infrastructure in schools can be classified into two types, namely: 1) Educational infrastructure that is directly used for the teaching and learning process, such as theory rooms, library rooms, skills practice rooms, and laboratory rooms, 2) Educational infrastructure whose existence is not used for the teaching and learning process, but which directly supports the teaching and learning process, for example office space, school canteens, land and roads leading to schools, toilets, school health business rooms, teachers' rooms, school principals' rooms, and vehicle parking area (Yanti Sri Danarwati SS, SE, 2013).

Understanding Management of Educational Facilities and Infrastructure

Management is a strategy for utilizing the energy and thoughts of other people to carry out activities directed at achieving predetermined goals. In management there are techniques that are rich in leadership aesthetics in terms of directing, influencing, supervising and organizing all components that support each other to achieve goals. (Sinta, 2019) Management is the process of working together between individuals and groups and other resources in achieving organizational goals as a managerial activity. (Nasbi, 2017)

Facilities and infrastructure are tools or parts that have a very important role in the success and smoothness of a process, including in the scope of education. Facilities and infrastructure are facilities that are absolutely necessary to provide convenience in carrying out an activity even though the facilities and infrastructure

are not yet adequate. Educational Facilities and Infrastructure Management is an activity that regulates the preparation of all equipment/materials for the implementation of the educational process in schools. Management of facilities and infrastructure is needed to help the teaching and learning process run smoothly. Educational facilities and infrastructure are all movable and immovable objects needed to support the implementation of teaching and learning activities, both directly and indirectly. (Sabariah, 2021) Facilities and infrastructure management is the entire process of planning the procurement, utilization and supervision of facilities and infrastructure used so that educational goals in schools can be achieved effectively and efficiently. Facilities and infrastructure management activities include:

1. Educational Facilities and Infrastructure Planning

Planning comes from the word plan, which means a design or framework for something that will be done in the future. According to (Thoha, 2017) Planning for educational facilities and infrastructure is the process of designing efforts to purchase, rent, borrow, exchange, recycle, recondition, rehabilitate, distribute or manufacture equipment and supplies that suit needs. In Minarti's opinion, planning is an activity process of describing in advance the things that will be done later in order to achieve the set goals. Facilities and infrastructure planning means detailing plans for purchasing, procuring, rehabilitating, distributing or manufacturing equipment and supplies according to needs. School facilities and infrastructure planning can be defined as the entire process of carefully estimating the design of purchasing, procuring, rehabilitating, distributing or manufacturing equipment and supplies that suit the school's needs .

2. Procurement of Educational Infrastructure

Procurement of facilities and infrastructure is a series of activities that provide various types of educational facilities and infrastructure according to needs to achieve educational goals. In the opinion of (Nasrudin & Maryadi, 2019) procurement of facilities and infrastructure is all activities to provide all necessary goods, objects and services for carrying out tasks. Facilities and infrastructure needs can be related to type and specifications, quantity, time, place, and price as well as sources that can be accounted for. Procurement is carried out as a form of realization of planning that has been carried out previously. Efforts to procure the necessary facilities and infrastructure so that they can be used appropriately, require and develop a certain amount of funds , fast and precise communication regarding equipment needs can enable a complete plan to be prepared.

Procurement of educational facilities and infrastructure is the activity of providing all types of facilities and infrastructure according to needs in order to achieve previously determined educational goals. In the context of schooling, the procurement of educational facilities and infrastructure is all activities carried out by providing all necessary goods or services based on planning results with the aim

of supporting learning activities so that learning activities can run effectively and efficiently in accordance with the desired goals.

Procurement of educational equipment is usually carried out to meet needs in accordance with educational developments in a school, replacing items that are damaged, lost, written off, or for other reasons that can be accounted for that require replacement, and to maintain the level of inventory of goods each year and in the coming budget. Schools in the context of procuring educational facilities and infrastructure must go through a careful planning process, because there are so many ways that can be done in procurement and must be administered in an orderly manner, so that all money spent in this regard can be accounted for by all parties, both the government and foundations. Trustees and the community.

3. Distribution of Educational Infrastructure Facilities

Distribution of equipment is an activity of transferring goods and storing responsibility to units or people who need the goods. In the distribution process, there are three things that must be considered, namely: a) Accuracy of goods delivered, both quantity and type; b) Accuracy of delivery targets; c) The accuracy of the condition of the goods distributed.

In this context, there are three steps that should be taken by the person responsible for storage or distribution, namely: a) Preparation of goods allocation; b) Delivery of goods; c) Delivery of goods. Arrangements for the use of school supplies need to be made in the form of a schedule for the use of goods, so that all school members who have an interest in using goods can use school supplies fairly and evenly according to their needs. So that school supplies can be used evenly by the school community, the school principal should know the level of use, the parties who use it, and the parties who do not use it, the school principal should have this data. User review books or lists of school residents who use school equipment are important. This book can be used as report material regarding the use of school items. This means that the equipment is used for school purposes.

4. Inventory of Educational Infrastructure Facilities

Before new facilities and infrastructure are used, the school equipment needs to be inventoried first. Inventory is an activity of carrying out the use, maintenance, arrangement and recording of goods, and compiling a list of goods belonging to the school into one inventory list of goods on a regular basis. The purpose of inventory is to maintain and create orderly administration of goods owned by an organization. Meanwhile, what is meant by inventory is a document containing the types and quantities of movable and immovable items that are the property and responsibility of the school. Based on this description, it can be concluded that inventory is recording and compiling a list of items that belong to the school in a systematic, orderly and orderly manner in accordance with applicable provisions and guidelines. By carrying out an inventory, schools will make it easier to find out the

number of items procured, what year they were held, and the source of procurement costs.

There are three types of activities that must be carried out regarding this inventory, namely: a) Recording of school facilities and infrastructure in facilities and infrastructure books; b) Providing coding *for* infrastructure and facilities that have been recorded in the facilities and infrastructure books; c) Reporting on facilities and infrastructure to parties who should receive reports on recording school facilities and infrastructure. There are several books that are complete, namely the goods receipt book, goods purchase book, inventory master book, goods stock card book, and non-inventory goods record book (for example borrowing). Recording school equipment will make it easier for schools to maintain school equipment.

5. Maintenance of Educational Infrastructure Facilities

Maintenance is the activity of caring for, maintaining and storing goods according to the type of goods so that the goods are durable and long-lasting. The parties involved in maintaining the goods are all school residents who are involved in using the goods. Maintenance of facilities and infrastructure is a crucial aspect in the management of educational facilities and infrastructure, because it is no longer an open secret that facilities and infrastructure that are not maintained are felt to be very uncomfortable for their users. Maintenance of educational facilities and infrastructure in schools is intended to ensure that these facilities and infrastructure are always ready to use and do not experience problems when they are being used. Therefore, maintenance of educational facilities and infrastructure in schools must be carried out regularly, systematically and continuously.

There are two types of maintenance of facilities and infrastructure in schools, namely: a) Daily maintenance, b) Regular maintenance, c) Continuous maintenance, such as cleaning drainage channels and cleaning window glass; d) Periodic maintenance, such as painting walls and repairing furniture; e) Emergency maintenance, which is carried out for damage that is previously suspected and if delayed will result in detrimental outcomes; f) Preventive maintenance, namely maintenance carried out at certain time intervals and carried out routinely with several predetermined criteria.

6. Storage of educational infrastructure

Storage is an activity carried out to accommodate the results of procurement/place that has been provided. Storage of educational facilities and infrastructure is the activity of storing items in the form of furniture, office stationery, letters or electronic items in new or damaged condition which can be carried out by one person, several people appointed or assigned to an educational institution.

7. Elimination of Educational Infrastructure

Write-off is a management activity of educational facilities and infrastructure which intends to eliminate institutional inventory items by following applicable rules, laws and regulations. The aim of eliminating educational facilities and infrastructure is as follows: a) Reduce and prevent greater losses as a result of funds spent on repair posts; b) Reduce and prevent waste of funds as a result of security costs, warehousing of facilities and infrastructure that can no longer be used; c) Reduce the burden and, if necessary, free intuition from responsibility for maintaining and safeguarding items that can no longer be used; d) Reduce the burden of inventory work that must be carried out continuously or periodically; e) Remove out of date items from the institution so as not to waste space or space; f) So that disposable items (which cannot be renewed) do not accumulate in educational institutions; g) So that there is also a reason to procure new, larger items in accordance with the demands of the procurement budget.

Nurabadi (AlfianTri Kuntoro, 2019) believes that there are several requirements that must be met in order for items in schools to be removed, namely: a) These items are classified as having suffered serious damage so that they can no longer be used; b) The items to be removed are deemed no longer appropriate to needs; c) The items in the school are considered outdated so that when used they are no longer effective and efficient; d) These goods comply with certain regulations because they are subject to prohibition; e) These goods experience depreciation which is beyond the control of the goods manager; f) The quantity of these goods exceeds capacity so they are no longer used; g) Items whose utility is not balanced by the complexity of their maintenance; h) Stolen items; i) Misappropriated goods, j) Burned items.

CONCLUSION

The context of management of facilities and infrastructure in the interpretation of the Al-Quran is contained in the interpretation of Surah An-Nahl (16) verses 68-69, the content of the interpretation maps the building concept of division of labor in arranging infrastructure so that it is appropriate for use and on target so that its implementation is in accordance with its use value and then reinforced by the hadith of Rasulullah SAW if contextualized into the useful life of facilities and infrastructure. Planning for facilities and infrastructure is contained in the interpretation of Surah al-Hasyr (59) verse 18 for each individual to plan preparations for the future so that what will be done has been formulated as a conception of the realization of activities. This is confirmed by the hadith narrated by Imam Muslim.

The substantive value of utilizing facilities and infrastructure is contained in the interpretation of An-Nahl (16) paragraphs 5-8, namely so that every human being can maximize every potential of existing resources, both human resources and

natural resources, as effectively and efficiently as possible so that the potential results of these resources can be maximized. Inventory of facilities and infrastructure is contained in the interpretation of Al-Baqarah (2) paragraph 282 concerning the urgency of recording as concrete, factual and authentic evidence in reporting so that it can facilitate inspections and become textual data when there is accountability from the institution, especially the interpretation school, which is supported. with the Hadith of Imam Bukhari Muslim. Supervision of facilities and infrastructure is contained in the interpretation of Surah Al-Mujaadillah (58) paragraph 7, namely absolute supervision so that there are no deviations both in terms of reporting, performance and output, this can be realized through today's technological era so that apart from feeling supervised by the creator, every academic member In madrasas, you will always feel that on CCTV, both worldly and spiritual, the interpretation is supported by the consensus of the ulama.

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