



MANAGEMENT OF FACILITIES AND INFRASTRUCTURE IN IMPROVING THE QUALITY OF ISLAMIC EDUCATION

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Abstract

This article aims to describe the implementation of infrastructure management in improving the quality of Islamic education in Madrasahs. This article uses descriptive qualitative research methods to obtain findings and information related to infrastructure management at MTs Ponpes Al-Iman Muntilan. The purpose of the study was to describe the management of facilities and infrastructure carried out at MTs Ponpes Al-Iman Muntilan, as a madrasa based in Islamic boarding schools. From this research, the following findings were obtained; In the management of the maintenance of facilities and infrastructure, MTs Ponpes Al-Iman Muntilan not only submits to certain teachers or special officers but also involves students directly to practice independence and a sense of belonging so that students feel they have a responsibility, although on the other hand there are also drawbacks. due to time constraints of students. In addition, in the inventory, the management has not deleted the recording of the inventory of facilities and infrastructure because they still prioritize the principle of benefit, as long as they can be used, the facilities and infrastructure are still used. This was done due to budget constraints.

Keywords: Management, Facilities and Infrastructure, MTs Ponpes Al-Iman Muntilan

Abstrak

Artikel ini bertujuan untuk mendeskripsikan implementasi manajemen sarana prasarana dalam meningkatkan mutu Pendidikan Islam di Madrasah. Artikel ini menggunakan metode penelitian kualitatif deskriptif untuk memperoleh temuan dan informasi terkait manajemen sarana prasarana pada MTs Ponpes Al-Iman Muntilan. Tujuan dari penelitian untuk mendeskripsikan manajemen sarana dan prasarana yang dilaksanakan pada MTs Ponpes Al-Iman Muntilan, sebagai madrasah yang berbasis di pondok pesantren. Dari penelitian ini diperoleh temuan sebagai berikut; dalam manajemen pemeliharaan sarana dan prasarana, MTs Ponpes Al-Iman Muntilan tidak hanya menyerahkan kepada guru tertentu atau petugas khusus akan tetapi juga melibatkan siswa secara langsung untuk melatih kemandirian dan rasa memiliki sehingga siswa merasa punya tanggung jawab, walaupun dilain sisi hal tersebut juga ada kekurangannya karena keterbatasan waktu siswa. Selain itu dalam inventarisasi, pengurus belum melakukan penghapusan terhadap pencatatan inventaris sarana dan prasarana karena masih mengedepankan asas manfaat, selama masih bisa dimanfaatkan maka sarana dan prasarana tersebut masih digunakan. Hal tersebut dilakukan dikarenakan keterbatasan anggaran.

Kata Kunci: Manajemen, Sarana dan Prasarana, MTs Ponpes Al-Iman Muntilan

INTRODUCTION

Education is an important investment and has a strategic role in the realization of quality human resources.¹ In addition, education has a central role in human resource development efforts² The education system must be able to ensure the improvement of the quality, relevance, and efficiency of education management³. Therefore, the quality of an educational institution is not only determined by the quality of learning but is also influenced by how the educational institution is able to manage its human resources.⁴

Schools and madrasas are educational institutions as places where educational activities take place⁵. One of the most decisive components for the implementation of the education process is the teacher as a facilitator in the learning process⁶. In the implementation of education to produce effective and efficient teaching and learning process, facilities and infrastructure are needed.⁷ Equipment in the form of buildings, libraries, and tools used when studying in the classroom is closely related to the quality of the school.⁸ An infrastructure is an indirect tool that serves to achieve goals in education, including location, place, and school buildings, while facilities such as direct tools that function to achieve educational goals include rooms, books, libraries, and laboratories.⁹

The activity carried out to monitor school infrastructure is evaluation. According to Ika, the process of evaluating facilities and infrastructure is a process of collecting and presenting information for consideration in making decisions on the facilities and infrastructure used.¹⁰ Through this method, it will be known which facilities or infrastructure need repair, new purchases, or removal.

The quality of educational institutions is influenced by various aspects so that when the components of education or better known as educational standards function optimally, the

¹ I Irwandani, S Latifah, and ... A Asyhari, "Modul Digital Interaktif Berbasis Articulate Studio'13: Pengembangan Pada Materi Gerak Melingkar Kelas X," *Researchgate.Net*, 2017, <https://doi.org/10.24042/jipfalbiruni.v6i2.1862>.

² AA Abidin, "Manajemen Pembiayaan Pendidikan Tinggi Dalam Upaya Peningkatan Mutu (Studi Kasus Pada Perguruan Tinggi Swasta Menengah Di Surabaya)," *Ejournal.Ihdn.Ac.Id*, 2017, <http://www.ejournal.ihdn.ac.id/index.php/JPM/article/view/95>.

³ DF Setiawan, "RELEVANSI RENCANA PEMBELAJARAN DALAM INTERNATIONAL STANDAR ORGANIZATION (ISO) 9001: 2008 TERHADAP RENCANA PEMBELAJARAN," *103.98.176.9* 1, no. 1 (2016).

⁴ Komariah, "Implementasi Fungsi Manajemen Pendidikan Di SDIT Wirausaha Indonesia," *Ejournal.Bsi.Ac.Id XVI*, no. 1 (2018).

⁵ BA Basri, H., & Saebani, "Ilmu Pendidikan Islam (Jilid II)," 2010.

⁶ Ade Mulyani, "Pengaruh Kinerja Kepala Sekolah Dan Kinerja Guru Terhadap Mutu Pembelajaran Pada Smk Sekabupaten Purwakarta," *Ejournal.Upi.Edu*, no. 1 (2012), <https://ejournal.upi.edu/index.php/JAPSPs/article/view/6710>.

⁷ E Saputra Awaludin, A, "Sistem Informasi Manajemen Sarana Prasarana Sekolah (Studi Kasus: Dinas Pendidikan Dan Kebudayaan Kabupaten Siak)," *Ejournal.Uin-Suska.Ac.Id*, 2016.

⁸ Ahmad. Tafsir, "Tafsir, Ahmad. (2010). Ilmu Pendidikan Dalam Persepektif... - Google Cendekia," Bandung: Remaja Rosdakarya, 2010.

⁹ Bambang Darmawan, "Pengaruh Layanan Pembelajaran, Sarana-Prasarana, Kerjasama Institusi, Dan Pemasaran Lulusan Terhadap Kepuasan Siswa," *Ejournal.Upi.Edu XXIII*, no. 1 (2016), <https://ejournal.upi.edu/index.php/JAPSPs/article/view/5582>.

¹⁰ I Lestari and A Sunandar Timan, A, "Manajemen Sarana Dan Prasarana Di Pendidikan Anak Usia Dini," *Academia.Edu*, 2015.

quality of education will increase. One of these components is the facilities and infrastructure which of course significantly affect the quality of education. Madrasah Tsanawiyah Ponpes Al-Iman as an educational institution based on *pesantren* has different management of facilities and infrastructure from madrasas in general which are not based on *pesantren*. Madrasas collaborate with Islamic boarding schools in realizing facilities and infrastructure because madrasa and Islamic boarding school activities are a unit that is difficult to separate.

In the madrasa planning process, the focus is more on the facilities that are directly used when learning, while the Islamic boarding school prepares its infrastructure such as classroom buildings, offices, mosques, sports fields and so on that are assets. Funding for the procurement of facilities and infrastructure is also collaboration from madrasas and Islamic boarding schools. In the use of integrated infrastructure between madrasa and Islamic boarding school activities. Structural maintenance activities are carried out by the Sarpras and *Pesantren* Housekeeping Bureau which is responsible for all madrasa and Islamic boarding schools infrastructure facilities. Because madrasas and *pesantren* are inseparable units, there is a need for a coordination line so that planning, utilization, and maintenance can be more optimal. The activities of Islamic boarding schools are not limited to teaching and learning hours, so more comprehensive use management is needed and needs to involve a lot of personnel.

Availability of infrastructure affects the learning and daily activities of students so it has an impact on the quality of education. At MTs Ponpes Al-Iman there are no special officers related to the cleanliness of the classroom or madrasa environment so the cleaners are students coordinated by the senior class who is the administrator of the student organization or OSIS. This study aims to describe how the management of facilities and infrastructure is carried out at MTs Ponpes Al-Iman and its impact on the quality of Islamic religious education.

METHOD

This research uses qualitative research methods. Qualitative research is a type of research that produces findings that cannot be achieved using statistical procedures or other means of quantification (measurement)¹¹. Qualitative data is obtained through data collection techniques, namely interviews, document analysis, focused discussions, or observations that have been stated in field notes¹². In essence, descriptive qualitative research is a method of examining the status of a group of people, an object with the aim of making descriptive, systematic, factual, and accurate descriptions of the facts or phenomena being investigated¹³.

A method is a tool used to solve research problems, and there is also an analytical method. The research method that the author uses is a qualitative descriptive method, namely research that aims to understand directly the events directly in the field. For example, behavior, perception, motivation, action, and so on are thoroughly by describing it in the form of words and utilizing various relevant scientific methods. The approach in this study uses a case study

¹¹ VW Sujarweni, "Metode Penelitian: Lengkap, Praktis, Dan Mudah Dipahami," Yogyakarta: Pustaka Baru Press., 2014.

¹² Fransher Dady, Ventje Ilat, and Winston Pontoh, "Analisis Sistem Akuntansi Dan Prosedur Pembayaran Klaim Jaminan Kematian Pada Pt. Taspen (Persero) Cabang Manado," *Ejournal.Unsrat.Ac.Id* 12, no. 1 (2017): 63–72, <https://ejournal.unsrat.ac.id/index.php/gc/article/view/17138>.

¹³ CG dkk. Cevilla, "Pengantar Metode Penelitian," 2013.

approach. The case study approach includes studies in the management of infrastructure that play a role in improving the quality of Islamic education at MTs Ponpes Al-Iman Muntilan.

Research informants are based on the consideration that research informants can provide complete, in-depth, and relevant information to the research objectives.¹⁴ The source of data in the study is the subject from which the data was obtained, namely from the Head of Madrasah, Bureau of Infrastructure and Housekeeping, teachers, and employees. Apart from these sources, it is also obtained from existing data in books, journals, articles, papers, and so on. Collecting data in this study using interviews, observation, and documentation. The data analysis methods in this study are data reduction, data presentation, verification, and conclusion.

Sugiyono suggested that what researchers need to hold onto in using the *interview* is where the object (respondent) is the person who knows best about himself, what the subject says to the researcher is true and reliable, and the subject's interpretation of the questions the researcher asks him. is the same as what the researcher intended.¹⁵

RESULTS AND DISCUSSION

MTs Al-Iman Muntilan Islamic Boarding School as an Islamic educational institution is under the auspices of the Al-Iman Muntilan Islamic Boarding School which is in one complex. Schools and dormitories at the same time become one complex whose management is under the management of the Islamic boarding school. Existing facilities and infrastructure are also facilities that are used together. Besides Madrasah Tsanawiyah, this Islamic boarding school manages Madrasah Aliyah which is also in one complex. The existence of Islamic boarding schools and also Aliyah madrasahs which are in one complex makes the management of facilities and infrastructure different from single madrasahs or schools. For this reason, the author will describe the data on the management of facilities and infrastructure that are applied at MTs Ponpes Al-Iman although it may also be related to MA or Islamic Boarding Schools that have become one unit. In practice, Islamic boarding schools concentrate more on fulfilling infrastructures such as office buildings, classrooms, and libraries. Management of educational facilities and infrastructure includes planning, organizing, implementing, supervising, and evaluating activities for procurement of goods, distribution and use of goods (inventory), repair of goods, and the exchange of additions and deletions of goods.¹⁶

Management of facilities and infrastructure planning

Management of facilities and infrastructure according to Ary Gunawan stated that the administration of educational facilities and infrastructure is the whole process of activities that are planned and cultivated intentionally and seriously as well as the continuous development of educational objects so that they are always ready for use. *use*) in the teaching and learning process so that PBM is more effective and efficient in order to help achieve the educational goals that

¹⁴ Y Rukayat, "Kualitas Pelayanan Publik Bidang Administrasi Kependudukan Di Kecamatan Pasirjambu," *Jurnal.Ummur.Ac.Id*, 2018.

¹⁵ D Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D," 2013, https://digilib.unigres.ac.id/index.php?p=show_detail&id=43.

¹⁶ Mulyono, "Manajemen Administrasi Dan Organisasi Pendidikan," 2010.

have been set¹⁷. Management of facilities and infrastructure begins with planning management which is held at the beginning of each semester. Before planning the facilities and infrastructure, madrasas evaluate and supervise existing infrastructure facilities and collect data on both quantity and functionality. By knowing for sure the condition of existing facilities and infrastructure, planning becomes more optimal and on target according to existing needs.

Good planning will anticipate problems that can arise, such as purchasing errors or waste¹⁸. Islamic boarding schools plan the need for classrooms for both Madrasah Tsanawiyah and Madrasah Aliyah. The need for the number of classes is based on the condition of the number of students studying at the Madrasah Tsanawiyah. In class management at MTs Ponpes Al-Iman, groups are divided based on level and gender, so that the following data are obtained: (a) Class 7 consists of 2 groups; (b) Class 8 consists of 2 groups; (c) Class 9 consists of 2 groups.

At the beginning of the madrasa year, it is planned that the facilities needed include: (1) tables and chairs for students and teachers; (2) The need for package books; (3) Class completeness needs; (4) the need for computer laboratory equipment; (5) Computer needs for TU, Treasurer, Deputy Head of Curriculum; (6) ATK needs for both administrative and exam purposes; (7) The need for other IT facilities.

Planning is an activity that will be carried out in the future to achieve goals¹⁹. In planning the head of the madrasa involving several parties including: Deputy head of madrasa, head of TU, treasurer of BOS, head of laboratory, head of library, teachers and also managers of extracurricular activities. This is done because these parties will be directly involved in the use of the facilities to be held. This planning has a very important role in determining the priority scale given the limited budget of the madrasa. A priority scale is needed to determine the timing of the procurement of these facilities. There are facilities that are used on a daily, monthly, semester or yearly basis.

In planning the procurement of these facilities, madrasas are coordinated by the TMM Bureau, which oversees the educational activities of both MTs and MA at the Al-Iman Muntilan Islamic Boarding School. In the TMM bureau, facility planning is arranged so that synchronization occurs between MTs and MA facility planning. After being agreed at the TMM bureau level, the planning of this facility will be brought to a higher meeting, which is submitted to the leadership of the *pesantren*.

Management of procurement of facilities and infrastructure

Planning of facilities that have been approved to the level of the leadership of the boarding school, then the process of procurement of facilities by the appointed party. In the procurement of madrasa facilities, there is no designated work unit but prioritizes personnel who are used to handling the procurement of these facilities and infrastructure. In terms of procurement, it can be seen in the table below:

¹⁷ Suminto A. Sayuti Putri Isnaeni Kurniawati, "Manajemen Sarana Dan Prasarana Di Smk N 1 Kasihan Bantul" 2 (2013): 44–57.

¹⁸ Aris Suharyadi and Cepi Safruddin Abdul Jabar, "Evaluasi Program Bse (Buku Sekolah Elektronik) Di Smp Negeri Kota Yogyakarta," *Jurnal Akuntabilitas Manajemen Pendidikan* 4, no. 1 (April 29, 2016): 33, <https://doi.org/10.21831/AMP.V4I1.7625>.

¹⁹ H Usman, "Manajemen: Teori, Praktik, Dan Riset Pendidikan," 2013, <http://library.stik-ptik.ac.id/detail?id=50282&lokasi=lokal>.

Table 1. Table of procurement parties for MTs Ponpes Al-Iman

No	Type of Facilities	Procurement Party	Information
1	Table of teacher and student chairs	Head of Madrasah	
2	Books Package	Head of Library	
3	Class Requirements	TU Staff	
4	Computer Lab Equipment	Head of Computer Lab	
5	Computer TU and work unit	Head of Computer Lab	
6	ATK	TU Staff	
7	IT Equipment	Head of Computer Lab	

Source: Profile Archives of MTs Ponpes Al Iman Muntilan

According to Martin, there are several alternative ways to procure school education facilities and infrastructure.²⁰ Several alternative ways to procure school education facilities and infrastructure are through: (a) buying; (b) making your own; (c) assistance or grants; (d) rent; (e) borrowing; (f) recycling; (g) exchange; (h) repair or reconstruct Back.

In procuring student desks and chairs, the first step is to repair the existing damage. If after the repairs it turns out that the amount is not sufficient for the needs, then the new table and chairs will be purchased. In the procurement of computer equipment, the existing equipment is checked and upgraded so that it can be maximized when it is used and if the amount is not sufficient, then the purchase of both new equipment and second-hand equipment is appropriate.

Management of facilities and infrastructure

at MTs Ponpes Al-Iman Muntilan in the management of existing facilities and infrastructure is still flexible in the sense that it does not rule out the possibility of facilities and infrastructure being used interchangeably between MTs and MA. This is because there is only one existing infrastructure and between MTs and MA use these infrastructures including (a) Places of worship that are used jointly by MTs and MA because they are only separated by gender; (b) Sports fields, used interchangeably between MTs and MA; (c) The office is still one between MTs and MA which is only separated specifically for the office of the Head of Madrasah which is separate between MTs and MA; (d) Computer laboratories are also used interchangeably for MTs and MAs; (e) The library is used interchangeably for MTs and MA.

MTs that are under the auspices of the pesantren follow the cottage culture where there are no personnel/employees who specifically deal with cleanliness and arrangement. The cleanliness of the existing infrastructure is the responsibility of the students/students who are coordinated by the administrators of the Santri Organization. *Santri* is obliged to clean all existing infrastructure, both classrooms, places of worship, madrasah, and dormitories.

MTs students or santri are not allowed to bring communication facilities, including cellphones or laptops, so madrasahs provide internet access facilities in the computer lab. Thus, the use of computer labs is more diverse than in madrasah in general. In the afternoon from after Asr until before sunset, male students are given the opportunity to access the computer

²⁰ Martin, "Manajemen Sarana Dan Prasarana Pendidikan," Raja Grafindo Persada, 2016.

laboratory if there is an assignment from the subject teacher. As for female students, the opportunity to access the computer laboratory at night after *isyak* until 21:00 WIB. Thus, even though MTs students are not allowed to carry communication tools and also use internet cafes, they can still access the internet according to their needs.

Management of maintenance and maintenance of infrastructure facilities

As a madrasa under the auspices of the boarding school institution, the maintenance of facilities and infrastructure is carried out under the coordination of the Bureau of Housekeeping and Infrastructure of Islamic boarding schools. As for the maintenance of facilities and infrastructure, the budget used is sourced from the madrasa budget sourced from the BOS and the Islamic boarding school budget. Maintenance and care of facilities and infrastructure have not been carried out on a scheduled basis and are planned at the beginning of the semester. Maintenance is carried out if there are facilities and infrastructure that are damaged or not functioning properly. Personnel at the Bureau of Housekeeping and Infrastructure for Islamic boarding schools who will carry out maintenance or involve third parties if possible are not handled directly by existing personnel.

Supervision and monitoring of the use of facilities and infrastructure

At MTs Ponpes Al-Iman who monitors facilities and infrastructure is the head of the madrasa assisted by the Deputy Head of the Madrasah for Curriculum Affairs because with the limited number of groups in the madrasa only has 1 (one) deputy head. Daily supervision is also carried out by teachers so that when there are facilities and infrastructure that are not functioning properly, teachers can report to the Housekeeping and Infrastructure Bureau or to the head of the madrasa.

The availability of adequate facilities and infrastructure according to needs makes learning activities easier, more conducive, and effective. The availability of a computer laboratory, for example, makes madrasas able to organize computer-based exam activities such as UNBK, ANBK, and UMBK independently. The availability of textbooks for subjects makes learning activities more effective. Because of the importance of these facilities and infrastructure, MTs Ponpes Al-Iman strives to maintain its sufficiency and increase its quantity and quality gradually based on the financial capabilities of the madrasa and foundation.

The availability of projectors makes teachers have many choices in delivering learning materials so that learning media become more varied. Complete facilities and infrastructure make madrasas more independent in carrying out various activities. The capacity of a place of worship that can accommodate all students makes worship activities, especially *fardhu* prayers, better implemented. There is an internet network that can be accessed by students, making it easy for students to find information and be familiar with the digital world even though there are negative impacts that arise. Finally, with the facilities and infrastructure owned by MTs Ponpes Al-Iman Muntilan is able to improve the quality of Islamic education organized by madrasas.

Discussion

Management of educational facilities and infrastructure includes planning, organizing, implementing, supervising, and evaluating activities for procurement of goods, distribution and use of goods (inventory), repair of goods, and exchange of goods added and removed.²¹ Because of the importance of the role of school facilities and infrastructure for the smooth teaching and learning process, efforts are needed to manage, procure, use and maintain school facilities and infrastructure as effectively and efficiently as possible.²²

In general, the purpose of the management of educational facilities and infrastructure is to provide professional services in the field of educational facilities and infrastructure in the context of the effective and efficient implementation of the educational process. Meanwhile, in detail, the objectives of the management of educational facilities and infrastructure are a. To strive for the procurement of school facilities and infrastructure through a careful and thorough planning and procurement system, so that schools have good facilities and infrastructure, in accordance with school needs, and with efficient funds, b. To strive for proper and efficient use of school facilities and infrastructure, and c. To strive for the maintenance of educational facilities and infrastructure, so that their existence is always in a ready-to-use condition when needed by all school personnel.

In practice, planning for facilities and infrastructure has not been fully planned at the beginning of the semester, some are still tentative in accordance with the development of madrasa conditions and another factor is the availability of funds. Because in private schools where all teachers are honorary teachers, not civil servants most of the madrasah budget is allocated to fulfill teacher honoraria, madrasahs need to find other sources of funds in order to maximize the availability of existing facilities and infrastructure.

Maintenance of educational facilities and infrastructure is an activity to carry out the management and regulation of facilities and infrastructure so that they are always in good condition and ready to be used efficiently and effectively in achieving educational goals²³.

In maintenance and supervision, the teacher is involved by involving students to participate in tidying up and storing back the items that have been used by the supervisor by the teacher by re-examining all the facilities that have been used and recorded in the control book the use of the facilities.²⁴

Although all of these parties involved in the management of educational facilities and infrastructure have their respective duties and responsibilities, they must be able to work together well with each other, so that the objectives can be achieved.²⁵

Based on the opinion above, madrasahs do not yet have special staff related to maintenance who have the competence according to their needs. Existing personnel still involve other parties whose competence is in accordance with the needs which are usually carried out

²¹ Mulyono, "Manajemen Administrasi Dan Organisasi Pendidikan."

²² Muhammad Yamin, Tobar Tobar, and Missriani Missriani, "Manajemen Sarana Dan Prasarana Dalam Meningkatkan Hasil Belajar Siswa Di SD IT Kautsar Ilmi Tanjung Raja," *Jurnal Intelektualita: Keislaman, Sosial Dan Sains* 9, no. 1 (2020): 139–48, <https://doi.org/10.19109/intelektualita.v9i1.5585>.

²³ I Bafadal, "Manajemen Perlengkapan Sekolah Teori Dan Aplikasinya," 2004.

²⁴ Mohamad Mustari, "Manajemen Pendidikan," PT. Rajawali Pers, 2014.

²⁵ Bafadal, "Manajemen Perlengkapan Sekolah Teori Dan Aplikasinya."

incidentally, for example by presenting a handyman if there is damage to existing infrastructure and cannot be handled by the Bureau of Housekeeping and Islamic Boarding School Infrastructure. That way related to maintenance can be carried out properly to ensure all facilities and infrastructure can function properly. Regarding the cleanliness of the building infrastructure carried out by the students, there are limitations including time. Students clean the infrastructure every morning and evening so that sometimes there is still a buildup of garbage.

Eliot and Mosier stated that in general the stages in the planning process are²⁶ (a) Temporarily setting goals based on educational needs; (b) Determining the present state of education in a given society; (c) Formulate a specific program of goals for the school; (d) Define the course of action necessary to achieve these objectives; (e) Turning plans into action; (f) Conduct continuous assessments; (g) Replanning when the assessment states this is necessary or desirable.

Facilities and infrastructure in educational institutions should be managed as well as possible by following the following requirements: (a) Complete, ready to use at any time, strong, and durable; (b) Neat, beautiful, clean, elegant, and beautiful so that it cools the views and feelings of anyone who enters the educational institution complex; (c) Creative, innovative, responsive, and varied so that it can stimulate the imagination of students; (d) Have a long time span through careful planning to avoid the tendency to dismantle the building; (e) Having a special place for worship or the implementation of socio-religious activities, such as a prayer room or mosque.²⁷

So that all facilities can be used optimally in the educational process, these facilities should be managed properly. Management activities include planning, procurement, supervision, storage, inventory, and elimination and structuring activities. Good management of facilities and infrastructure is expected to create pleasant conditions for both teachers and students to be in school. In addition, it is also hoped that the availability of learning tools or facilities that are adequate quantitatively, qualitatively, and relevant to the needs and can be used optimally for the benefit of the education and learning process, both by teachers as teachers, and students as students.²⁸

The optimal form of management of facilities and infrastructure is carried out by recruiting certified management personnel, as well as understanding the management of facilities and infrastructure followed by an inventory of existing facilities and infrastructure and the use of facilities and infrastructure. The inventory is also equipped with a list of users of facilities and infrastructure so that all existing facilities and infrastructure can be controlled for their condition and existence. There are several facilities and infrastructure that if they are no longer used, should be abolished.²⁹

²⁶ EB Eliot and EE Mossier, "Organization of Planning for Education, Dalam American Education in the Post War Period," Chicago Press, 1945.

²⁷ I Indrawan, "Pengantar Manajemen Sarana Dan Prasarana Sekolah," 2015.

²⁸ Choirul Fuad Yusuf, "Budaya Sekolah Dan Mutu Pendidikan," 2008.

²⁹ Yamin, Tobari, and Missriani, "Manajemen Sarana Dan Prasarana Dalam Meningkatkan Hasil Belajar Siswa Di SD IT Kautsar Ilmi Tanjung Raja."

This finding is in accordance with Arifin's theory³⁰ which essentially states that the abolition of educational facilities and infrastructure aims to reduce maintenance costs and free institutions from the responsibility of maintaining facilities and infrastructure. Items that are no longer able to be used optimally are the reason for the elimination, these findings are in line with the theory³¹ stating that there are several considerations made for elimination, namely: in damaged condition, repairs require relatively large financing, and are not in accordance with school needs.

This is in line with Gunawan and Benty's theory which essentially states that in the elimination procedure, it is necessary to pay attention to steps such as: forming a team, identifying the types of items to be removed, recording the facilities and infrastructure to be removed, and approval from the school.³² At MTs Ponpes Al-Iman Muntilan, there has not been a deletion of the recording of the inventory of facilities and infrastructure, still prioritizing the principle of benefit, as long as they can be used, the facilities and infrastructure are still used. This was done due to budget constraints.

CONCLUSION

Good management in the management of facilities and infrastructure will improve the quality of education and on the other hand, can improve budget efficiency. With planned maintenance, damage to facilities and infrastructure can be minimized. Madrasahs with limited budgets need to set priorities in the provision of facilities and infrastructure. The use of facilities and infrastructure that alternates between MTs and MA makes the duration of use longer so that better maintenance is needed so that damage can be minimized. Maintenance that involves students directly will train independence and a sense of handarbeni so that students feel they have a responsibility, although on the other hand there are also drawbacks due to the limited time of students. Special personnel are needed to handle the facilities and infrastructure so that when they are used there are no problems. Budget management in facilities and infrastructure needs to pay attention to the priority scale and the need for coordination with Islamic Boarding Schools and Madrasah Aliyah which are in one complex. This is necessary so that there is no overlap in the management of facilities and infrastructure. With the fulfillment of the need for facilities and infrastructure, a conducive learning atmosphere will be realized and will certainly improve the quality of Islamic education at MTs Ponpes Al-Iman Muntilan.

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³⁰ M. & Barnawi Arifin, "Manajemen Sarana Dan Prasarana Sekolah," 2012.

³¹ Kompri, "Manajemen Pendidikan 1," Bandung: Alfabeta, 2014.

³² I Gunawan and DDN Benty, "Manajemen Pendidikan: Suatu Pengantar Praktik," 2017.

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