# MANAGEMENT OF EDUCATIONAL FACILITIES AND INFRASTRUCTURE IN IMPROVING THE LEARNING PROCESS AT RAUDHATUL ULUM SAKATIGA INTEGRATED ISLAMIC HIGH SCHOOL

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**Abstract:** This study aims to describe the types of facilities and infrastructure contained in the Integrated Islamic High School Raudhatul Ulum Sakatiga, as well as the management of school facilities and infrastructure in improving the quality of learning at school. This type of research is Descriptive Qualitative research where this research uses books, journals and several interviews with sources as research materials. The findings of this study are that there are still facilities and infrastructure at Raudhatul Ulum Integrated Islamic High School that are not yet adequate as described, school facilities that are still often hampered are the availability of stationery in the classroom in the office, management of cleaning tools in the classroom and in the office. but the school as much as possible procures facilities and infrastructure needed by students and teachers and repairs infrastructure that requires repair in order to take place effective and efficient learning.

**Keywords:** Management, Facilities, Infrastructure, Education.

## INTRODUCTION

Islamic education is a system that consists of several important components that are interconnected. One of them is the facilities and infrastructure component. The study of facilities and infrastructure is indeed a matter of discussion that remains actual and interesting, because the existence of facilities and infrastructure in education is absolutely necessary in the educational process. Without educational facilities and infrastructure, the educational process will experience very serious difficulties, and can even thwart education. (Mona Novita, 2017).

In the Big Indonesian Dictionary, facilities are anything that can be used as a tool in achieving a purpose or goal, tool, media. Meanwhile, infrastructure is everything that is the main support for the implementation of a business process, project development, and so on. (Tubagus Djaber Abeng Ellong, 2017)

The definition shows that facilities and infrastructure must be utilised and managed for the benefit of the learning process.

Islamic management of educational facilities and infrastructure has existed since the time of the Prophet Muhammad such as the procurement of Arqam ibn Arqam House, Kuttab, saloon, Mosque and Madrasah as Islamic educational institutions, but still managed with simple management. Although simple, but the management activities of educational facilities and infrastructure have been seen as the activities of planning educational facilities and infrastructure, maintenance of educational facilities and infrastructure

and distribution of educational facilities and infrastructure. (Samsul Nizar, 2007).

The governance that has been carried out by His Majesty the Prophet Muhammad above, turns out to be in accordance with Ministerial Regulation No. 24 of 2007 related to the management of educational facilities and infrastructure, which consists of seven main activities including: (1) planning of educational facilities and infrastructure, (2) procurement of educational facilities and infrastructure, (3) distribution of educational facilities and infrastructure, (4) inventory of educational facilities and infrastructure, (5) maintenance of educational facilities and infrastructure, (6) storage of educational facilities and infrastructure and (7) elimination of educational facilities and infrastructure. (Matin & Fuad, 2016).

From the results of observations, facilities and infrastructure at SMA IT Raudhatul Ulum, there are still shortcomings, such as poorly maintained ceilings, the availability of some books that are not yet available and the availability of stationery for classes that cannot be fully facilitated per month.

By looking at the background above, the author wants to research the management of managing facilities and infrastructure in SMA IT Raudhatul Ulum Sakatiga in improving the quality of learning in SMA IT Raudhatul Ulum Sakatiga.

## METHOD

This research uses qualitative research, qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behaviour, motivation, actions, and habits. This type of descriptive qualitative research presents the data as it is without manipulation or other treatments.

The reason this research uses a descriptive qualitative approach is because the research data taken is from data in the form of writings, words, and documents that come from the sources or informants studied. Qualitative research is to understand something that happens in the field from the perspective of participants. Participants are people who are invited to observation, interviews, thoughts, opinions, perceptions, and asked to provide data.

## RESULTS

Educational facilities and infrastructure are all objects that move and do not move, which are needed to support the implementation of the teaching and learning process, either directly or indirectly. Infrastructure facilities are the overall process of procurement, utilization, and supervision of infrastructure and equipment used to support education so that the educational objectives that have been set are achieved effectively and efficiently. Based on the explanation above, it can be concluded that educational facilities and infrastructure are all devices that support the educational process both directly and indirectly, in order to achieve educational goals effectively and efficiently. (Haetami, 2023).

Educational facilities in view of the role and function of the implementation of the teaching and learning process, educational facilities are divided into 2 parts, namely: (1) learning tools. Learning tools are devices or objects that are used directly by teachers and students. Such as:

books, dictionaries, teaching aids, practical tools and stationery. (2) educational media according to Zakiah Deradjat, namely "learning resources and can also be interpreted as humans and objects or events that create conditions for students to gain knowledge, skills or attitudes"(Parid & Alif, 2020).

While the types of educational infrastructure in schools can be classified into two types, namely: Educational infrastructure that is directly used for the teaching and learning process, such as library rooms, skills practice rooms and laboratory rooms. School infrastructure whose existence is not used for the teaching and learning process, but directly supports the teaching and learning process. Some examples of the last type of school infrastructure include office space, school canteen, land and road to school, restroom, school health room, teacher's room, principal's room and vehicle parking lot. (Anis Zohriah, 2015)..

Observations were conducted at Raudhatul Ulum Integrated Islamic High School, during the observation, researchers found several problems in the school, especially in the procurement of facilities and infrastructure. Researchers found that there were several facilities for classes that were still not well fulfilled, such as the procurement of stationery for classes and teachers, for example for the procurement of markers, erasers and ink refills which were sometimes late.

As well as the management of facilities in the classroom that are not going well, such as when the teacher will write on the blackboard but the marker is not available, and the class manager is reasonably lost so that learning becomes a little hampered. In addition to markers that

are often not available in class, cleaning tools such as brooms and mops that have been given at the beginning of the semester are always missing and disrupt class pickets.

In addition to some of the facilities problems that often occur in the classroom, when learning always uses science and technology, schools as much as possible hold projectors to support the learning activities of teachers who teach in class. Researchers found several classes that have been provided with projectors, 9 classes that have been installed with projectors and 6 classes that have not been installed with projectors.

Researchers conducted an interview with one of the teachers who taught in the class, about what obstacles the teacher experienced while teaching in the classroom. One of the teachers who teaches in class XI of Raudhatul Ulum Integrated Islamic High School said that they were a little hampered by the unavailability of stationery such as markers, erasers and ink replicas which were sometimes not in the classroom. And made the teacher have to explain using the lecture method only without writing on the board. And an interview with a teacher who teaches in the first hour at 07.00 also provides information that there are several classes that are not responsible for the facilities that the school has provided for the class such as cleaning tools that are always lost or borrowed but not returned.

When viewed from the purpose of srana and prasana. Basically, educational facilities and infrastructure have several objectives that must be known as follows
a. Creating a clean, tidy, beautiful school or madrasah that is enjoyable for the school or madrasah community.

b. The availability of adequate facilities and infrastructure both quantitatively and qualitatively and relevant to educational interests. (Ine Rahayu Purnamaningsih & Tedi Purbangkara, 2022)

**Procurement of Education Facilities and Infrastructure**

All activities carried out in schools require the procurement of facilities and infrastructure. Procurement of educational facilities and infrastructure can be done by buying, renting and receiving assistance from other parties. One example is the Package Book Assistance provided by the Ministry of Education and Culture to schools. At SMA IT Raudhatul Ulum Sakatiga, the procurement of educational facilities and infrastructure is carried out by the school. For example, the procurement of chairs and tables for learning is done by buying them directly to the place of manufacture, procurement of teaching aids and learning media, office supplies. And for the procurement of stationery that does not require a large amount can be purchased as needed. As for the needs of classroom furniture, the school will provide cleaning equipment and some stationery such as markers, erasers and ink, and for class needs that are not provided by the school, the homeroom teacher will ask the children to collect cash together to buy class needs that do not yet exist.

In the process of learning PAI, the school has facilitated facilities and infrastructure such as the practice of corpse prayer, the school has provided tools such as shrouds and other tools so that the implementation of learning activities can be carried out properly, and

the school has provided a projector to support the learning process to be more optimal.

**Storage of Educational Facilities and Infrastructure**

Storage of educational facilities and infrastructure to maintain the security of facilities and infrastructure that have been purchased. Storage activities for facilities and infrastructure include receiving goods, storing goods and entering and exiting goods, therefore for storage activities, special officers are needed to handle this activity so that it can be handled properly, officers also know the provisions for the layout of goods and the condition of the storage area. As is done at SMA IT Raudhatul Ulum Sakatiga, which provides a storage warehouse. In the warehouse there are items that are still suitable for use and items that can still be repaired if there is damage.

**DISCUSSION**

After several days of observation at SMA Islam Terpadu Raudhatul Ulum Sakatiga. Researchers managed to collect several issues about the procurement and management of facilities and infrastructure at Raudhatul Ulum Integrated Islamic High School. delays in procurement of facilities carried out by the procurement school, namely,

1. stationery for classes and subject teachers, so learning is slightly hampered in carrying out the learning process in class.
2. Ink refills are often not available in class so that the markers that have been provided in class become empty and unused. The alternative to the problem

is finally the class administrator must buy with class cash.

3. Some classes do not have projectors to support teachers in displaying PPT.

In terms of infrastructure, the most common problems are class leaks, poorly maintained gardens, and chairs and tables that are sometimes lost and damaged. Making the learning process often experience obstacles, the school has tried to bring in a repairman but because it clashes with the repairman's schedule in other schools, it finally makes the repair a little late. However, the school has taken the initiative to repair the damaged infrastructure itself.

## CONCLUSIONS

Educational facilities and infrastructure are all objects that move and do not move, which are needed to support the implementation of the teaching and learning process, either directly or indirectly. Infrastructure facilities are the overall process of procurement, utilization, and supervision of infrastructure and equipment used to support education so that the educational objectives that have been set are achieved effectively and efficiently. Based on the explanation above, it can be concluded that educational facilities and infrastructure are all devices that support the educational process both directly and indirectly, in order to achieve educational goals effectively and efficiently.Facilities and infrastructure at Raudhatul Ulum Integrated Islamic High School still have several aspects that are not yet adequate as explained, school facilities that are still often hampered are the availability of stationery in the classroom in the office, management of cleaning tools in the classroom and in the office. but schools as much as possible procure facilities and infrastructure needed by students and teachers and repair infrastructure that requires repair in order to take place effective and efficient learning.

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