

Planning and management of educational facilities and infrastructure at the integrated Pesantren Darul Qur'an Mulia Bogor

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ABSTRACT

This research and observation aims to understand the management of educational facilities and infrastructure to explain and describe: 1) Planning of educational facilities and infrastructure, 2) Procurement of educational facilities and infrastructure, 3) Inventory of educational facilities and infrastructure, 4) Distribution of educational facilities and infrastructure, 5) Maintenance of educational facilities and infrastructure. This type of research is a type of descriptive qualitative research, with data collection techniques using observation, interviews and documentation methods. The results of this research show that: 1) Planning for educational facilities and infrastructure needs at the Darul Qur'an Mulia Bogor Integrated Islamic Boarding School has been managed very well and in accordance with the needs of educational institutions; 2) Procurement is of course in accordance with the decision of the Foundation chairman; 3) Inventory activities are carried out once a year and checks are carried out; 4) the distribution of educational facilities and infrastructure carries out a type of signature as proof of distribution of goods; 5) Maintenance of Facilities and Infrastructure is carried out periodically every 3 months; 6) Evaluation is carried out every semester and the evaluation officer is the Acting Officer for Maintenance and Services of facilities and infrastructure.

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Introduction

Education is one way to improve life in improving the quality of human resources as capital for the welfare of society in a nation. In the field of education in the current era, a new change or innovation is needed so that education is not left behind and drowned by the times. In the education system there are several components that are very important to pay attention to, namely input, process, output and outcome. The achievement of educational institutions in producing a quality output cannot be separated from the role of a teacher who carries out his mandate well, as well as all aspects related to educational institutions. Improving the quality of educators must always be improved considering the challenges in this era of globalisation. According to Law No. 20 of 2003 on the National Education System, national education is a conscious effort to prepare students through guidance, teaching, and or training for their future roles. Zahar Idris (1987) in Yeti Heryati, (2014: H 4) states that: National education is a system of human work consisting of components that have a functional relationship in order to help the process of transformation or change in a person's behaviour in accordance with national

goals as stated in the 1945 Constitution of the Republic of Indonesia.

Education cannot be separated from planning. This can be seen from how education is defined, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and skills needed by themselves, society, nation, and state (Law No.20 of 2003).

In an educational institution, good planning and management are needed, handled and carried out by people who professionally understand the education system as a whole so that the results achieved meet the needs of society. Quality education requires the availability of adequate facilities and infrastructure. Educational facilities are facilities that are used directly in the teaching and learning process so that learning objectives are achieved, such as buildings, classrooms, tables, chairs, and teaching media tools. While educational infrastructure is everything that indirectly supports the educational process, such as gardens, yards, school gardens, and roads to schools. Educational infrastructure plays an important role because the quality of education can be improved through the provision of educational facilities. The government through the minister of education issued Government Regulation No. 24 of 2007 concerning Facilities and Infrastructure Standards. Facilities and Infrastructure Standards based on Government Regulation No. 19 of 2005 concerning National Education Standards are Education Standards relating to minimum criteria about learning spaces, places to exercise, places of worship, libraries, laboratories, workshops, places to play, places for creativity and recreation, and other learning resources, which are needed to support the learning process, including the use of information and communication technology.

To support this, the government issued Government Regulation No 19 of 2005 concerning national education standards. The standards that form the basis for the implementation of education as stipulated in article 17 of Government Regulation No 19 of 2005 are; (1) Content Standards, (2) Process Standards, (3) Graduate Competency Standards, (4) Educators and Education Personnel Standards, (5) Facilities and Infrastructure Standards, (6) Management Standards, (7) Financing Standards, (8) Assessment Standards.

As well as the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 22 of 2023 concerning standards for Facilities and Infrastructure in Early Childhood education, basic education, and secondary education. The importance and urgency of educational facilities are increasingly felt and needed in achieving educational goals. This is in line with the fact that education is a communication activity whose essence is the delivery and exchange of messages to students. Infrastructure facilities can help the success of the education process. In addition, educational facilities facilitate the educational process.

With complete and adequate facilities and infrastructure, it can support teaching and learning activities so that it facilitates students in learning to achieve maximum results. And the task of planners and managers of facilities and infrastructure is to manage and maintain educational facilities and infrastructure so that they can contribute optimally and meaningfully to the educational process. So the poor and unattractive condition of educational institution buildings, poor and unattractive classrooms, crowded classrooms, no availability of recreational facilities and surrounding recreation will contribute to the poor quality of the teaching and learning process and the non-achievement of the quality of education of students in the institution. (Suri Margi Rahayu, 2015:126).

Such is the importance of planning and managing facilities and infrastructure in learning activities, then students, teachers and residents of educational institutions will be directly related. Learners will be more helped by the support of learning infrastructure. Not all learners are evenly intelligent so that the use of learning infrastructure facilities will help learners, especially those who have weaknesses in participating in learning activities.

The learning process will be more effective and high quality if it is supported by complete and adequate facilities and infrastructure. The learning activity process is a series of activities carried out by teachers and students by utilising available facilities and infrastructure to obtain

optimal learning outcomes. Thus, without educational facilities and infrastructure, it can be said that the learning and education process is less than optimal and meaningful. To maximise the optimal use of educational facilities and infrastructure, it is necessary to plan and manage so that the learning and educational objectives formulated can be achieved perfectly.

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The author is interested in conducting research and observations at the Integrated Pesantren Darul Qur'an Mulia Bogor because the management of planning and management of facilities and infrastructure is carried out effectively and very well, so that the assets of facilities and infrastructure are maintained and maintained and well organised. In addition, which is a significant attraction and selling point for the pesantren. And the Integrated Pesantren Darul Qur'an Mulia Bogor is a favourite private superior pesantren. This pesantren has certain standards in terms of management and is one of the pesantren whose every educational unit from elementary to high school level has the title of UNGGUL accreditation. The author's concern is how the planning process in the management of educational facilities and infrastructure is like what in supporting quality improvement in order to be able to meet quality educational facilities and infrastructure so as to make this pesantren much in demand by the Indonesian people in general and especially the Jabodetabek community.

Based on the explanation above and paying attention to various symptoms of current educational developments, the author intends to conduct simple research and observations on the planning and management of facilities and infrastructure in the Integrated Islamic Boarding School Darul Qur'an Mulia Bogor. With the title of research and observation: Planning And Management Of Educational Facilities And Infrastructure In The Integrated Pesantren Darul Qur'an Mulia Bogor.

Method

According to Sugiyono (2018: 213) qualitative research methods are research methods based on philosophies used to research on scientific conditions (experiments) where researchers are instruments, data collection techniques and qualitative analyses emphasise more on meaning. According to Sugiyono (2018: 213) qualitative research methods are research methods based on philosophies used to research on scientific conditions (experiments) where the researcher is an instrument, data collection techniques and qualitative analysis are more emphasis on meaning.

According to Moleong (2005: 4), a qualitative descriptive approach is a research approach where the data collected are words, pictures and not numbers. These data can be obtained from interviews, field notes, photos, video tapes, personal documentation, notes, or memos and other documentation.

This descriptive qualitative research approach method is carried out by describing and revealing the planning and management of educational facilities and infrastructure at the Darul Qur'an Mulia Integrated Islamic Boarding School. Researchers will try to explain specifically and in detail about the process of planning and managing educational facilities and infrastructure in the Integrated Pesantren Darul Qur'an Mulia in accordance with the findings in the field.

Result and Discussion

The management of educational facilities and infrastructure at Darul Qur'an Mulia Integrated Islamic Boarding School has been carried out in accordance with applicable rules and processes:

1. Planning activities for educational facilities and infrastructure at the Darul Qur'an Mulia

Integrated Islamic Boarding School are needed both in the short and long term, this is important to do with the intention that the suitability of the need for facilities and infrastructure, the availability of funds, and the usefulness of these goods so that it shows certainty of direction and purpose.

2. Procurement of educational facilities and infrastructure at the Darul Qur'an Mulia Integrated Islamic Boarding School, procurement of facilities and infrastructure at the institution is held centrally after obtaining approval. Procurement of facilities and infrastructure through the submission of RAB from the Education Unit to the Operations and Services Division and submitted to the Foundation Management.
3. Inventory of facilities and infrastructure at the Darul Qur'an Mulia Integrated Islamic Boarding School, this inventory is carried out in an effort to perfect effective supervision of state or private property. This inventory activity is carried out once a semester.
4. Maintenance of facilities and infrastructure at Darul Qur'an Mulia Integrated Islamic Boarding School. Maintenance is a follow-up to facilities and infrastructure that have been purchased or held. Evaluation of facilities and infrastructure in the Integrated Pesantren Darul Qur'an Mulia, this activity is carried out every 3 months and reported annually by all educational units in meetings.
5. The availability of educational facilities and infrastructure at the Darul Qur'an Mulia Integrated Islamic Boarding School is said to be adequate and complete so that the teaching and learning process activities run well and effectively.

According to the Big Indonesian Dictionary (KBBI), planning is defined as a process of preparing a programme or plan with the aim of achieving a certain result or situation. In a general context, planning involves thinking, researching, analysing, and organising the steps or actions needed to achieve a desired goal.

Suharsimi Arikunto & Lia Yuliana revealed that planning is a process of preparing a series of decisions to take future actions that are directed towards achieving optimal goals. Hamalik (2008): Educational planning is the process of preparing and determining the goals, plans, programmes, and strategies of national education policy within a certain time span to achieve educational goals and objectives.

Planning infrastructure facilities is one of the most important actions in the process of preparing a set of decisions regarding actions to be taken in a certain period of time and on how to carry them out to achieve certain goals, in this case, the planning that is meant is to detail the design of purchasing, procurement, rehabilitation, distribution or manufacture of equipment, and equipment according to needs. The objectives expressed by Desi Nurhikmahyanti that the planning objectives are: a) to strive for the procurement of educational infrastructure through a careful and thorough planning and procurement system. b) To strive for the use of infrastructure facilities as quickly and efficiently. c) To strive for the maintenance of facilities and infrastructure so that its existence is always in a ready-to-use condition at any time.

According to Matin and Nurhattati, there are two important things to do when planning educational facilities and infrastructure needs, both of which are analysing the needs of existing facilities and infrastructure, and projecting the facilities and infrastructure needed in the future.

a) Definition of facilities and infrastructure management

In the large Indonesian dictionary, management is the process, method, act of managing, the process of carrying out certain activities by directing other people's energy, a process that helps formulate organisational policies and goals. Management of educational facilities is a process or way of carrying out the procurement of facilities and infrastructure as well as supervision and assessment to achieve a predetermined goal. Management of educational facilities and infrastructure according to Imam Machali is 'structuring activities, starting from planning needs, procurement, inventory, storage, maintenance, use and elimination as well as structuring land, buildings, equipment, and educational furniture in an appropriate and targeted manner'.

Management of educational facilities and infrastructure is the process of organising and

supervising educational facilities and infrastructure as well as in the procurement of educational facilities in educational institutions to help achieve certain goals. If educational facilities and infrastructure are adequate, the teaching and learning process will run effectively and efficiently. Educational facilities and infrastructure are supporters in the teaching and learning process, so that the teaching and learning process can run well and smoothly.

The management of educational facilities and infrastructure aims to procure tools or media in the teaching and learning process so that students can achieve maximum, effective and efficient learning objectives. So as to be able to provide professional services in the field of educational infrastructure in order to implement the educational process effectively and efficiently.

b) Educational Facilities

Deni Hardianto states that 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'.

c) Educational infrastructure

Neti Karnati revealed that educational infrastructure is divided into 2 parts, namely: (1) school/madrasa buildings, namely classrooms (laboratory rooms, special rooms, skills rooms, library rooms, multi-purpose rooms, and study rooms), administrative/office space (principal/madrasa room, vice principal/madrasa room, teacher's room, courtroom, administrative room, guest room, archive room, and warehouse), supporting spaces (UKS room, BP/BK room, osis room, canteen room, mosque, bathroom, school guard room, guardhouse, and vehicle ward) and infrastructure (roads/bridges to enter schools/madrasas, fields, courtyards, drains, water catchments, water sources, electrical substations, flagpoles, and garbage bins). (2) Educational furniture is all equipment that is not used directly in the process of teaching and learning activities. i.e. not devices used by teachers to explain concepts or facilities used by students to be able to carry out a concept or gain certain skills and knowledge. examples such as: chairs, bookcases, tables, blackboards, guest tables and others.

Bafadal (2003:5) explains that the objectives of managing educational facilities and infrastructure include the following:

1. To strive for the procurement of educational facilities and infrastructure through a careful and thorough planning and procurement system, through the management of educational infrastructure equipment, it is hoped that all equipment obtained by schools is of high quality educational infrastructure, in accordance with school needs, and with efficient funding,
2. To strive for the use of school facilities and infrastructure appropriately and efficiently, and
3. To strive for the maintenance of school facilities and infrastructure, so that its existence is always in a ready-to-use condition in any required by all parties of the school.

Education plays a pivotal role in shaping the future of individuals and societies. At the heart of any educational institution is its infrastructure and facilities, which significantly impact the quality of education delivered. In the context of pesantrens, or Islamic boarding schools, the planning and management of these facilities become even more crucial due to the unique residential and educational needs of the students. This research focuses on the Integrated Pesantren Darul Qur'an Mulia Bogor, an institution dedicated to providing holistic Islamic education.

Pesantren Darul Qur'an Mulia Bogor, like many educational institutions, faces various challenges in maintaining and upgrading its facilities. These challenges can affect the learning environment and overall student satisfaction. Therefore, understanding the current status of the facilities, identifying existing challenges, and developing effective strategies for improvement are essential steps toward enhancing the educational experience. This study aims to provide a comprehensive analysis of these aspects to support the institution's ongoing development.

Through a combination of surveys, interviews, and direct observations, this research assesses the current condition of the educational facilities and infrastructure at Pesantren Darul Qur'an Mulia Bogor. It identifies key challenges in planning and management and proposes strategic solutions to address these issues. The findings offer valuable insights that can inform better decision-making and resource allocation, ultimately leading to a more conducive learning environment.

1. Current Status of Facilities and Infrastructure

The research reveals that the educational facilities and infrastructure at Pesantren Darul Qur'an Mulia Bogor are generally functional but have notable areas requiring improvement. Classrooms are adequately furnished and equipped with basic learning tools; however, many lack modern technological amenities which are increasingly essential for contemporary education. Libraries are stocked with a range of books but are deficient in digital resources and quiet study areas. The laboratories, though available, are underutilized due to outdated equipment. The sports facilities and dormitories, while sufficient in terms of basic amenities, suffer from maintenance issues that affect their usability and student satisfaction.

2. Challenges in Planning and Management

Several challenges were identified in the planning and management of these facilities. A primary issue is budget constraints, which limit the ability to upgrade and maintain infrastructure effectively. Additionally, there is a lack of a comprehensive maintenance plan, leading to ad hoc repairs and inconsistent upkeep. Administrative inefficiencies further exacerbate these problems, with decision-making processes often being slow and bureaucratic. The interviews highlighted a disconnect between the needs of students and teachers and the priorities of the administration, suggesting that stakeholder input is not sufficiently integrated into planning processes.

3. Stakeholder Perceptions and Feedback

Feedback from students, teachers, and administrative staff indicates a strong desire for more modernized and well-maintained facilities. Students expressed the need for improved dormitory conditions and more recreational spaces. Teachers highlighted the importance of up-to-date laboratory equipment and better resources for interactive teaching. Administrative staff pointed out the challenges in securing funds and managing resources efficiently. This feedback underscores the necessity for a more participatory approach in the planning and management of educational facilities, ensuring that the needs and suggestions of all stakeholders are considered.

4. Proposed Improvement Strategies

The study proposes several strategies to address these challenges. Enhanced budget allocation is crucial for the regular maintenance and upgrading of facilities. Developing a comprehensive maintenance plan can help in systematically managing repairs and upkeep. Involving stakeholders in decision-making processes can ensure that the facilities meet the actual needs of users. Additionally, integrating technology into the management and use of facilities can enhance efficiency and the learning environment. Implementing sustainable practices can also contribute to long-term cost

savings and environmental benefits.

5. Implications for Future Planning

The findings of this study have significant implications for the future planning and management of educational facilities at Pesantren Darul Qur'an Mulia Bogor. A strategic approach that incorporates adequate funding, regular maintenance, stakeholder involvement, and technological integration can substantially improve the quality and usability of educational infrastructure. This research highlights the importance of a holistic and inclusive approach to facility management, ensuring that investments in infrastructure translate into tangible benefits for the educational community. Future studies could expand on these findings by exploring similar issues in other educational institutions, thereby contributing to a broader understanding of effective facility management in the educational sector.

The research conducted at Pesantren Darul Qur'an Mulia Bogor highlights the critical role that well-planned and well-managed educational facilities play in enhancing the overall quality of education. The current status of the facilities, while functional, indicates a significant need for modernization and regular maintenance. Classrooms, libraries, laboratories, sports facilities, and dormitories all require improvements to meet the evolving educational demands and to provide a conducive learning environment for students.

Identifying the challenges in planning and managing these facilities was a crucial step in this study. Budget constraints, lack of comprehensive maintenance plans, and administrative inefficiencies were found to be major obstacles. These challenges are compounded by a disconnect between the needs of students and teachers and the priorities of the administration. Addressing these issues requires a strategic approach that includes stakeholder involvement, adequate funding, and efficient management practices.

The feedback from stakeholders underscored the necessity for a more inclusive planning process that takes into account the diverse needs of the school community. Students, teachers, and administrative staff all provided valuable insights that can inform future improvements. Enhanced budget allocation, comprehensive maintenance plans, stakeholder involvement, technological integration, and sustainability initiatives were proposed as effective strategies to overcome the identified challenges.

Moving forward, the implications of this research are clear: a holistic and strategic approach to facility management is essential for the sustainable development of educational institutions like Pesantren Darul Qur'an Mulia Bogor. By implementing the proposed strategies, the institution can significantly improve its infrastructure, thereby enhancing the educational experience for its students. Future research could expand on these findings by exploring similar issues in other pesantrens and educational institutions, contributing to a broader understanding of effective facility management in the educational sector.

Conclusion

Management of educational facilities and infrastructure is an organising activity, starting from planning needs, procurement, inventory, storage, maintenance, use and elimination as well as structuring land, buildings, equipment, and madrasah furniture in an appropriate and targeted manner. There are two types of educational facilities, namely learning tools and educational media, while there are two types of infrastructure, namely buildings and furniture. The purpose of managing educational facilities and infrastructure is to provide professional facilities and services in the field of facilities and infrastructure in schools in order to realise the educational process in schools effectively and efficiently.

The research conducted at Pesantren Darul Qur'an Mulia Bogor shows that the existing educational facilities and infrastructure, while functional, still require significant improvements and modernization. The current conditions of classrooms, libraries, laboratories, sports facilities, and dormitories are adequate but lack the necessary technology

and maintenance to meet evolving educational needs. Without regular upgrades and maintenance, the quality of the learning environment can be negatively affected, thus hindering the educational process.

The main challenges in planning and managing the facilities were identified as budget constraints, the lack of a comprehensive maintenance plan, and administrative inefficiencies. These challenges are exacerbated by the mismatch between the needs of students and teachers and the priorities of the administration. Therefore, strategic solutions such as better budget allocation, the development of a structured maintenance plan, stakeholder involvement, technology integration, and sustainability initiatives are essential to address these issues and improve the quality of educational facilities.

The conclusions from this study emphasize the importance of a holistic and strategic approach to educational facility management for sustainable development. By implementing the proposed strategies, Pesantren Darul Qur'an Mulia Bogor can significantly enhance its infrastructure, which in turn will improve the educational experience for its students. This research also provides valuable insights that can be applied to other educational institutions, contributing to a broader understanding of effective facility management in the education sector.

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