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Optimization of Facilities and Infrastructure Management in Improving the Quality of Learning at Madrasah Ibtidaiyah

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ARTICLE INFO	ABSTRACT
	The school must also be able to maintain and care for the existing facilities and infrastructure. Thus, students can learn optimally and effectively thanks to school facilities and infrastructure. The aims of this study were (1) to describe how the Planning of Educational Facilities and Infrastructure at M.I.S. Guppi 13 Tasikmalaya, (2) to describe how the Procurement of Educational Facilities and Infrastructure at M.I.S. Guppi 13 Tasikmalaya, (3) to describe how the Maintenance of Facilities and Infrastructure Education at M.I.S. Guppi 13 Tasikmalaya, (4) to describe how efforts to improve the management of educational facilities and infrastructure should be carried out in the future. The method used is field research (field research), which uses a qualitative descriptive approach. This study has three data analysis steps: reduction, presentation of data (display data), and conclusion (Verification). The research results show several conclusions, one of which is that M.I.S. Guppi 13 Tasikmalaya focuses on the administration, provision, usage, and upkeep of educational infrastructure. However, the implementation may be improved even though infrastructure and educational facilities are crucial for supporting teaching and learning activities.

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1. INTRODUCTION

Education is one of the important factors in building a country. We can see developed countries in the world, the main factor that can determine the country's progress is the education factor (Abidin & Sirojuddin, 2024; Alonso-Fernández, Calvo-Morata, Freire, Martínez-Ortiz, & Fernández-Manjón, 2019). Humans need education which determines the quality of life (Danial, Dewi, & Kafrawi, 2021; Gu, Zhang, Li, & Huo, 2023). Education has an important role in advancing a nation, education is a vehicle for improving the quality of human resources universally. Educational institutions continually progress from generation to generation moving to change and develop towards better quality (Cushner & Others, 1992). Education is guidance given to children during their growth and development to reach maturity. It aims to increase knowledge, shape their character, and direct children to become better individuals. Education can also be interpreted as a conscious effort to prepare students for learning through teaching, guidance, and training activities for their future roles (Álvarez, Jivet, Pérez-Sanagustín, Scheffel, & Verbert, 2022). Thus, one of the important factors in achieving educational goals is the learning process carried out.

In reality, education in Indonesia still has several problems or issues that must be immediately corrected by the Government, school or madrasah managers, and the surrounding community to be able to answer the statements stated in the Constitution of the Republic of Indonesia. According to the National Education System Law Article 32 Paragraph (2), SNP is the minimum criteria related to the national standard system of education in the State of Indonesia which has 8 components in national education standards, including graduate competency standards, content standards, process standards, assessment standards, educator standards and education personnel, facilities and infrastructure standards, financing standards, management standards (Kango, Kartiko, & Zamawi, 2021; Sutrisno, Hayati, Saputra, Arifin, & Kartiko, 2023).

In an educational institution, the principal is the highest leader who has so many tasks, functions, and responsibilities. The principal is not only responsible in the academic field, but also responsible for all activities in the school, the state of the school environment, and relations with the surrounding community. The principal is the key to the success of education in schools. An expression states that there is no good school without a good principal (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Huda & Rokhman, 2021).

Management is all activities starting from planning, managing, organizing, and implementing (Arnold, Söbke, & Reichelt, 2019). The relevance of management in Islam is all forms of business that begin and end all because of Allah SWT. If the understanding of management is applied in Islamic teachings, the Qur'an clearly describes how the arrangement between the world and all its inhabitants is carried out by entrusting humans with the responsibility to carry out this order. After that, people are taught to always be responsible for their actions, never abuse their positions, and never delegate or transfer their responsibilities to others. Thus, it can be concluded from the above understanding that management activities are activities that involve many people (Habibi, Arismunandar, Rahman, & Darmawangsa, 2022). Since the activity requires someone to organize or manage it, the person is known as a leader. Therefore, when someone is given the responsibility of leading, he must be able to exercise the authority that has been given to him and be able to be responsible for what has been done. Management in a broad sense is the planning, organizing, directing, and controlling (P4) of organizational resources to achieve goals effectively and efficiently. While management in a narrow sense is school management, school program implementation, principal leadership,

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supervision/evaluation, and school information systems (Basri, Nurhayuni, Hasri, & Sohiron, 2024; Dian, Masripah, Purwandani, Maliki, & Pane, 2022).

Facilities are media or tools for learning so that education runs effectively. School facilities are needed to balance physical development, in a healthy body there is a healthy soul and mind. Educational infrastructure is a facility that indirectly supports the course of an educational process and buildings, classrooms, courtyards, school gardens, access roads to schools, and other elements used in educational institutions (Sugiyono, 2021).

Infrastructure and facilities are educational resources that must be managed effectively and are integral to education management. Buildings, land, administrative tools, and other facilities are specifically used in the teaching and learning process in the classroom (Shi, Lai, Chau, Wong, & Edwards, 2021). Educational infrastructure and facilities are two other educational administration aspects that are decisive in the teaching and learning. It is impossible to ignore the importance of educational facilities (den Brok & Levy, 2005). Educational infrastructure and facilities are also used to help students understand the information provided and use appropriate educational infrastructure and facilities for program activities. Of course, the limited school infrastructure facilities affect student learning outcomes at school. In other words, the process of organizing education in schools and the learning problems faced are not only the concern of the teacher but also supported by the existence and adequacy of educational facilities and infrastructure (Arnold dkk., 2019).

Thus, facilities and infrastructure management needs to receive more attention in educational institutions, such as schools. In addition, someone must be responsible for overseeing infrastructure and facilities. The principal can plan and record the facilities and infrastructure that will be used in the school by controlling the existing facilities and infrastructure. If all stages of management go according to plan, it will benefit students in the teaching and learning process and successfully implement educational goals. Therefore, education service providers, whether the government, principals, teachers, other school personnel, or the community, must continue to strive to improve the quality of education, education, and training by the demands of the times.

With the development of science and technology, teaching and learning activities need to use teaching aids and practical tools as a means to arouse student learning motivation and save time. To achieve learning outcomes that are by predetermined goals, the actual teaching and learning process must be carried out as much as possible. Learning as a system consists of several elements, namely objectives, content or material, methods, facilities, and assessment. Learning activities must be carried out systematically (taking into account all aspects) (taking into account all aspects) so that they are effective and efficient.

In the context of education, the interpretation of quality refers to input, process, output, and outcome (impact) (Rivai, 2010). The quality of education must be interpreted integrally, not partially, for example, the government's efforts to standardize the quality of national education by implementing the National Examination (UN) in evaluating student learning success (Susanti, Zakariyah, Komalasari, & Warlizasusi, 2023). Improving the quality of education will be achieved if the teaching and learning process organized in the classroom is truly effective and helps in achieving the expected knowledge, attitudes, and skills. The teaching and learning process is the core of the entire educational process, where the teacher is one of the important factors that determine the success of the teaching and learning process in the classroom. Therefore, teachers need to improve their roles and skills, competent teachers will be able to create a more effective learning environment and be able to manage the classroom better for better learning outcomes. Students optimally. The quality of the madrasah

is influenced by the ability of the madrasah head to manage the madrasah so that with madrasah management, the mastery of teaching materials to be taught can be received by students well (Susilawati, 2021; Susilawati, Yaqin, Wahidmurni, & Putri, 2023).

Learning quality is the main goal of education. The quality of learning symbolizes the success of schools in achieving learning objectives. Learning quality results from good cooperation from the process and results achieved by students and cannot be separated from the support of teachers and education personnel (Azizi, Bakri, & Choiriyah, 2023; Bakar, Umroh, & Hameed, 2023). If all parties involved, starting from teachers, students, and education personnel, can carry out their roles and responsibilities as well as possible, then quality learning will be achieved.

Like the existence of MIS Guppi 13 Tasikmalaya, an Islamic-based madrasah engaged in education located in the North Curup sub-district, facilities and infrastructure are still lacking or incomplete. Both in terms of the school environment, buildings, and other equipment, and in general, the management, maintenance, and provision of infrastructure are still not optimal. In particular, the infrastructure and teaching facilities of this school need to be maintained. Has not been running as expected and has not brought the full impact on those who use these educational facilities and infrastructure (Aniah, Darmayanti, & Arsyad, 2023; Fauzi & Kartiko, 2023).

The management of educational facilities and infrastructure is a process of achieving and monitoring a certain goal in education. Without management, procurement, use, and maintenance of educational facilities and infrastructure will receive less attention from educational institutions. Therefore, the topic under discussion is how to better manage educational facilities and infrastructure, which is crucial to improving the standard of classroom teaching. Given the significant contribution that school infrastructure and facilities make to the efficiency of the teaching-learning process, it becomes an important endeavor to manage, provide, use, and maintain the school infrastructure as efficiently and effectively as possible. From the various aspects described above, the author is interested in conducting qualitative research entitled 'Management of Educational Facilities and Infrastructure in Improving the Quality of Learning at MIS Guppi 13 Tasikmalaya Rejang Lebong'.

2. METHODS

The method used is the field research method, namely taking a descriptive qualitative approach tailored to the problems in the research. Descriptive qualitative research approaches and types can be used to reveal the facts that occur in the field when research activities are carried out. From this understanding, qualitative research is the main tool where researchers have data collection techniques carried out in triangulation, data analysis is inductive, and the results of this qualitative research emphasize the importance of generalization. Researchers conduct step-by-step studies, interpret, draw conclusions from the data, and then explain the findings and related debates.

Qualitative research is to reveal contextual holistic phenomena that produce descriptive data in a particular context by applying different scientific methods and relying on observation, it can be concluded that it is a research method that must be done. The determination of informants in this study was carried out using a purposive sampling technique. Sampling is not intended to represent the population but rather on the relevance and depth of information and is based on themes that emerge in the field (Erdiyanto et al., 2020). The informants are the principal and headmaster, vice-principal, and the teachers and also some students of Mis Guppi 13 Tasikmalaya, of course, some observers and education experts can be traced through writing

in the form of documents. Furthermore, researchers will follow up on information from these data sources by collecting all materials related to the topics that researchers compile. Data collection is done through direct observation of Mis Guppi 13 Tasikmalaya, conducting interviews with madrasah management, including the Head of Mis Guppi 13 Tasikmalaya who formulates the vision, goals, and policies of the madrasah, as well as educators and education personnel who serve as implementers of the object of research.

The data analysis technique used in this study refers to the research method, namely: The most serious and central difficulty in the use of qualitative data is the methods of analysis are not well formulated (the most serious and difficulty in qualitative data analysis is because, the method of analysis has not been well formulated, therefore in this data analysis using an interactive model that classifies data analysis in three steps, namely: Data reduction (Data Reduction); Presentation of data (Data Display) and Concluding (Verification).

3. FINDINGS AND DISCUSSION

Outcomes Successful learning in madrasah is supported by efficient and effective utilization of school infrastructure and pedagogic resources. Managing school infrastructure and facilities is necessary to ensure the smooth running of learning in schools. Due to the existence of school facilities and infrastructure, managing these resources is a very important job to do, contributing greatly to the success of learning in schools.

The madrasah head must have a vision, and mission, be creative and innovative and quality-oriented (Bastas & Altinay, 2019). To improve the quality of madrasah, a madrasah principal can improve and develop madrasah facilities (Agarwal, Norrmén-Smith, Tomei, Prestigiacomo, & Gandhi, 2013). Educational infrastructure, including learning spaces, renovation and rehabilitation of learning and supporting devices, laboratory space, libraries, computers, learning resource centers, including lecturer or teacher houses, leaders, guards, lecturer and student wc (Barton, Yilmaz, & Morieson, 2021). The practice of managing educational infrastructure and facilities is to provide and preserve an ideal learning environment. With the advancement of science and technology, mastering educational facilities and infrastructure is indispensable for teaching and learning activities. This reveals whether the process of achieving educational goals is successful or not. The way a school manages its infrastructure and facilities affects this.

The process of managing infrastructure and facilities in educational institutions such as schools is the same in all stages. Likewise, in Mis Guppi 13 Tasikmalaya, the management of educational facilities and infrastructure starts from the process of planning educational facilities and infrastructure, procurement of educational facilities and infrastructure, storage, distribution, maintenance, and rehabilitation. The results of the development of facilities and infrastructure include the completion of building repairs or the purchase of laboratories and rooms as needed, as well as the completion of the purchase or repair of extra practice equipment, computers, sports equipment, and the like. Designing infrastructure needs is a component of learning that has been elaborated through the vision, mission, goals, functions, and objectives of education to be achieved.

Planning Educational Facilities and Infrastructure at MIS Guppi 13 Tasikmalaya

MIS Guppi 13 Tasikmalaya continues to strive to become a quality school. A quality school is a school whose educational process can develop its students' intellectual, emotional, spiritual, and physical competencies to be better and of comprehensive quality (Susilawati et al., 2022). Planning is an activity in the initial formulation of the goals of an organization or

management, as well as financing planning. Financing planning is a sequence of activities in financial management to prepare or determine what is desired such as events, conditions, and situations at a later stage. This financing planning has objectives including: 1) As a strategy or preparation of a way to succeed in the management or organization. 2) To expedite management or organizational activities. 3) As a direction or provide direction for management or organizational activities so that they can run effectively and efficiently. 4) As a reference to the program to be implemented so that the target of the program is relevant to what is expected. 5) As a link between what is happening now and what is expected in the future.

In planning for facilities and infrastructure at MIS Guppi 13 Tasikmalaya, this means planning to buy chairs and desks for the students, as well as planning to buy new textbooks for the students, planning to expand the classrooms in the madrasah area, and planning to provide parking space. Four-wheeled vehicles (cars) for teachers (Dhimolea, Kaplan-Rakowski, & Lin, 2022; Faraji, Ezadpour, Dastjerdi, & Dolatzarei, 2022). This school is planning well. This is because the administrative staff who manage facilities and infrastructure, representatives of infrastructure agencies, school supervisors, and teachers who attend joint meetings have planned and agreed together on the educational facilities and infrastructure that students and teachers need to support the teaching and learning process. Due to school coordination, relevant requirements for the teaching and learning process have been considered. The explanation from the school principal regarding this matter is as follows:

The planning of facilities and infrastructure at MIS Guppi 13 Tasikmalaya is very mature, from the purchase of learning equipment for students to the school building, besides being beautiful to look at, it also makes all school members comfortable in the ongoing learning process and can have an impact on the quality of this school as well.

From the results of the interview with the principal, it can be concluded that the planning of educational facilities and infrastructure at MIS Guppi 13 Tasikmalaya has been running well regarding the careful estimation of the design of purchasing, procurement, rehabilitation, distribution, or manufacture of equipment and equipment by school needs. All of this is done to avoid miscalculation or uselessness of an item so that in its implementation the principle of effectiveness can be achieved.

Procurement of Educational Facilities and Infrastructure at MIS Guppi 13 Tasikmalaya

Procurement is all activities to provide all educational facilities and infrastructure needs. Procurement of educational facilities and infrastructure can be done by buying, renting, and receiving grants from other parties(Yurieva, Voropaeva, Beliakova, & Adamchuk, 2021). At MIS Guppi 13 Tasikmalaya, the school purchases facilities and infrastructure. For example, when purchasing madrasah furniture such as chairs and tables, procurement can be achieved by making purchases from furniture manufacturers. When purchasing office equipment, multimedia tools, internships, and teaching materials in bulk, it is done through competitive bidding with other parties. Tactical money can be used to purchase a small amount of stationery at a time. While textbooks can be purchased either privately or with government assistance. Teachers sometimes need school documents, so they hand them over to the assistant superintendent of buildings and infrastructure. Instructors can sometimes ask students to buy certain items if the school cannot fulfill the request. Buy these needs together. Such as the need for office tablecloths, napkins, and decorations.

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The results of interviews by the vice principal related to the procurement of facilities and infrastructure are as follows:

"Acquiring educational facilities and infrastructure can be done in various ways. For example, land acquisition is done by purchasing, receiving financing, receiving usage rights, exchanging, etc. Purchasing buildings/constructions can be done by constructing new buildings, buying, leasing, subsidizing, or trading buildings. Procurement of school equipment or furniture can be done by purchasing. Purchased furniture may be pre-made or unfinished. This equipment can be purchased by making it yourself or with the help of private agencies, communities, individuals, and others."

From the interview results above, in addition to paying attention to the qualitative and quantitative aspects, it is also necessary to pay attention to the existing rules and legal basis so that the existing facilities will not have the effect of problems in the future. For example, when purchasing land, it is necessary to clarify the documents about the land purchased and the purchase and sale documents (Faizah, Dina, Kartiko, Ma`arif, & Hasan, 2023). Similarly, the legal basis should be a notarized deed from the local deed official if a grant is received from another party. The right of use, similar to land, must be accompanied by a written submission from the grantor. For facilities obtained through students, it is also necessary to agree (contract) between the lessee and the lessor, etc.

Maintenance of Educational Facilities and Infrastructure at M.I.S. Guppi 13 Tasikmalaya

Maintenance is an activity that is carried out continuously to keep school property always in good condition and ready for use. Maintenance of educational facilities and infrastructure plays a vital role because, with good maintenance, the implementation of education will run well. In this regard, it was conveyed by the teacher of MIS Guppi 13 Tasikmalaya as follows:

MIS Guppi 13 Tasikmalaya also appealed to all stakeholders to continue to maintain the existing infrastructure in the madrasah. In particular, students must be able to maintain existing facilities and infrastructure such as learning tables and chairs, not to be scattered. In addition to maintaining the classroom so that it is maintained and maintained. Store sports facilities so that they are not damaged and return them after use. There is a response from the teacher regarding this, as follows:

Behind this, some students do not pay attention to what the madrasah needs, instead, they are the ones who destroy the existing infrastructure and facilities, when they scribble on the walls, scribble on the table, and lose the ball while playing soccer during sports class. Same with teachers. There are also one or more teachers who after using the media in learning do not return the media to its original position. so if you need it again, finding the equipment is hard. This is what needs to be improved at MIS Guppi 13 Tasikmalaya regarding the maintenance of existing facilities and infrastructure so that they can be used for the long term.

From the interview results above, it can be concluded that there is an appeal at MIS Guppi 13 Tasikmalaya to maintain facilities and infrastructure at the school. Still, education personnel, teaching staff, and students only partially implement the appeal. Because there are still many students who damage the facilities and infrastructure available at school, and some teachers who after using the media in learning are not returned to their original place.

Strategies for Improving the Management of Educational Facilities and Infrastructure that Should Be Applied in the Future at MIS Guppi 13 Tasikmalaya

To produce a pleasant atmosphere for every teacher and in the school environment, the school is expected to be clean, orderly, and beautiful thanks to the effective management of facilities and infrastructure. Supervising school infrastructure and facilities is to provide professional services related to educational facilities and infrastructure so that the learning process can take place efficiently (Amelia dkk., 2022; Arifin, Sutama, Aryani, Prayitno, & Waston, 2023). So in general, the purpose of organizing educational facilities and infrastructure is to provide professional services to educational facilities and infrastructure to implement the educational process effectively and efficiently. The objectives are as follows: 1) To seek the procurement of educational facilities and infrastructure through a careful and thorough planning and procurement system. In these words, through the management of educational facilities and infrastructure, it is expected that all equipment obtained by the school is high-quality facilities and infrastructure, by the needs of the school, and with efficient funding. 2) To strive for the proper and efficient use of facilities and infrastructure. 4) To strive to maintain school facilities and infrastructure so that its existence is always ready to use when needed by all school personnel.

Educational facilities and infrastructure, especially land, buildings, and school equipment, should describe the school's educational program or curriculum. Because the school buildings and equipment are held based on the curriculum or educational program in force, their suitability allows the existing facilities to support the educational process.

Management of Educational Facilities and Infrastructure in Improving the Quality of Learning at MIS Guppi 13 Tasikmalaya

Management of educational facilities and infrastructure involves keeping them functioning properly so that they can be used at any time when needed. Planning, procurement, inventory, maintenance, storage, and destruction of facilities and infrastructure are all closely interrelated in an educational institution. Having procedures and competencies in managing educational infrastructure is necessary to improve the quality of learning (Al-Shanawani, 2019).

The success of education quality is largely determined by the leadership of the madrasah head in managing the head, facilities and infrastructure, and student. Efforts to improve the quality of education can be pursued through improving the quality of learning and the quality of the assessment system (Colthorpe, Gray, Ainscough, & Ernst, 2021). The quality of learning is the standard of education. The effectiveness of the teaching process is a function of how well teachers engage their students in the learning process. The quality of facilities and infrastructure in schools influences the quality of learning (Kooli & Abadli, 2021).

The results of the researcher's interview with the principal of MIS Guppi 13 Tasikmalaya, related to the management of educational facilities and infrastructure in improving the quality of learning at MIS Guppi 13 Tasikmalaya, are as follows: At MIS Guppi 13 Tasikmalaya, the planning process is carried out collaboratively or cooperatively and involves all stakeholders of the school community in all stages of planning. This involvement will foster a sense of community, which can inspire teachers and other school community members to work towards the plan's success. All educational facilities and infrastructure planning guidelines that have been developed at MIS Guppi 13 Tasikmalaya are then socialized to all educators, teachers, and students. In addition, the development of facilities and infrastructure at MIS Guppi 13 Tasikmalaya, is by considering the instructor's opinion regarding the equipment that is needed for the ongoing learning process.

The above explanation is emphasized by the vice principal of facilities and infrastructure, as follows:

"We initially consider teachers' comments on what facilities and infrastructure are needed in collaborative discussions as we prepare to manage facilities and infrastructure. The operational strategy then incorporates them, meaning that we decide which items are most important to buy and which will be used immediately. Following the creation of the monitoring strategy, we purchase the priority-listed items and then review the list of things that have and have not been done. If not, we will prepare a budget and give it to the principal."

Based on the interview results above, the researcher can conclude that MIS Guppi 13 Tasikmalaya plans its educational infrastructure by deliberating and holding joint meetings (deliberation) by considering all teacher suggestions regarding the facilities and infrastructure needed to support the learning process. The meeting aims to determine the priority scale of facilities and infrastructure that are more crucial to the acquisition process.

The results of the researchers' findings regarding the management of educational facilities and infrastructure in improving the quality of learning at MIS Guppi 13 Tasikmalaya which have been presented descriptively regarding the management strategy of educational facilities and infrastructure in improving learning are as follows: The condition of educational facilities and infrastructure at MIS Guppi 13 Tasikmalaya, the quality of learning at MIS Guppi 13 Tasikmalaya, and the implementation of management of educational facilities and infrastructure in improving the quality of learning at MIS Guppi 13 Tasikmalaya.

4. CONCLUSION

This study aims to describe how planning, procurement, maintenance, and future actions in improving the management of educational facilities and infrastructure at M.I.S. Guppi 13 Tasikmalaya. Based on the study's results, the management of educational facilities and infrastructure at M.I.S. Guppi 13 Tasikmalaya still focuses on administration, provision, use, and maintenance. However, the implementation has not been maximized, even though these facilities and infrastructure support an optimal and effective teaching and learning process. This finding shows the need to improve facilities and infrastructure management to create a better learning environment. Future research is expected to explore more effective methods of managing educational facilities and examine how technology and innovation can be used to improve the quality of facilities and infrastructure. The authors would like to thank the administration of M.I.S. Guppi 13 Tasikmalaya for their support and technical assistance during this research. Thanks also go to the teachers and staff who have contributed to providing the necessary data and information. The authors declare no conflict of interest in this research.

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