

The Management of Educational Facilities and Infrastructure in Supporting the Teaching and Learning Process

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ABSTRACT

This research focuses on condition analysis, management, and planning of facilities and infrastructure in MTsN 1 Kediri. This study used qualitative descriptive method. Data are obtained through observation, interviews, and documentation. The results showed that the condition of facilities and infrastructure in MTsN 1 Kediri was generally quite adequate. The management and planning of facilities and infrastructure, including needs analysis, financing and prioritization, have been carried out well. The study also Finding that facilities and infrastructure management has a positive influence on the learning process of students. In conclusion, the management of facilities and infrastructure in MTsN 1 Kediri has been carried out well and has a positive impact on the student learning process.

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1. Introduction

Education is an effort to develop human potential in carrying out the responsibilities entrusted to them. Moreover, education serves as a primary investment for a nation, especially for developing countries. National development can only be achieved by qualified human resources who are prepared through education. Essentially, education arises from the human need to adapt to the environment in which they live and interact. Education can grow and develop optimally when its implementation aligns with the demands of the times. Therefore, quality education encompasses essential components, including educational objectives, educators, students, curriculum, facilities, and the learning environment.

The progress of education is largely determined by the quality of the learning process within an institution. In the implementation of the learning process, students have the right to receive educational services and constitute a crucial component in educational management. According to Oemar Hamalik, learning is an organized combination of human elements, equipment, facilities, and procedures that interact to achieve instructional objectives. He further states that learning is an effort to organize the educational environment in order to create appropriate learning situations and conditions for students (Hamalik, 2011).

To create effective and efficient learning conditions that enhance the instructional process, adequate facilities and infrastructure are required. School facilities and infrastructure must be properly utilized and managed to support the learning process. The importance of educational facilities and infrastructure has led institutions to strive to meet established standards in order to improve the quality of teaching and learning. Therefore, this study aims to examine how the management of educational facilities and infrastructure supports the learning process at MTsN 1 Kediri.

2. Method

This study employs a qualitative research design. Qualitative research is a method used to examine natural conditions of objects (Nawawi, 1983). It is a type of research that produces findings that cannot be obtained through statistical procedures or other forms of quantification (measurement). This approach is used to describe the management of educational facilities and infrastructure in supporting the learning process of students at MTsN 1 Kediri. In collecting data, several techniques were applied to obtain both primary and secondary data sources.

Primary data refer to data obtained directly from the main source at the research site, while secondary data consist of additional materials in the form of documents, either written records or photographs. The data collection techniques used in this study included direct observation, documentation, and interviews. The interviews were conducted with Mr. Achmad Khauri Zamzami, S.Ag, the Vice Principal for Facilities and Infrastructure at MTsN 1 Kediri, focusing on questions related to the management of facilities and infrastructure. This study applied three steps of data analysis: data reduction (filtering and selecting relevant data concerning facilities and infrastructure management at MTsN 1 Kediri), data display, and conclusion drawing.

3. Results and Discussion

Based on the research conducted at MTs Negeri 1 Kediri, the Gifted Students Program (Peserta Didik Cerdas Istimewa/PDCI) has been established for eight years and has been implemented since its inception. The implementation of the PDCI policy using the Semester Credit System (SKS) model can be described as follows:

a. Management of Educational Facilities and Infrastructure

Etymologically, the term management derives from the Old French word *menagement*, meaning “the art of conducting and organizing.” Mary Parker Follett defined management as the art of getting things done through other people. This definition implies that a manager is responsible for organizing and directing others to achieve organizational goals (Suparlan, 2014). Clayton Reeser, as cited in Candra (2016), explains that management is the utilization of physical and human resources through coordinated efforts carried out by performing the functions of planning, organizing, staffing, directing, and controlling.

The fundamental steps in management consist of planning, organizing, directing, and controlling. Planning aims to determine necessary actions and prevent errors in achieving objectives. Organizing involves dividing activities into smaller groups and allocating resources according to their respective functions. Directing refers to efforts made to ensure that members of a group work synergistically in a structured and coordinated manner. Controlling aims to ensure that activities are carried out according to plan and are subject to proper evaluation (Tamam, 2016).

Facilities refer to equipment, materials, and furniture directly used in activities. In education, facilities are tools and equipment that directly support the teaching and learning process (Bafadal, 2018). According to Syafruddin, as cited in Rusydi, facilities are instruments that directly support the achievement of educational goals, such as classrooms, books, libraries, and laboratories. Mulyasa further explains that facilities include buildings, classrooms, desks, chairs, instructional tools, and teaching media used directly in the learning process (Ananda, 2017).

Infrastructure, on the other hand, refers to components that indirectly support the educational process. Educational infrastructure includes land, classrooms, meeting rooms, teachers’ rooms, administrative offices, libraries, laboratories, workshops, production units, canteens, sports fields, places of worship, playgrounds, creative spaces, and other facilities required to continuously

support learning activities (Atmosudirjo, 2004). School facilities and infrastructure encompass locations, buildings, furniture, and equipment that contribute to a positive learning environment and quality education for all students (Aunurrahman, 2010).

Facilities and infrastructure play a crucial role in supporting the learning process. Adequate facilities provide convenience and comfort for students, while also enhancing their motivation and interest in learning. According to Ary Gunawan, the administration of educational facilities and infrastructure involves all planned and deliberate efforts, along with continuous supervision, to ensure that educational resources remain ready for use in the teaching and learning process, thereby increasing its effectiveness and efficiency. This area is part of school administration and constitutes one of the principal responsibilities of the school leader as an administrator.

In simple terms, the management of educational facilities and infrastructure can be defined as a collaborative process of utilizing educational resources effectively and efficiently (Bafadal, 2013). Various factors influence students' learning motivation, and two of the most significant external factors are facilities and infrastructure. Physical facilities such as school buildings, classrooms, libraries, laboratories, toilets, offices, and other supporting infrastructure can significantly motivate students and improve academic achievement.

According to Sriyanto (2021), facilities and infrastructure management refers to a cooperative process in utilizing all educational facilities effectively and efficiently. This definition highlights that existing facilities must be properly managed to serve the learning process. Effective management includes planning, procurement, supervision, storage, inventory management, disposal, and organization of educational facilities and infrastructure (Qomar, 2007).

b. Student Learning

Learning is derived from the root word learn, and instruction (*pembelajaran*) refers to the process that enables an individual to engage in learning activities. Learning itself is a process of behavioral change resulting from an individual's interaction with the environment and experience (Arifin, 2012). Learning is not merely memorizing; it is broader than that—it involves experiencing. Learning outcomes are not simply the mastery of practice results but represent a change in behavior (Hamalik, 2010). According to Syaiful Sagala (2010), instruction refers to any activity deliberately designed to help someone acquire new skills and values. The instructional process initially requires teachers to understand students' basic abilities, motivation, academic background, socio-economic background, and other relevant factors.

Based on the explanations above, learning can be defined as an activity involving individuals in the effort to acquire knowledge, skills, and positive values by utilizing various learning resources. The most essential aspect of instruction is the occurrence of the learning process itself. The progress of education is largely determined by the quality of the learning process within an institution. The term student (*siswa/murid/peserta didik*), according to the Indonesian Dictionary, refers to a child or person who is studying or attending school. A student is an individual undergoing a learning process within an educational institution, whether at the elementary, secondary, or higher education level. Hamalik states that students are one of the key components in teaching, alongside teachers, objectives, and instructional methods. Among these components, students are considered the most essential. Prof. Dr. Shafique Ali Khan defines students as individuals who attend educational institutions to acquire knowledge or education, regardless of their age, background, or financial status, with the aim of improving both knowledge and moral character.

Oemar Hamalik further defines students as input components within the educational system who are processed through educational activities to become qualified individuals in accordance with national education goals. Abu Ahmadi describes students as whole individuals— independent persons who possess their own characteristics and aspirations and are not merely shaped by external forces (UPI, 2009). From these definitions, it can be concluded that students are individuals who receive educational services according to their talents, interests, and abilities in order to develop optimally and gain satisfaction in the learning process provided by educators.

In the implementation of instruction, students have the right to receive educational services and represent a crucial component in educational management.

Hamalik reinforces this by stating that instruction is an organized combination of human elements, equipment, facilities, and procedures that interact to achieve learning objectives. Instruction, therefore, is an effort to organize the educational environment in order to create effective learning situations and conditions for students. To create effective and efficient learning conditions that enhance the instructional process, adequate facilities and infrastructure are essential. School facilities and infrastructure must be properly utilized and managed to support the learning process effectively.

c. Planning of Facilities and Infrastructure

The planning of educational facilities and infrastructure at MTsN 1 Kediri begins with a needs analysis. This process involves analyzing and evaluating what facilities and infrastructure are required to support both in-class and out-of-class learning activities. This finding aligns with Kompri's theory, which emphasizes that needs analysis is an essential stage in planning educational facilities and infrastructure, particularly in relation to instructional requirements. Conducting such analysis is a crucial step for every educational institution, including MTsN 1 Kediri, before procuring items needed by the school and teachers to support the learning process. An important component of this analysis is evaluation, which aims to assess both the quality and quantity of available facilities and infrastructure.

The second stage of planning involves financial analysis to ensure that procurement needs are met while minimizing improper budget allocation. This is consistent with the theory proposed by Gunawan and Benty, which states that planning educational facilities and infrastructure must consider the estimated budget available within the institution. Idris (2013) further supports this by noting that educational facilities are generally funded by government allocations. Since government funding is often insufficient to cover all institutional needs, careful financial planning is necessary to avoid funding-related issues. Therefore, at MTsN 1 Kediri, priority in facilities and infrastructure planning is given to items that directly support students' learning activities.

d. Procurement of Facilities and Infrastructure

The procurement process begins with a determination stage conducted collaboratively by school stakeholders, focusing on urgent needs that directly support the learning process. Ihuoma (2008) states that the determination of facilities and infrastructure must be aligned with their intended objectives, particularly to meet classroom instructional needs. Accordingly, procurement at MTsN 1 Kediri is carried out by school leadership based on collective agreement and identified needs, such as teacher textbooks, student textbooks, and supplementary reading materials.

Gunawan and Benty emphasize that facilities and infrastructure must function effectively, meaning procurement should align with identified needs and provide maximum benefit to the institution and especially to students. Proper procurement procedures are expected to positively impact teachers and students in the instructional process and ultimately contribute to students' academic achievement (Benty, 2017).

e. Management of Facilities and Infrastructure

The management of educational facilities and infrastructure includes daily maintenance conducted by teachers and students, such as cleaning classrooms, properly storing instructional tools after use, and maintaining textbooks. Well-maintained facilities significantly support effective learning processes. At MTsN 1 Kediri, supervision of facilities and infrastructure is carried out by the Head of the Facilities and Infrastructure Division. Maintenance is not limited to a six-month schedule but is conducted whenever necessary, including repairs or replacement of damaged items. All management processes, including legalization, renewal, and documentation of assets, must be coordinated with the Head of Administration (KTU), as school property constitutes state-owned assets.

f. Disposal of Facilities and Infrastructure

The disposal of educational facilities and infrastructure follows official procedures established by the government. The process includes distributing disposal forms to schools, recording items proposed for disposal, submitting reports to the education authority, and conducting field verification by the authorized audit body (BPK). The purpose of these procedures

is to ensure budget efficiency and optimize educational space utilization. Since school assets are state-owned property, any damaged items must be properly documented and processed through formal disposal procedures. Therefore, disposal cannot be conducted arbitrarily, as all assets belong to the state and must be managed in accordance with established regulations.

4. Conclusion

Based on the explanation above, it can be concluded that educational facilities and infrastructure must be properly utilized and managed to support the learning process. Their management is intended to ensure that their use is effective and efficient. The planning of educational facilities and infrastructure in the learning process begins with a needs analysis, which involves analyzing and evaluating the facilities and infrastructure required to support both in-class and out-of-class learning activities. The procurement of educational facilities and infrastructure is determined collaboratively by all school stakeholders, referring to essential needs that directly support the instructional process.

The maintenance of educational facilities and infrastructure includes both daily and periodic maintenance. Daily maintenance is carried out by teachers and students, such as cleaning classrooms, properly storing instructional tools after use, and maintaining textbooks. Periodic maintenance includes building maintenance such as repainting walls, replacing damaged ceilings, repairing desks and chairs, and maintaining LCD projectors and computers. The disposal of educational facilities and infrastructure follows established procedures. These include distributing disposal forms to schools, recording items proposed for disposal, reporting them to the education authority, and conducting field verification by the authorized audit body (BPK).

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