

## **Management of Educational Facilities and Infrastructure in Improving the Learning Process**

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**Abstract:** This study aims to see how SD IT Ishlahul Ummah Prabumulih implements educational facility and infrastructure management to enhance the learning process. The data collection methods used were evaluation, reporting, and interviews, and the approach used was phenomenological descriptive. The principal, deputy principal, person in charge of facilities and infrastructure, treasurer, teachers, and committee chairpersons were all sources of information. Techniques for data analysis include data reduction, data interpretation, and conclusions. Techniques for data analysis include data reduction, data interpretation, and conclusions. The study's findings revealed that the use of facilities and resources in the learning process was not optimal, especially for educators. The full support of all school members, particularly foundations, is a supporting factor in the facility and infrastructure management process, while the inhibiting factor is a lack of knowledge of the importance of maintaining facilities and infrastructure among educators and students.

**Keywords:** Facilities and Infrastructure, Management, Utilization

### **A. Introduction**

Education is the driving force behind the progress of the country. A country's subsequent generation will likewise be good if its educational system is good. In the meantime, the design and direction of the educational system reveal a country's attitude toward education. A nation's growth and progress are more evident the more clearly educated its citizens are. To accomplish national education goals, all educational components are merged and interconnected to form the national education system. The most crucial investment a country can make, particularly a developing one, is in education. Development can only be carried out by humans who are prepared through education (Nasution, 2009).

In addition to imparting knowledge and cultivating intellectual capacity in pupils, education also aims to build and inculcate virtue, morality, and culture in them. Since education aims to maximize each person's potential and prepare them for independence, people must possess a variety of skills to develop a range of competencies. These are the values, inventiveness, notions, abilities, and obligations that every person must possess. People must develop in their psychomotor, emotional, and cognitive domains. Humans are social animals that constantly blend in with their surroundings, and a person's capacity to grow personally has a big impact on how well they socialize (Syukur, 2011).

This description of education's purpose leads one to the conclusion that education is a process that tries to shape a person into a mature, moral, religious, skilled, and intelligent individual. The presence of decent, talented, and intellectual people can produce a generation that can progress Indonesia. The classroom is one setting in which education can be pursued. In schools, education aims to expose children to the process of learning, which develops what they really and potentially have. This process of learning might result in changes in the students that align with expectations.

Through an active, creative, effective, and enjoyable learning process, students will: (a) learn to have faith and be devoted to God Almighty; (b) understand and appreciate; (c) learn to be able to carry out and act effectively; (d) learn to live together and be useful to others; and (e) learn to build and discover self-identity. Sufficient infrastructure and facilities are needed to make sure this happens. The Minister of National Education Regulation Number 24 of 2007 dated June 28, 2007, states that adequate facilities and infrastructure must meet the minimal requirements outlined in the facilities and infrastructure standards. Infrastructure plays a crucial role in facilitating educational endeavors. It is anticipated that having a fully functional infrastructure will enable students to engage in a wider range of learning activities, gain new experiences, and find it simpler to understand the content that their teachers are teaching.

Educational facilities include things like buildings, classrooms, tables, seats, and instructional materials that are specifically employed in the teaching and learning process. Facilities like yards, gardens, school gardens, and roads leading to schools are examples of educational infrastructure that obliquely aids the teaching process (Qomar, 2007). This infrastructure shifts to become an educational facility if it is used specifically for the teaching and learning process, as in the case of a schoolyard used for sports or a school garden used to teach biology. Infrastructure turns into a fundamental component when it serves as a means. On the other hand, if the infrastructure is independent or distinct, it indicates that its role is to support the facility.

Management is required to carry out instruction in a directed, orderly, and orderly manner. The art of managing is doing tasks with the help of people. based on the idea that management oversees others to accomplish corporate objectives (Qomar, 2007). The entire educational process cannot be isolated from management or administration, as without it, educational goals cannot be achieved in the most effective, efficient, or ideal way possible. This idea applies to all educational establishments or establishments that need to be managed effectively and efficiently. Effective and efficient refers to accomplishing objectives while utilizing less energy, time, and money.

Management of educational facilities and infrastructure, according to Bafadal (2003), is the cooperative process of making effective and efficient use of all educational facilities and infrastructure. All essential equipment that helps schools carry out their educational programs in an indirect manner is referred to as educational infrastructure. On the other hand, all furnishings, supplies, and equipment utilized specifically for teaching and learning are referred to as educational facilities. According to Bafadal (2013), the goal of infrastructure management is to offer expert services in the area of educational facilities and infrastructure so that the educational process can be carried out successfully and efficiently.

As an educational institution, SD IT Ishlahul Ummah Prabumulih has essentially implemented infrastructure management, including science and computer laboratories. Additionally, there are enough resources to support educational activities, including media and resources for science, math, sports, and other subjects. However, it is not by the minimum standards of Minister of National Education Regulation no. 24 of 2007, concerning standards for facilities and infrastructure as the author has written above, for example, although there is a laboratory, in terms of space and equipment in it it is not yet standard, there is a lack of human resources in the management, maintenance, and procurement of educational facilities and infrastructure. in this school is still not implemented according to standards, utilization has not been fully utilized by all interested parties, especially teachers in the learning process, resulting in less than optimal management of infrastructure (Observations at SD IT Ishlahul Ummah Prabumulih, 2020).

If those in charge of school facilities and infrastructure are qualified to do so, then learning will occur in schools in the most efficient manner possible. Planning, acquiring, supervising, storing, inventory, and organizing and arranging tasks are all included in management duties. It is envisaged that attractive learning environments for instructors and students can be achieved through effective facility and infrastructure management. Furthermore, it is hoped that there will be sufficient resources for learning—quantitatively, qualitatively, and about needs—that can be

used to best advantage the process of teaching and learning, for the benefit of both teachers and students (Choirul, 2008).

The optimal form of management of facilities and infrastructure is carried out by recruiting certified management staff, as well as understanding the management of facilities and infrastructure, followed by an inventory of existing facilities and infrastructure as well as the use of the facilities and infrastructure. The inventory is also equipped with a register of facility and infrastructure users so that the condition and existence of all existing facilities and infrastructure can be controlled. There are several facilities and infrastructure that if they are no longer used should be abolished (Sugeng, 2017).

The infrastructure and facilities used by the principal to run the school play a part in raising the standard of instruction. There are four distinct strategies: 1) making the most of the current classroom space for the learning process; 2) organizing the space to best serve needs; 3) making the most of the library's potential as a learning space; and 4) maximizing the role of teachers by raising the standard of instruction (Suliah et al., 2019).

In addition to being a school that prioritizes serving Muslim students and works tirelessly to mold pupils into well-informed, competent, morally upright adults, SD IT Ishlahul Ummah Prabumulih must also be mindful of all aspects of its facilities. The community's enthusiasm for studying at SD IT Ishlahul Ummah Prabumulih is excellent, as evidenced by the school's status as the first Integrated Islamic school in Prabumulih City's Elementary School unit and the steady increase in student enrollment each year. However, from the Accreditation Results obtained by SD IT Ishlahul Ummah Prabumulih, it is still accredited with a B predicate, based on the Decree on Determining BAP-S/M Accreditation Results Number 549/BAP-SM/TU/X/2015 (Observation of SD IT Ishlahul Ummah Prabumulih, 2020).

Research on infrastructure is very necessary to reveal the efforts that have been made by schools, teachers, and school committees in the management or management of facilities and infrastructure, as well as the role and contribution of foundations in private schools so that in the future lessons can be taken to create an infrastructure that can facilitate participants. better educators, teachers, and employees. Based on the background above, the author intends to conduct research with the title "Management of Educational Facilities and Infrastructure in Improving the Learning Process at SD IT Ishlahul Ummah Prabumulih"

## **B. Methods**

This research will be carried out at the Ishlahul Ummah Prabumulih Integrated Islamic Elementary School (SD IT), Muara Dua Village, East Prabumulih District,

Prabumulih City. In this study, the object of research is the management of educational facilities and infrastructure at SD IT Ishlahul Ummah Prabumulih which is quite good. The method used is a qualitative method. According to Moleong (2011), qualitative research is research that aims to understand the phenomena experienced by the research subjects. Qualitative research according to Sugiyono (2016), namely: 1) carried out in natural conditions, directly to the data source and the researcher is the key instrument, 2) qualitative research is more descriptive, 3) qualitative research places more emphasis on the process than on the product or outcome, 4) qualitative research carries out inductive data analysis, 5) qualitative research places more emphasis on meaning (the data behind what is observed).

The data collection method that will be used in this research is as follows:

1. Observation, according to Noor (2013) observation techniques require observations from researchers both directly and indirectly on the research object. In this technique, researchers carry out direct observations at the place and object being observed, namely SD IT Ishlahul Ummah Prabumulih.
2. Documentation, according to Sugiyono (2016), documentation is a record of past events. The documentation taken by researchers is in the form of data that describes the management of educational facilities and infrastructure at SD IT Ishlahul Ummah Prabumulih which aims to deepen the validity of the data that has been obtained through other data collection tools.
3. Interview, in this research, researchers conducted open interviews with informants by meeting face to face to obtain information orally data that could explain the research problem. According to Rachmawati (2007), interviews in qualitative research have slight differences compared to other interviews and are even different in quantitative research. In this research, formal interviews will be conducted, in-depth interviews will be conducted by the author with the Principal and Deputy Principal as leaders who have duties and responsibilities in every management of facilities and infrastructure carried out in improving the learning process in schools.

### **C. Results and Discussion**

After gathering information through observations, interviews, and documentation, researchers discovered findings about how to manage SD IT Ishlahul Ummah Prabumulih's infrastructure and facilities to enhance the educational process. We may conclude that the school does a fairly good job of maintaining its infrastructure and facilities, particularly when it comes to offering supporting infrastructure. rich in school committees and foundations. Direct observations and questionnaires at the school made it evident that the research site was in good shape and that the community preferred this particular school for their children to attend in the Prabumulih city region. This is very interesting to find out because every new school

year, SD IT Ishlahul Ummah Prabumulih never announces admission of new students because the class quota has been filled in the previous 2 months.

Many successes, in the Olympics and other events, have been attained by the people's excitement for the institution. Over the past three years, there has been a noticeable fall in achievement. This is evident in the lack of success in academic competitions as well as in the exam scores, which have been declining year. It is necessary to find the cause of this condition. Complete facilities and infrastructure do not seem to be able to enhance the quality and effectiveness of the learning process, and students do not seem to notice the difference, particularly when it comes to comfort during the learning process because learning media and infrastructure are not being used to their full potential in teaching and learning activities. This is corroborated by other studies that highlight how crucial infrastructure and amenities are in assisting with educational endeavors. The study's findings indicate that State Vocational High School 1 Probolinggo City's educational quality is impacted by its infrastructure. Based on these results, it shows that the educational infrastructure variable has a positive influence on the quality of education, while the frequency distribution in a variable is good for facilitating students and teachers (Anwar et al., 2022).

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The SD IT head, Ishlahul Ummah Prabumulih, was interviewed, and the results showed that various training programs, including workshops, teacher working groups, in-house training, and others, have been prepared for future implementation this semester. is a very wise move. With facilities and infrastructure that can be considered rather complete, SD IT Ishlahul Ummah Prabumulih has a lot of potential to enhance the educational process.

According to Gunawan (Firmansyah et al., 2018), the goal of the educational infrastructure management process is to offer expert services in the field of

educational infrastructure to support the successful and efficient execution of the educational process. The government, parents, and students at SD IT Ishlahul Ummah Prabumulih have worked well together to make the amenities and infrastructure available. The school's teaching and learning process is efficient, but there are still many challenges, particularly when it comes to teaching and learning because of the environment and surroundings of the school, which are dull and monotonous because there aren't many learning resources available. Children of elementary school age need a diversified learning environment because they spend their entire day in school, from dawn to night, and cannot take the much-needed afternoon break to revitalise themselves. The situation is that a full-day school system is implemented, but it is not counterbalanced by the establishment of a comfortable environment, and pupils will undoubtedly suffer greatly from inadequate media use. This is demonstrated by the fact that even after spending the entire day studying in class, children are still required to participate in tutoring activities after school. The length of time students study in a school environment does not guarantee that students gain more knowledge, better achievement, and high test scores if it is not balanced with an increase in the quality of the learning process.

Facilities and infrastructure availability have a big impact on how the learning process unfolds, as seen from the perspective of infrastructure management. This is evident from the student success statistics, where the average score is still above the good category despite a decline. The infrastructure and facilities that are already in place at the school should be developed, used, and maintained by teachers creatively and innovatively to make learning in the classroom more engaging, varied, and easy for students to understand. This will help schools become better in the future. improved modifications to the method.

Other staffing-related issues also require careful consideration. The annual contract system that is in place results in annual teacher turnover, which undermines school efforts to enhance teacher quality and training outcomes. After receiving professional development and training, some teachers found that their contracts were not renewed, causing them to leave the school the following year. New teachers were then hired, who had to start over from scratch with adjustments, and this cycle continued year after year.

Through good professional supervision, the principal has been able to persuade teachers to enhance the learning process, which has led to a strong sense of commitment, improved work capacity, and satisfaction in teaching and learning. In addition, the management of the principal oversees the observation of instructional activities by teachers in the classroom and facilitates group or interpersonal problem-solving talks through group meetings or daily work assessments. The goal of this is to enhance the productivity of teaching and education personnel as well as

school principals. To effectively improve learning, the principal's management as a leader in the educational unit uses learning leadership, specifically: (1) modeling; (2) monitoring; and (3) professional dialogue and discussion. Kadarsih et al (2020) clarify the principal's main duties as a managerial, supervisory, and entrepreneurial leader. The principal is the keynote speaker or key person in leading and managing the school so that educational goals in the school are achieved.

Not only can teachers participate in external training to enhance their skills in using facilities and infrastructure, but schools can also invite resource persons in to provide complete training to all members of the teaching staff. Quality improvement techniques that are selected to prioritize enhancing and sustaining the quality of education by making sure that each step is operating and evaluated well must be established to achieve realistic improvements in the quality of education. To raise the standard of teaching, school principals must engage in extensive coaching that includes guidance, consultation, engagement, and authority delegation to teachers. This is reinforced by literature that explains that the quality of education will not be successful without the right strategy for improving the quality of all components. The problems that occur include teacher professionalism, graduate competency standards, effective learning, and programs that do not support quality achievement. One effort to improve quality is through the application of strategic management so that we can determine the right strategy to improve the quality of education (Adilah & Suryana, 2021).

Teacher development is a set of professional services and support offered to teachers by more knowledgeable individuals (supervisors, school principals, and other specialists) to enhance the caliber of learning processes and outcomes to meet predetermined educational objectives. This indicates that to become professional educators in the teaching and learning process, the educators here receive training and other support. In teacher development, of course, several things need to be considered, one of which is that professional teacher development needs to first pay attention to the teacher human resource selection process (Sarnoto & Fadjar, 2022).

Based on the research results above, SD IT Ishlahul Ummah has effectively implemented the management of facilities and infrastructure to enhance the learning process. This is evident from the school's constant efforts to actively involve the entire academic community, including the foundation, deputy principals, administration, teachers, and committees, in determining the facilities and infrastructure to be planned, daily procurement of facilities and infrastructure, maintenance of facilities and infrastructure, or as the person in charge of or daily manager of a particular room, such as a prayer room, laboratory, or other space. Apart from that, the school principal is also always open to teachers or employees who wish to give their opinions to provide facilities and infrastructure to support

their performance to improve the quality of education through the learning process at school.

#### **D. Conclusion**

The research indicates that while the management of facilities and infrastructure at SD IT Ishlahul Ummah Prabumulih is effective, improvements are needed in the utilization and maintenance of the infrastructure. The use of these facilities in the learning process is not optimal, particularly for teaching staff. The school has made efforts to improve the management of facilities and infrastructure, but the standard of management has not improved over the last two years. This has led to a decline in student test scores and academic achievements. Supporting factors for teachers include enthusiasm, motivation, and education, while the 1-year contract system necessitates readjustments. Awareness of maintaining existing facilities is also lacking for both students and educators.

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