



## AL VADAUKAS

### Journal of Education and Islamic Studies

Vol. 1 No. 2 September (2025)

ISSN: XXXX-XXXX (Print) ISSN: XXXX-XXXX (Electronic)

Open Access: <https://jurnal.ypiskhairulimam.com/al-vadaukas/index>

## Management of Educational Facilities and Infrastructure in Supporting Student Learning Achievement at Miftahul Qulub Islamic Junior High School

Achmad Syafiul Anwar<sup>1</sup>, Lukman Hakim<sup>2</sup>

<sup>1,2</sup> Universitas Hasyim Asy'ari Tebuireng Jombang

[syafiulanwar26@gmail.com](mailto:syafiulanwar26@gmail.com)

[hakimbho@gmail.com](mailto:hakimbho@gmail.com)

#### Article Info :

Received:

21-09-2025

Revised:

25-09-2025

Accepted:

30-09-2025

#### ABSTRACT

*Educational facilities and infrastructure play an important role in supporting the smooth running of the learning process and the achievement of student performance. At MTs Miftahul Qulub, facilities and infrastructure management is one of the aspects that needs to be managed optimally to create a conducive learning environment. This research aims to determine how the planning, procurement, maintenance, and challenges faced in managing school facilities and infrastructure are handled. The research method used is qualitative with a case study approach thru interviews, observation, and documentation. The research results show that the school has conducted a needs analysis, developed a long-term plan, carried out renovations, and performed routine maintenance, although it still faces limitations in budget, physical space, and a rather lengthy procurement process. Overall, the management of facilities and infrastructure at this school has proven to have a positive impact on learning comfort, student motivation, and academic achievement. This research concludes that good management of facilities and infrastructure is crucial for supporting the improvement of education quality, necessitating periodic evaluation and collaboration with the government and community to overcome various limitations.*

**Keywords:** Management, Infrastructure, Learning Achievement



©2022 Authors.. This work is licensed under a Creative Commons Attribution-Non Commercial 4.0 International License.

(<https://creativecommons.org/licenses/by-nc/4.0/>)

## INTRODUCTION

The management of educational facilities and infrastructure plays a critical role in supporting effective teaching and learning processes (Anwar, 2017). Facilities such as classrooms, libraries, laboratories, and sports areas contribute significantly to the comfort and productivity of both students and teachers. When well-managed, these resources help schools achieve their educational objectives more efficiently (Ananda & Banurea, 2017). In accordance with Government Regulation No. 32 of 2013, every educational institution is mandated to provide adequate facilities and infrastructure to ensure the continuity and quality of the learning process. To meet these standards, schools must develop comprehensive and strategic facility management plans. In this context, the current study focuses on evaluating how MTs Miftahul Qulub manages its educational facilities and infrastructure to support sustainable learning.

Problems that arise in schools related to facilities and infrastructure are usually related to limited funds, lack of planning, and poor maintenance. Although Madrasah Tsanawiyah Miftahul Qulub Tawar has an A accreditation, it still faces obstacles in providing facilities because the high number of students requires optimal service. Deficiencies in the facilities aspect can impact students' learning outcomes, both academic and non-academic (Bararah, 2020). The imbalance between the number of students and available facilities also affects learning comfort (Darmiah, 2021). If not handled well, this can hinder the improvement of education quality in schools. Therefore, systematic management is essential to address these challenges.

The urgency of research on facilities and infrastructure management at MTs Miftahul Qulub is evident from its important role in supporting student academic achievement. Adequate facilities and infrastructure can increase motivation, broaden horizons, and provide students with a more concrete learning experience (Suranto, 2022). Without proper management, existing facilities will be difficult to utilize optimally. Therefore, this research is important to conduct in order to understand how the planning, implementation, and evaluation of facility management in schools are carried out. This aligns with Anwar's (2017) opinion that educational management should be directed toward the effective utilization of resources. Thus, the research results can make a real contribution to improving the quality of education.

Some previous studies have shown the relevance of this topic. Herianto et al. (2021) emphasized that facilities and infrastructure management is an important support in improving students' learning achievement. Another study by Nurstalis et al. (2021) highlighted the importance of facilities and infrastructure management in improving the quality of education thru planning, procurement, and maintenance. Meanwhile, Syafi'i et al. (2018) highlighted learning achievement from cognitive, affective, and psychomotor aspects, as well as internal and external factors that influence it. These three studies confirm the close link between facilities, management, and learning achievement. However, their research focus differed from the study conducted at MTs Miftahul Qulub. From this, a research gap that needs to be filled can be seen.

The novelty of this research lies in its focus, which directly links facilities and infrastructure management with student learning achievement at MTs Miftahul Qulub. Unlike the general research by Herianto et al. (2021), this study examines a specific educational institution under real-world conditions. Additionally, this research also highlights the obstacles and solutions to the procurement of facilities, which are current issues in schools. This provides an additional contribution to the study of educational management, which typically focuses on quality at a macro level. With this research, it is hoped that a new perspective on facility management practices in madrasahs will emerge. Therefore, the novelty of the research clearly lies in the location, object, and problem being studied.

The focus of this research consists of five important aspects: planning, implementation, conditions of implementation results, obstacles, and ways to overcome obstacles in the procurement of facilities and infrastructure. The research question is formulated to uncover how MTs Miftahul Qulub manages educational facilities to support student learning achievement. This focus is relevant to the national education goals, which emphasize the effectiveness and efficiency of resource utilization. Additionally, this research also considers the national education standards established by the government (President of the Republic of Indonesia, 2005). With this research focus, the analysis is expected to depict the real conditions occurring in the school. This serves as the basic framework for compiling the research findings.

The purpose of this study is to determine the planning and implementation of infrastructure management at MTs Miftahul Qulub, as well as to evaluate the results and obstacles encountered. Additionally, the research also aims to find solutions to the obstacles faced, so that schools can continue to improve their quality. This research aligns with Arifin's (2016) view that infrastructure management must be carried out comprehensively, from planning to maintenance. With this research, it is hoped that school principals, teachers, and relevant parties can understand the importance of facility management. This objective is not only descriptive but also applicable for future improvement. Thus, this research is expected to serve as a practical reference for educational institutions.

Management in the educational context extends beyond simple organization; it involves the strategic utilization of resources to achieve clearly defined educational objectives. According to Dakir et al. (2016), drawing from the Oxford Advanced Learner's Dictionary, management is the process of directing and controlling an organization to ensure its effective functioning. Applied to education, this includes the systematic management of facilities and infrastructure to enhance the efficiency and quality of the learning process. Effective facilities management encompasses activities such as inventory control, routine maintenance, and the disposal of obsolete or damaged assets (Nasrudin & Maryadi, 2018). As such, infrastructure management serves as a crucial strategy for improving educational outcomes. Developing institutional awareness of the importance of this process is a foundational step toward achieving higher educational quality (Firdianti, 2018).

## **RESEARCH METHODS**

This study employed a descriptive qualitative approach with a case study design, aiming to explore the research phenomenon in a holistic and contextual manner using multiple data sources to ensure the validity and reliability of findings (Moleong, 2018). The researcher acted as the primary instrument, supported by tools such as observation checklists, interview guides, and documentation protocols. Researcher credibility was established through methodological knowledge, subject-matter expertise, and field preparedness. The research was conducted at MTs Miftahul Qulub, located in Tawar Village, Gondang District, Mojokerto, in March 2023. Primary data were collected from the school principal, head of infrastructure, and relevant administrative staff, while secondary data were drawn from institutional records and documents. Data collection techniques included direct observation, both structured and unstructured interviews, and document analysis. Data analysis was carried out in six stages: data collection, data reduction, data display, data categorization, interpretation, and drawing conclusions. To ensure the credibility and objectivity of the findings, data validity was tested using source triangulation, technique triangulation, and time triangulation.

## **RESULTS AND DISCUSSION**

### **Planning for Educational Facilities and Infrastructure**

Planning for Educational Facilities and Infrastructure Planning for facilities and infrastructure at MTs Miftahul Qulub is a strategic step aimed at ensuring that all educational facilities are able to optimally support the teaching and learning process. The initial planning phase is carried out thru a comprehensive evaluation of existing facility conditions, ranging from classrooms, laboratories, libraries, sports halls, to other supporting facilities. The principal, the vice-principal for infrastructure, and responsible staff actively participate in identifying needs, along with the involvement of teachers, students, and other relevant parties. This process not only focuses on improving existing facilities but also considers the latest developments in education, technology, and the demands of modern infrastructure. Considering budget aspects, government support, and community participation, a long-term plan was developed to ensure the procurement of facilities could proceed in a phased, measured, and sustainable manner. Evaluation and feedback from various parties are used as an important foundation to ensure that every planning truly aligns with the real needs of the madrasah.

During the implementation phase, MTs Miftahul Qulub demonstrated a high level of commitment through the involvement of all school components, both internal and external. Various concrete steps were taken, such as renovating damaged classrooms, repairing leaky roofs, updating school gardens for comfort, installing air conditioning in every learning space, and replacing computer and science laboratory equipment that was no longer usable. Additionally, the library is also equipped with a larger and more relevant collection of books that align with the advancements in scientific knowledge. The implementation of this program involves teachers, students, parents, school committees, and even foundations, ensuring that the decisions made truly reflect the collective aspirations. The madrasah also conducts field surveys, regular monitoring, and evaluates work results to ensure all facilities are well-maintained. The available budget is managed efficiently based on the principle of prioritization, while cooperation with external parties, including relevant institutions and the government, is carried out to increase funding support and additional facilities.

The implementation of infrastructure planning at madrasahs extends beyond physical construction, encompassing sustainability and long-term utilization strategies. Institutions such as MTs Miftahul Qulub undertake specific measures including routine maintenance, periodic needs assessments, and a strong emphasis on safety and security to ensure a comfortable environment for all school stakeholders. Ongoing monitoring is conducted to maintain facility standards and ensure optimal use. Effective communication and coordination with relevant stakeholders are essential to addressing common challenges, such as budget constraints, shifting policies, and limited resources. MTs Miftahul Qulub acknowledges that continuous improvement is necessary, making regular evaluation and forward planning a strategic priority. Through a structured, participatory, and sustainable approach, the school aims to foster a safe, supportive, and conducive learning environment that promotes both academic and non-academic student development.

### **Implementation of Infrastructure and Facilities Planning**

The implementation of infrastructure and facilities planning at MTs Miftahul Qulub is carried out through a systematic process involving various school and external parties to ensure that facility improvements are in line with needs. The initial stage begins with evaluating the condition of existing facilities, identifying shortcomings, and formulating new needs. In this planning, the principal, administrative staff, teachers, students, school committee, and even the foundation all play a role, ensuring that the aspirations of all parties are accommodated. Collaboration with government agencies, local communities, and sponsors is one of the strategic efforts to obtain additional support, both in terms of funding and resources. Budgeting is also done transparently and efficiently so that priority needs can be met according to the school's capabilities. After the planning stage, project implementation is carried out through concrete steps such as classroom renovations, roof repairs, laboratory improvements, library development, and sports facility upgrades. This activity involves teamwork between school staff, contractors, and competent technical personnel, with strict supervision to maintain the quality and safety of the facilities being built. The implementation process is also accompanied by regular monitoring and evaluation to ensure that each facility is functioning optimally. The evaluation is conducted not only from a technical perspective, but also from aspects of comfort, safety, and suitability for learning needs. If any deficiencies are found, immediate corrective action will be taken according to field conditions. Qualitative research or action requires direct involvement in understanding ongoing real-world phenomena.

In addition to implementation and supervision, the implementation of facility planning at MTs Miftahul Qulub emphasizes sustainability through routine maintenance and continuous improvement. Maintenance is carried out periodically to prevent the facilities from deteriorating quickly and to ensure they continue to support the learning process. The school also holds discussion forums and regular meetings with teachers, students, and parents to gather feedback on the use of existing facilities. This active participation not only enhances a sense of belonging but also strengthens both moral and material support for the school facility improvement program. A comprehensive evaluation was conducted involving various stakeholders to ensure that facilities and infrastructure continue to develop in line with the needs of modern education. With structured and adaptive implementation, MTs Miftahul Qulub is expected to create a conducive, safe, and comfortable learning environment, thereby encouraging the achievement of both academic and non-academic accomplishments for students.

### **Condition of the Results of the Implementation of Facilities and Infrastructure**

The implementation of facilities and infrastructure at MTs Miftahul Qulub is influenced by several important factors, such as careful planning, budget availability, and an implementation process that meets safety and quality standards. Comprehensive planning, considering student needs, educational standards, and available resources, is key to ensuring effective implementation. Nevertheless, budget limitations can be an obstacle to development, repair, and maintenance. Therefore, in addition to prioritizing accuracy in construction and renovation, the school also emphasizes the importance of routine maintenance and periodic evaluation to ensure that facilities remain in good working order and can be used sustainably (Ibrahim, 2022).

Based on interviews with the school principal, the head of infrastructure, and responsible staff, the implementation of infrastructure planning at MTs Miftahul Qulub has resulted in significant improvements. The construction of new classrooms, renovation of the library, computer lab, teacher's room, and improvement of sports facilities have successfully created a more comfortable and conducive learning environment. This improvement not only positively impacts the quality of learning and student motivation but also encourages improved academic achievement and parental involvement in school activities (Salsabila & Puspitasari, 2020). A conducive learning environment and adequate facilities help students focus on their studies and achieve better results in exams and assessments (Puna, 2021). Overall, these efforts make a real contribution to improving the quality of education and the well-being of all school members.

### **Obstacles in the Procurement of Facilities and Infrastructure**

The procurement of facilities and infrastructure at MTs Miftahul Qulub is an important part of efforts to improve the quality of education, but this process is not without various complex obstacles. One of the main constraints is budget limitations, where the cost of construction, repairs, and the

procurement of modern facilities is often much higher than the available funds. This has forced schools to postpone some priority programs or only implement a small portion of the development plans that were drawn up. Additionally, a lack of truly comprehensive planning can also be a barrier, as without a clear needs assessment and measurable prioritization, the procurement process has the potential to be inefficient and less targeted (Sari, Wina Dwi Puspita, 2016). Another obstacle comes from the limited availability of skilled experts or personnel with expertise in procurement, construction, or facility maintenance. Additionally, complex permitting and regulations, both related to safety standards and government rules, often slow down implementation, making it impossible to meet time targets as planned.

Based on interviews with the principal, head of infrastructure, and responsible staff, the biggest challenge faced by MTs Miftahul Qulub is the limited budget, which prevents the school from meeting all its facility needs simultaneously. This forced the school to seek alternative solutions, such as submitting a proposal for government assistance, partnering with the school committee, or collaborating with external parties. The procurement administration process also requires significant attention due to its complex and lengthy nature, starting from proposal submission, auction execution, and ending with the supervision stage. Additionally, the limited physical space in the school environment is another challenging factor, so the school needs to manage space creatively, for example, by maximizing available land or planning for long-term expansion. After successful procurement, routine maintenance remains a challenge due to limitations in manpower and cost, so repairs are often only carried out when the damage is quite severe.

Despite facing numerous obstacles, MTs Miftahul Qulub remains strongly committed to improving its facilities and infrastructure to support the learning process. The school is working to develop more mature planning, establish priorities, and involve various stakeholders in the decision-making and implementation processes. Collaboration with parents, foundations, and the local community continues to be encouraged to obtain both financial and human resource support. On the other hand, the school is also increasingly emphasizing the importance of regular maintenance to ensure that existing facilities remain well-maintained and do not deteriorate quickly. With a combination of systematic planning strategies, transparent fund management, and active participation from all stakeholders, the procurement of facilities and infrastructure at MTs Miftahul Qulub is expected to have a sustainable positive impact. This not only improves the academic quality of education but also creates a safer, more comfortable, and conducive learning environment for all school members.

### **Overcoming Obstacles in the Procurement of Facilities and Infrastructure**

Overcoming obstacles in procuring facilities and infrastructure at MTs Miftahul Qulub requires a systematic approach that includes careful planning, realistic budget management, and good coordination with various parties. Targeted planning is carried out by identifying the school's real needs, setting priorities, and formulating long-term goals that align with educational development and student numbers. The biggest obstacle, limited budget, is overcome by creating a realistic budget and exploring additional funding sources such as sponsorships, community donations, and government assistance programs. In addition, active coordination with external parties such as local governments, foundations, and private institutions is an important step in obtaining support. Not only that, the school also emphasizes the importance of reliable vendor research so that the procurement of goods and services can run efficiently, transparently, and with quality.

In addition to planning and funding aspects, MTs Miftahul Qulub also utilizes innovation and technology to strengthen its procurement system. For example, using digital platforms to find reliable vendors, implementing inventory management systems, and integrating project planning to monitor procurement progress. Once the facilities were acquired, the school emphasized routine maintenance thru periodic inspections, minor repairs, and thorough upkeep involving both internal staff and external professionals. Regular evaluations are also conducted to assess the effectiveness of existing facilities, identify new needs, and address any weaknesses found. With the continuous cycle of planning, implementation, maintenance, and evaluation, the procurement of facilities and infrastructure can be more measurable and sustainable (Ingkarsari et al., 2021).

Based on interviews with the principal, vice-principal for infrastructure, and responsible staff, the concrete steps taken include needs analysis involving teachers and staff, development of a long-term plan covering budget, human resources, and implementation schedule, and fundraising thru

sponsors, project proposals, and community support. The school is also actively building partnerships with local governments and education-focused organizations to support the sustainability of the program. The school community, including parents and the surrounding community, is involved in volunteer activities, such as working together to repair simple facilities. Additionally, evaluations of facility usage are conducted regularly to ensure the effective use of resources and extend the lifespan of the facilities. With these steps, existing obstacles can be gradually overcome, enabling the school to create a more comfortable, safe, and supportive learning environment that optimizes student achievement.

## CONCLUSION

Berdasarkan hasil penelitian, dapat disimpulkan bahwa MTs Miftahul Qulub telah melaksanakan perencanaan dan implementasi sarana prasarana dengan baik melalui analisis kebutuhan, pengelolaan anggaran, kolaborasi dengan berbagai pihak, serta pemeliharaan dan evaluasi berkala, meskipun menghadapi hambatan seperti keterbatasan dana, ruang, dan kompleksitas proses administrasi. Upaya strategis seperti penggalangan dana, kemitraan dengan pemerintah maupun lembaga eksternal, serta keterlibatan komunitas menunjukkan komitmen sekolah dalam menciptakan lingkungan belajar yang kondusif. Oleh karena itu, disarankan agar kepala sekolah terus memperkuat koordinasi internal dan eksternal, peneliti selanjutnya mendalami pengaruh sarana prasarana terhadap mutu pembelajaran dan partisipasi komunitas, serta penelitian berikutnya mengkaji lebih luas peran kepemimpinan sekolah dan efektivitas strategi pengadaan agar hasilnya dapat menjadi acuan dalam meningkatkan kualitas pendidikan.

## REFERENCES

- Ananda, R., & Banurea, O. K. (2017). *Manajemen Sarana Pendidikan* (S. Saleh (ed.)). CV. WIDYA PUSPITA.
- Anwar, M. (2017). *Manajemen Sarana Prasarana Pendidikan*. Prenadamedia Group.
- Arifin, Z. (2016). *Manajemen Sarana dan Prasarana Sekolah*. PT RajaGrafindo Persada.
- Bararah, I. (2020). *Pengelolaan Sarana Dan Prasarana Pendidikan Dalam Meningkatkan Kualitas Pembelajaran*. 351–370.
- Dakir, D., Umiarso, U., & Arbangi, A. (2016). *Manajemen Mutu Pendidikan*. Prenadamedia.
- Darmiah. (2021). Hakikat Peserta Didik Dalam Pendidikan Islam. *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*.
- Firdianti, A. (2018). *Implementasi manajemen berbasis sekolah dalam meningkatkan prestasi belajar siswa*. Gre Publishing.
- Herianto, R., Sanuhung, F., & Muhammad, F. W. (2021). Meningkatkan Prestasi Belajar Peserta Didik Melalui Manajemen Sarana Dan Prasarana Di Sekolah. *ARZUSIN: Jurnal Manajemen Dan Pendidikan Dasar*.
- Ibrahim, dkk. (2022). *Pentingnya Manajemen Sarana Dan Prasarana Dalam Meningkatkan Mutu Pendidikan*. Kiprah Pendidikan.
- Ingkansari, A. R., Nugraheni, A. A., & Setyowati, C. S. P. (2021). *Menumbuhkan Berpikir Kritis: Paradigma, Desain, dan Media Pembelajaran, hingga Manajemen Sarana*. PT Kanisius.
- Moleong, M.A. Lexy J. (2018). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Nasrudin, & Maryadi. (2018). Manajemen Sarana Dan Prasarana Pendidikan Dalam Pembelajaran Di SD. *Jurnal Manajemen Pendidikan*, 13(1).
- Nurstalis, N., Ibrahim, T., & Abdurrohman, N. (2021). Peran Manajemen Sarana Dan Prasarana Dalam Meningkatkan Mutu Pembelajaran Di Smp Islam Cendekia Cianjur. *Jurnal Isema*:

*Islamic Educational Management.*

- Puna, M. (2021). *Pelayanan di masa pandemic covid-19 perpustakaan*. Metaforma Internusa.
- Salsabila, A., & Puspitasari. (2020). Faktor-Faktor Yang Mempengaruhi Prestasi Belajar. *Pandawa: Jurnal Pendidikan Dan Dakwah*, 2(2).  
<https://ejournal.stitpn.ac.id/index.php/pandawa>
- Sari, Wina Dwi Puspita. (2016). Pengaruh Sarana Belajar Terhadap Prestasi Belajar Ilmu Pengetahuan Sosial Di Sekolah Dasar. *Jurnal Cakrawala Pendas*, 2(1).
- Suranto, D. I., & others. (2022). Pentingnya Manajemen Sarana Dan Prasarana Dalam Meningkatkan Mutu Pendidikan. *Jurnal Kiprah Pendidikan*.
- Syafi'i, A., Marfiyanto, T., & Rodiyah, S. K. (2018). Studi Tentang Prestasi Belajar Siswa Dalam Berbagai Aspek Dan Faktor Yang Mempengaruhi. *Jurnal Komunikasi Pendidikan*.