

Adminsitration of educational facilites and infrastructure management in improving the quality of leraning in Madrasah Ibtidaiyah

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ABSTRACT

This research is entitled management of Educational Facilities and Infrastructure to Improve the Quality of Learning at MIN 3 Labuhan Batu". In the learning process, facilities and infrastructure are very necessary for schools to support the success of learning activities. The aim of this research is to determine: (1) management of educational facilities and infrastructure, (2) efforts made to improve the quality of learning. This research uses a descriptive method with a qualitative approach. The subject of this research is the deputy head of the facilities and infrastructure division of MIN 3 Labuhan Batu, while the object of this research is the management of educational facilities and infrastructure to improve the quality of learning. Data collection was carried out by observation, interviews and documentation. The results of this research show that: (1) Management of educational facilities and infrastructure is carried out by involving all school components such as principals, deputies and teachers, for procurement based on prioritized needs and adjusted to funds, both BOS funds and assistance from other parties other. Then it is recorded in the inventory book for a period of one year. Meanwhile, deletion has never been carried out until now. (2) The efforts made are to equip educational facilities and infrastructure and motivate students to be more active in studying.

1. INTRODUCTION

Management of facilities and infrastructure is very important because by managing the facilities and infrastructure of educational institutions, their use will be maintained and clear. In managing the school, the school must be responsible for the facilities and infrastructure, especially the school principal who directly handles the facilities and infrastructure. And the school must be able to maintain and pay attention to existing school facilities and infrastructure. The meaning of the existence of facilities and infrastructure at school is that students can learn optimally and as efficiently as possible.

This is in line with the Republic of Indonesia Law article 46 paragraph 1 concerning facilities and infrastructure which states "Every formal and non-formal education unit provides facilities and infrastructure in accordance with the physical, intelligent, social, economic and psychological growth and development of students" (Law Republic of Indonesia 1945 Article 46).

So the management of facilities and infrastructure must be emphasized more in educational institutions such as schools. And someone must be responsible for managing these facilities and infrastructure. By managing existing facilities and infrastructure at the school, the school principal

can plan and record what facilities and infrastructure should be used at the school. If all management steps have gone well as expected, it will have a positive impact on students in the teaching and learning process and so that educational goals can be achieved effectively and efficiently, then educational providers, be it the government, school principals, teachers, other school personnel and society needs to strive to continuously improve the quality of education in accordance with the demands of the times (Barmawi 2012, 48).

According to the Big Indonesian Dictionary, management is a process, method, act of managing, the process of carrying out certain activities by mobilizing the energy of other people, a process that helps formulate organizational goals, a process that provides supervision over all things involved in implementing and achieving goals. Semantically, the word management which is commonly used today comes from the verb to manage which means to manage, organize, drive, control, handle, manage, organize, run, carry out and lead.

According to Terry and Franklin, management is a process consisting of planning, organizing, activating and controlling activities, which are carried out to determine and fulfill target results which are realized by the use of humans and other resources. This means that management is not only carried out in one stage but rather in several components that must be interrelated in order to achieve targets and objectives (Purnamaningsih 2022, 1).

According to Suharsimi, educational facilities are all kinds of equipment used by teachers to facilitate the delivery of lesson material. When viewed from the student's perspective, educational facilities are all kinds of equipment that students use to make it easier to learn subjects (Mardita 2019, 245-263). Meanwhile, according to Daryanto, educational infrastructure is all kinds of equipment, equipment and objects used by teachers (and students) to facilitate the implementation of education. This means that it is not only students who need facilities and infrastructure but all educational stakeholders (Farid 2020, 266-275).

Based on the understanding of the experts above, the author concludes that facilities are direct facilities needed to support the teaching and learning process. Meanwhile, infrastructure is a tool or facility that indirectly supports the teaching and learning process to achieve educational goals. So, from the definition of management of facilities and infrastructure, it can be concluded that management of facilities and infrastructure plays an important role in supporting educational goals which also support development, as well as skills in management. Management of educational facilities and infrastructure enables human resources to optimize the use of various types of facilities and infrastructure for educational purposes in a particular school.

Infrastructure management aims to provide tools or media in the teaching and learning process so that students can achieve maximum, effective and efficient learning goals (Bararah 2020, 351-366). The aim of managing facilities and infrastructure is in line with the aim of school supplies administration which states that the aim of school supplies administration is to provide professional

services in the field of educational facilities and infrastructure in order to carry out the educational process effectively and efficiently (Elong 2021, 231-240).

Professionalism in this case means that school equipment administration is expected to provide committed, responsible, systematic and appropriate services for the school community. In detail, the objectives are as follows: (1) To strive for the procurement of educational facilities and infrastructure through a careful and thorough planning and procurement system, through the management of educational infrastructure equipment, it is hoped that all equipment obtained by the school will be high quality educational infrastructure, in accordance with the school's needs, and with funds efficient. (2) To ensure appropriate and efficient use of school facilities and infrastructure. (3) To strive to maintain school facilities and infrastructure, so that they are always in a ready-to-use condition whenever needed by all school parties (Fikri 2022, 79-88).

So, with the management of educational facilities and infrastructure, it is hoped that all the equipment obtained by the school will be high quality infrastructure in accordance with the school's needs and with efficient funding. The facilities and infrastructure used in an educational process can be classified into various types based on several criteria, including the following: (1) Based on type: Physical facilities, namely all educational tools or equipment in the form of physical objects that function to facilitate and expedite the educational process such as classrooms, offices, laboratories and their contents, libraries and others. (2) Based on whether they are used up or not, they consist of consumable facilities, namely all tools or materials which, when used, will run out at a certain time, such as chemicals, chalk, markers and so on. (3) Based on whether it is movable, it consists of movable educational facilities, namely all equipment or equipment that can be moved or moved according to need, such as cupboards, benches, tables, sports equipment and other equipment. (4) Based on the relationship with the learning process, it consists of: Learning tools are all equipment or facilities used directly in the learning process, such as books, whiteboards and others. (4) Infrastructure that is based on direct or indirect use, namely infrastructure that is directly used during the learning process, such as classrooms, libraries, laboratories, practice rooms, places of worship (Abdul Aziz 2023, 180-183).

Management of facilities and infrastructure plays an important role in supporting development. With the implementation of regional autonomy, it means that the government provides opportunities for schools to take the initiative and work according to the capabilities of each educational institution or school, including the construction of facilities and infrastructure. To achieve optimal results in managing school facilities and infrastructure, school facilities and infrastructure must apply management principles which include planning, organizing, directing and controlling actions carried out to determine and achieve predetermined goals through the use of human resources and other sources (Purwanto 2022, 72).

To support the achievement of the goals of school facilities and infrastructure, there are principles that need to be considered in managing school facilities and infrastructure so that the goals can be achieved optimally. According to Ibrahim Bafadal quoted by Sulostyorini (2009, 87) these principles include: (1) The principle of goal achievement. Basically, school equipment management is carried out with the aim of ensuring that all school facilities are in a ready-to-use condition. Therefore, school equipment management can be said to be successful if the school facilities are always ready to use at all times, when someone from the school staff wants to use them. (2) Principle of efficiency. With the principle of efficiency, all school facilities and infrastructure procurement activities are carried out with careful planning so that good quality facilities can be obtained at relatively cheap prices. (3) Administrative principles. Namely, management of facilities and infrastructure in schools must always pay attention to laws, instructions and technical guidelines imposed by the competent authorities. (4) The principle of clarity of responsibility. In Indonesia there are quite a few very large and advanced educational institutions (Saihudin 2018, 37-38). (5) Principle of cohesiveness. Management should be realized in the form of a very compact work process (Mulyadi 2012, 17).

The importance of infrastructure to support the educational process is regulated by Law of the Republic of Indonesia No. 20 of 2003 concerning the National education system "Every formal and non-formal education unit provides infrastructure that meets educational needs in accordance with the growth and development of physical, intelligent, intellectual, social, potential. emotional, and student obligations" (RI Law No. 20 of 2003).

Republic of Indonesia Government Regulation No. 19 of 2005 concerning National Education Standards Chapter VII article 42 paragraphs 1 and 2 (a) Every educational unit is required to have facilities which include: furniture, educational equipment, books and other learning resources, consumables and equipment needed to support an orderly and sustainable learning process. (b) Each educational unit includes: land, classrooms, leadership rooms, teachers' rooms, library rooms, laboratory rooms, canteens, sports and worship places, play areas, recreation areas, and other spaces needed to support an orderly learning process. and sustainable (PP RI 2005).

Facilities and infrastructure are one of the educational resources that are necessary and important to be managed well and are an inseparable part of educational management. Such as buildings, land, administrative equipment and facilities that are used directly in the teaching and learning process in the classroom. Educational facilities and infrastructure as one of the elements of educational management which have an important role in the teaching and learning process, educational facilities are something that should not be ignored because their role is to facilitate students' understanding of the material presented in the teaching and learning activity program to be more effective and efficient (Baharudddin 2009, 85).

Limited educational and teaching infrastructure in schools certainly affects student learning outcomes. In other words, the process of implementing education in schools and learning problems are not only faced by the teachers concerned, but are also supported by the existence and completeness of educational facilities and infrastructure. Facilities, often referred to as material administration, or equipment administration, are all structuring processes related to the procurement, utilization and management of educational facilities in order to achieve the stated goals effectively and efficiently (Usman 2006, 140).

Educational activities that are classified as physical facilities or material facilities include: classroom furniture, administrative office furniture, laboratory furniture and equipment, library equipment, practice room equipment, and so on (Arikunto 1993, 82). The teaching and learning process (PBM) or Teaching and Learning Activities (KBM) will be more successful if it is supported by adequate educational infrastructure, so that the government always strives to continually equip educational facilities and infrastructure for all levels and levels of education, so that physical wealth countries in the form of educational facilities and infrastructure have become very large (Gunawan 1996, 114). From this research there are conclusions from the results of research that has been carried out regarding facilities and infrastructure. In achieving optimal results, facilities and infrastructure also need to apply management principles which will later be able to determine and achieve the goals achieved.

2. RESEARCH METHODS

The research method used is a qualitative approach with descriptive methods. Qualitative is a term for research and interpretation methods that produce descriptive data in the form of human writing and words that can be observed (Rujakat 2018, 17). According to Sugiyono (2016, 13) qualitative research methods are methods used to examine the condition of natural objects where the researcher is the key instrument. Descriptive research is a research strategy in which the researcher investigates events and phenomena in the lives of individuals and asks a person or group of individuals to tell stories about their lives. The information was then retold by the researcher in a descriptive chronology (Khoiri 2019, 5). To produce accurate results through the use of qualitative methods, researchers must investigate a variety of sources, techniques, and theories in the field. The research subject is the teacher. The aim of the research is to determine the management of educational facilities and infrastructure to improve the quality of learning at MIN 3 Labuhan Batu. Observation, interviews, and documentation are data collection methods. Research data sources collect and store data about subjects. All field notes, photos and teacher notes related to the learning model were collected from documentation through in-depth interview techniques (Ilham 2022, 7).

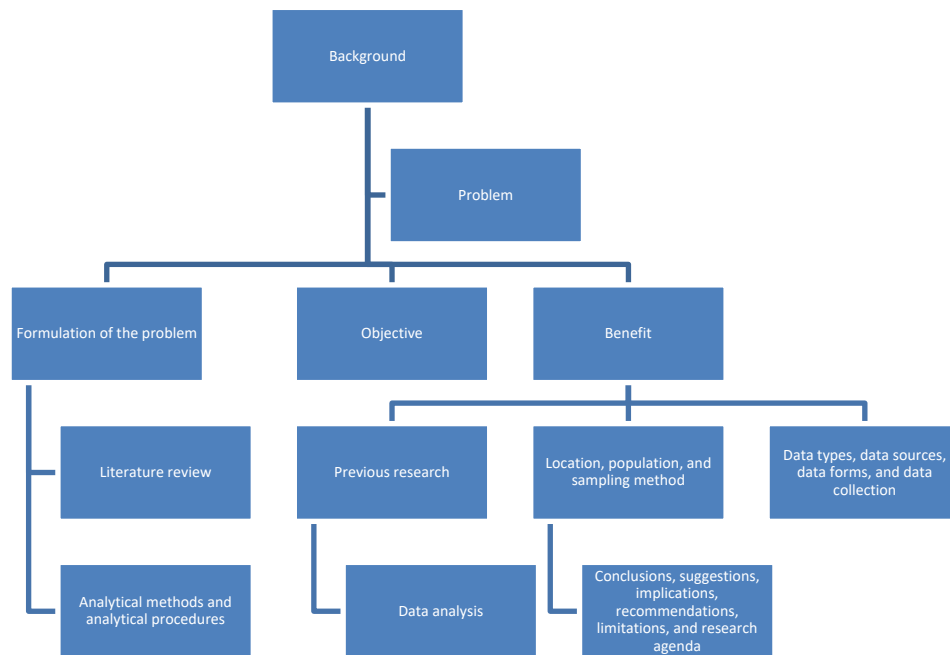


Figure 1. Methode

3. RESULTS AND DISCUSSION

3.1. Management of Educational Facilities and Infrastructure

The situation of educators and students at MIN 3 Labuhan Batu consists of 22 permanent teachers and 18 honorary teachers. The number of students at MIN 3 Labuhan Batu is 600 students consisting of 358 male students and 232 female students. The existence and completeness and optimal use of facilities and infrastructure are mandatory in an educational institution. Likewise, MIN 3 Labuhan Batu has adequate facilities and infrastructure so that Teaching and Learning Activities (KBM) can take place optimally. The existence and completeness of MIN 3 Labuhan Batu facilities and infrastructure include the following:

Tabel 1. Facility

No	Facility
1.	There are 24 classrooms at MIN 3 Labuhan Batu. Each class is equipped with 1 cupboard to store the Al-Qur'an and Mukenah, 25 chairs and tables, 1 long blackboard, 1 projector, 1 chair and teacher's desk, and 1 fan in each class.
2.	The principal's room has 1 cupboard, table and chairs and has air conditioning (AC) and is equipped with a waiting room for guests.
3.	The library room is equipped with special tables and chairs for library staff, and there are also several tables and chairs for students to read, and is equipped with bookcases that are differentiated for each category of book.

4.	The Uks room is equipped with beds, blankets, pillows, thermometers, weight scales and other first aid equipment.
5.	The TU (Administration) room is located next to the library room which is equipped with computers.
6.	The canteen room is located behind the classroom which can be said to be quite spacious and strategic.
7.	Prayer room
8.	Sports equipment at MIN 3 Labuhan Batu is adequate because it is equipped with footballs, futsal balls, baseballs and badminton.

Based on the results of interviews and observations with informants in April 2024 regarding the management of educational facilities and infrastructure at MIN 3 Labuhan Batu, he said that the management of educational facilities and infrastructure first involves all school components such as the principal, deputies and coordinators as well as teachers. The goods procurement meeting is estimated for the short and long term, for example for the long term within one year what must be done first based on the points that have been made at the meeting.

Management of facilities and infrastructure is adjusted to existing funds, both BOS funds and donations from other parties. Next, the procurement of educational facilities and infrastructure is based on the points that have been prepared and then adjusted to existing funds. For the procurement of educational facilities and infrastructure, priority is given to those that are most needed at MIN 3 Labuhan Batu, for example for complete facilities in the library and other facilities. Procurement of these facilities is based on BOS funds and sometimes by submitting a proposal to the Education Office.

3.2. Improving the Quality of Learning

It cannot be denied that in every educational process, the quality of learning is supported by the completeness of educational facilities and infrastructure. Facilities and infrastructure greatly influence students' abilities in the world of learning. Based on the observations of the author of MIN 3 Labuhan Batu, this school also has adequate facilities. Based on the results of interviews with informants, before there were sufficient facilities such as focus, students and teaching staff experienced a few obstacles in learning or a lack of effectiveness in learning. As a result, student learning outcomes are not as expected. Student learning outcomes have increased because with focused methods the style of delivering material is much more effective and makes students much more enthusiastic about learning. Therefore, the efforts made by the school to improve the quality of learning at MIN 3 Labuhan Batu are by completing educational facilities and infrastructure,

motivating students to be active in learning and inseparable from teachers who play an active role in improving the teaching and learning process.

The relationship between facilities and infrastructure and the quality of learning is closely related, for example in the library there are many and complete books on subjects so that students no longer need to buy books outside. This book is used to make it easier for students during the learning process, so that it will motivate students to be more active in studying and are expected to be able to work together with the teacher in the classroom.

Educational facilities are equipment and supplies that are directly used to support the educational process, especially the teaching and learning process, such as buildings, classrooms, tables, chairs, as well as teaching tools and media. What is meant by educational infrastructure are facilities that indirectly support the running of the education or teaching process, such as school yards and school gardens. (Mulyasa 2009, 49). The condition of educational facilities and infrastructure at MIN 3 Labuhan Batu is quite adequate, regarding the books in the library, students do not need to buy books because they are already in the library. Meanwhile, infrastructure such as school yards and gardens are always cleaned every day by daily staff.

Furthermore, the process of managing educational facilities and infrastructure at MIN 3 Labuhan Batu is quite adequate because the provision of facilities and infrastructure is adjusted to needs based on the most important points and adjusted to existing funds, whether from BOS funds or donations from other parties. This is in accordance with Nurbaiti's theory that planning for the procurement of educational facilities and infrastructure is carried out based on needs analysis and determining the priority scale of activities to be implemented which are adjusted to funds and level of interest. (Nurbaiti 2015, 539-546).

Furthermore, regarding inventory, Saihudin stated that inventory is an activity to record and compile a list of existing goods on a regular basis and according to applicable regulations, this inventory is carried out in the context of efforts to improve effective management and supervision of state or private property. (Saihudin 2018, 41).

The inventory process at MIN 3 Labuhan Batu is carried out once a year, for the following year it is made in a new inventory book. According to the author's observations, the storage warehouse at MIN 3 Labuhan Batu is currently still inadequate because unused items in the storage warehouse are piled up and there are even items outside the storage warehouse. Therefore, maintenance is carried out on educational facilities and infrastructure.

Maintenance is an activity carried out continuously to keep goods in good condition and ready for use. Maintenance of educational facilities and infrastructure has a very important role because with good maintenance, education will run well too. (Rika Megasari 2014, 641).

Based on the results of interviews with informants, daily maintenance. To prevent accumulation of goods, the school should remove them by following the applicable rules. Based on

the results of interviews with informants, data was obtained that the elimination of educational facilities and infrastructure at MIN 3 Labuhan Batu had never been carried out. Meanwhile, supervision is supervised directly by the Deputy Head for facilities and infrastructure, assisted by teachers and employees at MIN 3 Labuhan Batu. The following is a picture of the research results.

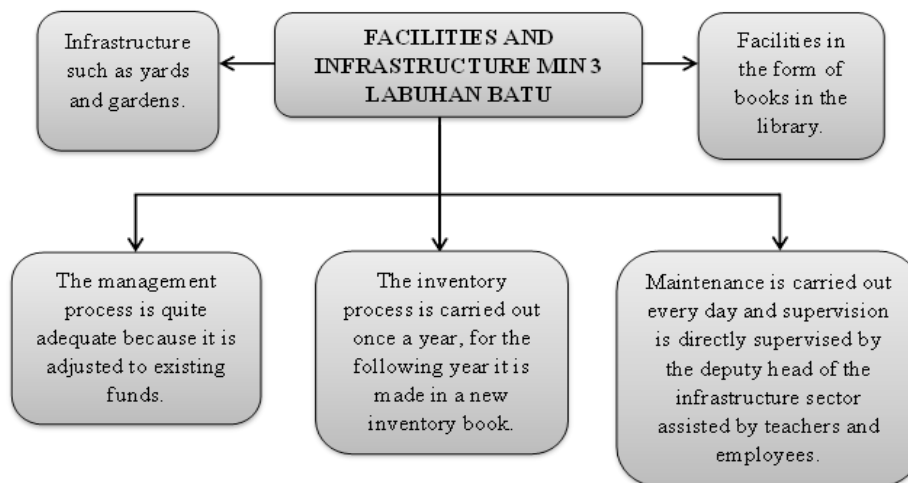


Figure 2. Facilities and infrastructure

CONCLUSION

Some conclusions from the results of research that have been carried out are educational facilities and infrastructure as an element of educational management which has an important role in the teaching and learning process. Management of facilities and infrastructure plays an important role in supporting development. To achieve optimal results in the management of school facilities and infrastructure, school facilities and infrastructure must apply management principles which include planning, organizing, directing and controlling actions taken to determine and achieve predetermined goals through the use of human resources and other sources. Management of educational facilities and infrastructure is carried out by involving all school components such as principals, deputies and teachers, to procure them based on priority needs and adjusted to funds. , both BOS funds and assistance from other parties. Then it is recorded in the inventory book for a period of one year.

Meanwhile, deletion has never been carried out until now. Efforts made are to equip educational facilities and infrastructure and motivate students to study more actively. The Teaching and Learning Process (PBM) or Teaching and Learning Activities (KBM) will be more successful if it is supported by adequate educational infrastructure, so that the government always strives to continue to complete educational facilities and infrastructure at all levels and levels of education, so that the country's physical wealth is in the form of facilities and infrastructure, education has become very big.

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