

## EDUCATIONAL FACILITIES AND INFRASTRUCTURE MANAGEMENT : A MULTISITE STUDY AT STATE ISLAMIC SENIOR HIGH SCHOOLS IN WEST JAVA PROVINCE

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### ABSTRACT

*This study aims to analyze the condition and management of educational facilities and infrastructure in State Islamic Senior High Schools (Madrasah Aliyah Negeri / MAN) and their impact on the learning process. Educational facilities and infrastructure are essential components in supporting effective learning and the development of students' potential. This research employed a qualitative approach with a descriptive method through a multisite study conducted at three State Islamic Senior High Schools in West Java Province. Data collection techniques included observation, interviews with school principals, teachers, and facilities and infrastructure managers, as well as documentation studies. The results of the study indicate that the management of facilities and infrastructure in several MAN still faces various challenges, particularly related to the quality of learning facilities and the sustainability of maintenance. These conditions are influenced by several factors, including limited budgets, less optimal maintenance systems, and changes in educational policies. The findings also reveal that adequate facilities and infrastructure contribute positively to increasing students' learning motivation and engagement in the learning process. Conversely, limited facilities may affect the effectiveness of learning activities in madrasahs. Therefore, efforts are needed to improve the management of facilities and infrastructure through systematic planning, strengthened budget allocation, and more effective coordination among madrasahs, the government, and other stakeholders. This study is expected to contribute to the development of facilities and infrastructure management in Islamic senior high schools.*

**Keywords:** *Facilities and infrastructure management, state Islamic senior high schools, learning process.*

### A. INTRODUCTION

Education is a continuous and lifelong process that plays a strategic role in improving the quality of human resources. High-quality education is expected to produce individuals who possess competencies, skills, and the ability to adapt to the dynamic challenges of modern society. Therefore,

education becomes a fundamental pillar in supporting national development and enhancing societal well-being.

In the context of national development, education is widely regarded as a long-term investment in human capital development. Through education, individuals are expected to enhance their intellectual capacity, practical skills, and character, which are essential for social life and the workforce. Consequently, improving the quality of education has become a major agenda continuously pursued by both the government and society.

Various efforts have been undertaken to improve educational quality, including curriculum reform, enhancement of educational personnel, and the provision of adequate educational facilities and infrastructure. These efforts require effective management systems to ensure that all educational components are organized efficiently and productively.

One of the crucial components in the implementation of education is educational facilities and infrastructure. These elements constitute one of the eight National Education Standards and play a significant role in supporting the teaching and learning process. The availability of adequate facilities and infrastructure can enhance instructional activities, enabling the learning process to be conducted more effectively. Furthermore, well-equipped educational facilities can also serve as an important factor in attracting prospective students to educational institutions.

According to Suharsimi Arikunto, teaching and learning activities require facilities that align with the instructional activities carried out by teachers and students. The availability of appropriate facilities also influences the selection of teaching methods employed by teachers in the learning process.

However, various issues related to educational facilities and infrastructure are still frequently found in educational institutions. These include limited supporting facilities, suboptimal management practices, and inadequate maintenance of existing resources. In addition, the lack of professional personnel specifically responsible for managing educational facilities remains a significant challenge in facilities management.

Effective management of educational facilities and infrastructure is expected to create a clean, organized, and comfortable learning environment that supports the learning process. Therefore, the management of educational facilities and infrastructure should be carried out systematically, starting from planning, procurement, utilization, to maintenance.

State Islamic Senior High Schools (Madrasah Aliyah Negeri/MAN), as secondary educational institutions under the Ministry of Religious Affairs, also bear responsibility for providing and managing educational facilities and infrastructure optimally. Several State Islamic Senior High Schools in West

Java Province have relatively adequate facilities and continuously strive to develop their infrastructure as part of efforts to improve educational quality.

Based on this context, this study aims to analyze the management of educational facilities and infrastructure in several State Islamic Senior High Schools in West Java Province, particularly focusing on the aspects of planning, procurement, utilization, and maintenance in supporting the teaching and learning process.

## **B. METHODS**

This study employed a qualitative approach with a descriptive method. The qualitative approach was utilized to gain an in-depth understanding of the phenomenon of educational facilities and infrastructure management in madrasahs. Qualitative research is grounded in a naturalistic paradigm, which seeks to understand phenomena experienced by research subjects holistically through descriptive narratives in natural settings using various scientific methods.

A descriptive qualitative design was applied to systematically describe how the management of educational facilities and infrastructure is implemented in State Islamic Senior High Schools in West Java Province. This study focused on the management processes, including planning, procurement, utilization, and maintenance of educational facilities and infrastructure.

The subjects of this study consisted of individuals directly involved in the management of educational facilities and infrastructure, namely school principals, vice principals for facilities and infrastructure, and teachers. These informants were selected due to their roles and responsibilities in planning, managing, and utilizing educational facilities within the madrasahs. Data were collected through interviews with informants and documentation related to facilities and infrastructure management.

This research was conducted at three State Islamic Senior High Schools in West Java Province: MAN 2 Bogor Regency, MAN Cimahi City, and MAN 1 Bandung City. The data collection techniques employed in this study included:

1. Interviews : Direct interviews were conducted with selected respondents to obtain in-depth information regarding the management of facilities and infrastructure and their utilization in supporting the learning process in madrasahs.
2. Documentation : Various documents related to facilities and infrastructure management were collected, such as facility inventory data, management reports, and assessment documents of educational facilities owned by the madrasahs.

3. Literature Review : Data were also gathered through the review of relevant scientific sources, including books, journal articles, and previous research related to educational facilities and infrastructure management.

The collected data were analyzed using descriptive qualitative analysis through several stages: data reduction, data display, and conclusion drawing. This analytical process aimed to provide a comprehensive understanding of the management of educational facilities and infrastructure in State Islamic Senior High Schools in West Java Province.

To ensure data validity, this study employed source triangulation and method triangulation by comparing data obtained from interviews, documentation, and literature review. This approach enhances the credibility and reliability of the research findings.

## C. RESULTS AND DISCUSSION

Etymologically, the term *management* is derived from the English word *to manage*, which means to organize, administer, and implement activities. Terminologically, management refers to the process of utilizing various resources effectively and efficiently to achieve specific objectives. In the educational context, management functions as a process of organizing various educational components in a systematic and structured manner to ensure the achievement of educational goals. In general, management encompasses four primary functions: planning, organizing, actuating, and controlling. These functions serve as the foundation for managing various programs within educational institutions, including the management of educational facilities and infrastructure.

Based on the findings obtained from three State Islamic Senior High Schools in West Java Province MAN 2 Bogor Regency, MAN Cimahi City, and MAN 1 Bandung City this study provides an overview of facilities and infrastructure management, covering planning, procurement, evaluation, and follow-up actions.

### **Planning of Educational Facilities and Infrastructure**

Planning is a crucial initial stage in facilities and infrastructure management. It aims to prevent errors and minimize potential failures in managing educational resources. Effective planning enables educational institutions to accurately identify their needs and develop strategic steps for fulfilling them.

The findings indicate that planning in the three madrasahs was conducted through a needs analysis of facilities that support the learning process. The planning process began with coordination meetings involving the principal, vice principal for facilities and infrastructure, and teachers. During

these meetings, teachers proposed the necessary learning facilities required both in classrooms and within the school environment.

Subsequently, the schools identified existing facilities and evaluated their feasibility for continued use. Facilities that could still be repaired or reused were prioritized for maintenance rather than replacement. In addition, planning was carried out by considering priority scales and budget availability. Thus, procurement decisions were aligned with the most urgent needs and the financial capacity of the schools.

These findings are consistent with the theory proposed by Barnawi and M. Arifin, which states that planning for educational facilities and infrastructure involves several stages, including identifying needs, estimating costs, determining priority scales, and developing procurement plans. Based on the analysis, it can be concluded that planning practices in the three madrasahs have been implemented effectively through systematic needs assessment, collaborative decision-making, and priority-based planning.

### **Procurement of Educational Facilities and Infrastructure**

Procurement refers to activities aimed at providing the facilities required to support the teaching and learning process. The primary objective of procurement is to fulfill educational needs to ensure that learning activities can be conducted effectively and efficiently.

The findings reveal that procurement in the three madrasahs was carried out based on previously established plans. Procurement decisions considered both instructional needs and available financial resources. Funding sources included the School Operational Assistance (BOS) fund, school operational budgets, and external contributions from supporting stakeholders.

In practice, procurement was conducted through various mechanisms, such as purchasing goods, receiving government assistance, and accepting donations from external parties. This aligns with the perspective of Barnawi and M. Arifin, who argue that procurement can be carried out through multiple approaches, including purchasing, self-production, grants, leasing, borrowing, exchange, and rehabilitation of existing facilities.

The analysis suggests that procurement practices in the three madrasahs have been implemented effectively, as they are based on actual needs and supported by diverse funding sources. This indicates that the schools have made considerable efforts to manage procurement in a way that supports the learning process.

## **Evaluation of Educational Facilities and Infrastructure**

Evaluation is conducted to assess the condition and feasibility of facilities used in the learning process. It is essential to determine whether facilities remain usable or require repair or disposal.

The findings show that evaluation in the three madrasahs was carried out periodically through routine inspections of facility conditions. When damage was identified, the schools prioritized repairs to ensure continued usability. However, if facilities were no longer repairable or deemed unfit for use, they were removed from the inventory list.

In some cases, unusable items were sold as second-hand goods, and the proceeds were allocated to the school budget. This practice is in line with Martin and Nurhattati Fuad, who suggest that the disposal of educational facilities can be conducted through auction or destruction of unusable items. Through regular evaluation, schools are able to maintain the quality and usability of facilities, thereby ensuring that the learning process is supported by adequate and functional resources.

## **Follow-up Actions in Facilities and Infrastructure Management**

Follow-up actions constitute an integral component of facilities and infrastructure management. These actions are undertaken to improve the quality of management based on evaluation results.

The findings indicate that follow-up actions in the three madrasahs included repairing damaged facilities, procuring new resources, and strengthening supervision of facility utilization. The role of the school principal was found to be particularly significant in determining policies related to procurement and utilization. Effective leadership contributes to more optimal management of facilities and infrastructure, which in turn supports improvements in the quality of learning.

The availability of adequate facilities is also aligned with the Regulation of the Minister of National Education No. 24 of 2007 concerning Standards for Educational Facilities and Infrastructure, which states that every educational institution must provide facilities that meet minimum standards to support the learning process.

Therefore, effective management of educational facilities and infrastructure is expected to create a clean, organized, and conducive learning environment for both teachers and students. Such conditions contribute positively to improving the quality of the learning process and overall educational outcomes in madrasah.

## D. KESIMPULAN

Based on the findings of this study on the management of educational facilities and infrastructure in three State Islamic Senior High Schools in West Java Province, it can be concluded that facilities and infrastructure management has been implemented through several key stages, namely planning, procurement, evaluation, and follow-up actions.

At the planning stage, the madrasahs conducted needs analysis and determined priority scales through coordination meetings involving the school principal, vice principal for facilities and infrastructure, and teachers. The procurement process was carried out based on instructional needs, utilizing various funding sources, including the School Operational Assistance (BOS) fund and support from relevant stakeholders.

Evaluation of facilities and infrastructure was conducted periodically to assess the condition of available resources, enabling decisions regarding repair or disposal of facilities that were no longer suitable for use. Follow-up actions were implemented through maintenance efforts, procurement of necessary facilities, and strengthened supervision of the utilization of educational resources within the madrasahs.

The findings indicate that the availability of adequate facilities and infrastructure contributes positively to enhancing students' learning motivation and engagement in the learning process. Therefore, continuous efforts are required to improve the quality of facilities and infrastructure management through systematic planning, regular maintenance, and effective coordination among madrasahs, government authorities, and other stakeholders.

With effective management, educational facilities and infrastructure are expected to support the creation of more effective and high-quality learning processes in State Islamic Senior High Schools.

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