Management of Educational Facilities and Infrastructure in Islamic Junior High School

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ABSTRAK

Salah satu upaya peningkatan kualitas generasi muda Indonesia adalah melalui proses pembelajaran di sekolah, dan keberhasilan pembelajaran didukung oleh pemanfaatan seluruh sarana dan prasarana pendidikan di sekolah secara efektif dan efisien. Penelitian ini bertujuan untuk menganalisis perencanaan, pengadaan, inventarisasi, pemeliharaan, dan pemindahan sarana dan prasarana pendidikan di salah satu SMP Islam. Teknik pengumpulan data penelitian kualitatif dilakukan melalui observasi, wawancara, dokumentasi, dan triangulasi. Prosedur teknik analisis data meliputi: pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Subjek dalam penelitian ini adalah siswa dan guru. Berdasarkan hasil penelitian dapat diketahui: pertama, kegiatan perencanaan sarana dan prasarana selalu dilakukan mulai dari analisis, penentuan dana, dan pemilihan barang yang dibutuhkan, kedua kegiatan pengadaan dilakukan dengan membeli dan menentukan dana sesuai kebutuhan, inventarisasi ketiga selalu dilakukan sebagai bukti pengadaan barang, dan pengkodean dilakukan pada saat barang datang ke sekolah, keempat pemeliharaan sarana dan prasarana dilakukan secara berkala dengan melibatkan warga sekolah dan dibahas melalui pertemuan berkala, kelima Penghapusan kegiatan dilakukan apabila ada barang yang tidak sesuai, barang rusak, dan barang yang sudah tidak terpakai.

ABSTRACT

One of the efforts to improve the quality of Indonesia's young generation is through the learning process in schools, and successful learning is supported by the effective and efficient utilization of all educational facilities and infrastructure in schools. This study aims to analyze the planning, procurement, inventory, maintenance, and removal of educational facilities and infrastructure at one of Islamic Junior High School. A qualitative research data collection technique is used through observation, interviews, documentation, and triangulation. Data analysis techniques procedure including: data collection, data reduction, data presentation, and concluding. The subjects in this study were students and teachers. Based on the results of the study it can be seen: first, planning activities for facilities and infrastructure are always carried out starting from analysis, determining funds, and selecting needed goods, second procurement activities are carried out by buying and determining funds as needed, the third inventories are always carried out as evidence of the procurement of goods, and coding is carried out when the goods come to school, the fourth maintenance of facilities and infrastructure is carried out regularly by involving school residents and discussed through periodic meetings, fifth Deletion activities are carried out if there are inappropriate goods, damaged goods, and goods that are no longer used.

1. INTRODUCTION

In the era of globalization, education is one of the mainstays for preparing Indonesian human resources, especially in facing industry 4.0. One of the efforts to improve the quality of Indonesia's young generation is through the learning process in schools, and successful learning is supported by the effective and efficient utilization of all educational facilities and infrastructure in schools (Fatmawati et al., 2019). Providing educational facilities and infrastructure is crucial to be handled more seriously because it is very influential in the smooth learning process. Besides providing comfort, it is also a learning medium adapted to the needs and development of science (Setyaningih, 2018). The role of the principal is also crucial in improving the quality of learning in schools because his job is to manage, regulate or provide certainty that all components that contribute directly or indirectly include facilities and infrastructure. In addition, the principal must have a global/plural view of all school activities, which cannot be separated from the completeness and readiness of facilities and infrastructure (Supadi et al., 2020). The importance of facilities and infrastructure in supporting the educational process is regulated in Government Regulation Number 57 of 2021. The Facilities and Infrastructure Standards are the minimum criteria for facilities and infrastructure available in education. Unit in the administration of education to support active, creative,

collaborative, fun, and effective learning. Ensure safety, health, safety, friendly to persons with disabilities; and environmental sustainability. Meanwhile, in Permendiknas No. 24/2007, school facilities and infrastructure standards are differentiated according to elementary, junior high, and high school levels. The types of standardized facilities and infrastructure include; (1) education unit; (2) land; (3) buildings; and (4) completeness of infrastructure and facilities. As for the differences in facilities and infrastructure at each level, the higher the school level, the broader and more the number of facilities and infrastructure that must be provided (Herman H. & Riady, 2018).

There are many educational problems in Indonesia. One of them is the problem of inadequate facilities and infrastructure. Meanwhile, facilities and infrastructure are supporting factors for the success of educational programs. Facilities and infrastructure are resources that become a benchmark for school quality and need continuous improvement and advanced science and technology development. Facilities and infrastructure need to be implemented to support students' skills to compete with the rapid development of technology. Facilities and infrastructure are essential parts that must be prepared carefully and continuously to guarantee a smooth teaching and learning process. However, the reality is that educational facilities and infrastructure in schools in Indonesia are still not implemented optimally.

Educational facilities are equipment and supplies that are directly used and support the educational process, especially the teaching and learning process, such as buildings, classrooms, tables and chairs, learning tools, and media (Yulaini, 2018). What are meant by infrastructure are facilities that indirectly support the course of the education or teaching process, such as yards, gardens, school gardens, and roads leading to schools. Based on its function, facilities and infrastructure must be adequate and per needs and can provide the maximum benefit for students in achieving academic achievement (Nasrudin & Maryadi, 2018). The importance of facilities and infrastructure as supporters of student achievement, educational institutions should implement the management of facilities and infrastructure. The management process begins with planning that accommodates the required facilities and infrastructure needs and is adjusted to procurement costs, procurement based on priority, maintenance to keep it maintained and functioning optimally, deleting unnecessary data collection, and reducing maintenance costs (Musolin, 2019). Good management of school facilities and infrastructure could improve the quality of education (Benu et al., 2019). Thus, if facilities and infrastructure management run according to established policies, all aspects of education will grow and develop effectively and efficiently as expected (Trisnawati et al., 2019).

In supporting the teaching and learning process and developing students' awareness to learn and feel the benefits for their personal development, it is necessary to provide facilities and infrastructure that are pretty complete and adequate (Nugraha, 2018). Therefore, facilities and infrastructure in schools must be following existing developments to support an effective and quality learning process. Based on the previous study state that completeness and readiness of educational facilities and infrastructure will stimulate the creativity and activity of teachers and students (Tobing & Enung, 2021). Schools as academic units need to implement facilities and infrastructure management activities to manage every facility and infrastructure in their environment effectively and efficiently. Based on the description above, this study aims to see how facilities and infrastructure management for SMP Islam Al-Azhar 6 Jaka Permai supports learning. In managing existing facilities and infrastructure, schools have their uniqueness in managing them. Based on research and interview results, in general, the existing facilities and infrastructure have met the standards of the Government and the education office and are classified as superior. The uniqueness and novelty obtained from the research results in the planning of school procurement carried out in a digitalization system. Digitalization system makes planning and procurement of goods more accurate and funds management more transparent.

2. METHODS

The type of research used is descriptive qualitative, namely research that intends to describe a situation or phenomena as they are. A research location is a place or object for conducting research. The location of the research was carried out at Al-Azhar Islamic Junior High School 6 Jaka Permai Bekasi, which is located at Jalan Cendana II No.84, RT.009/RW.006 A, Jakasampurna, West Bekasi District, Bekasi City. Time This research was conducted over eight months, namely January 2021 to August 2021. In this research, the method used is the case study method. The case study is a research design that develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Atmowardoyo, 2018). Based on the approaches and research methods described, the design of the implementation of research on the management of educational facilities and infrastructure in supporting effective learning at SMP Islam Al-Azhar 6 Jaka Permai Bekasi is carried out. The research design developed by the researcher was carried out with a case study approach consisting of a pre-field stage, fieldwork stage,

and data analysis stage. Data analysis utilizes qualitative techniques, such as data classification, data reduction, and information gathered.

3. RESULT AND DISCUSSION

Results

This research was carried out with five objectives: describing the management process of facilities and infrastructure at SMP Islam Al-Azhar 6 Jaka Permai Bekasi through the following stages: 1. planning, 2. procurement, 3. inventory, 4. Maintenance, and 5. deletion. Management of facilities and infrastructure, which is an activity to organize, starting from planning needs, procurement, storage and distribution, utilization, maintenance, inventory, and deletion, is expected to be effective. On target at SMPI Al-Azhar 6 Jaka Permai, which manages the facilities section and infrastructure, is the Al-Muhajirin Waqf Foundation.

Planning for Educational Facilities and Infrastructure

Planning is made in work meetings and is stated in proposals and included in the draft budget. Then it is submitted to the Foundation to choose which ones are approved and which are not approved. In the preparation of the budget, there are requirements set by the Foundation. All plans have been made in a budget meeting (RAB); when we submit a proposal, we must fill out an online form. According to interviews with school principals, the planning process was carried out through an open meeting forum between the school and the Foundation. After that, it was formulated into a RAB, this digestive process will determine the success of infrastructure management (Moscatelli et al., 2018). According to the observation that the school carried out a plan submitted to the administration and then submitted a proposal signed by the principal and addressed to the Al-Muhajirin Foundation. There is a difference between school facilities and infrastructure. For example, if the proposal relates to a building, it will be reviewed first whether the school needs repairs. If there is, the school will look for vendors to repair the building. Vendors who have been selected will see the improvement and negotiate the right price. If there is a new agreement, it will be discussed with the Al-Muhajirin waqf foundation to confirm whether there is an improvement or not, if according to the principal, it has agreed. It was recently repaired. In the planning stage of facilities and infrastructure management, the role of the principal is crucial in moving the existing components to improve the quality of services at SMPI Al-Azhar 6 Jaka Permai. Many parties are involved in the management of infrastructure implemented by schools. These include the Foundation, teachers, education staff, laboratory assistants, and librarians.

In the planning stage of facilities and infrastructure, the first thing that the principal does is to form a work team that will handle infrastructure facilities. The mechanism for forming a work team is through an annual work meeting. All infrastructure teams work according to their respective job desks or according to assignments at meetings. According to the Principal, planning is carried out at work meetings and included in the PKS and the draft budget. Then submitted to the Foundation to choose which one is approved and which is not approved. The following scheme is the steps taken in the planning of these facilities and infrastructure, which are generally explained through several stages as shown on Figure 1 and Table 1.
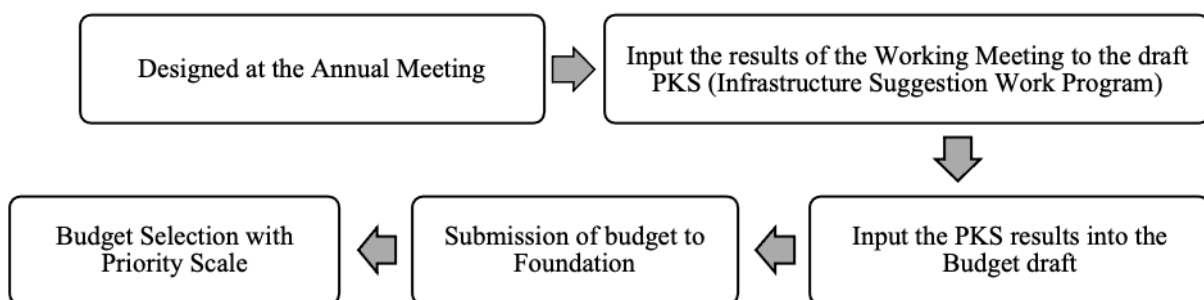

Figure 1. Schematic of Facilities and Infrastructure Planning

Table 1. School Facilities and Infrastructure Needs Planning

No.	Job Description	Target	Activity	Target
1	Inventory of school facilities and infrastructure	Classroom, Office Room (Principal, PKS, Teacher, TU) Activity Room	Recording of facilities and infrastructure in schools	The realization of the recording of facilities

No.	Job Description	Target	Activity	Target
		(Library, Science Lab, Language Lab, Computer Lab, BP, OSIS, Eskul Activities)		and infrastructure in schools
2	Planning school facilities and infrastructure programs	Program Book	Making work programs in the field of facilities and infrastructure	The realization of the facilities and infrastructure program book
3	Planning and implementing the procurement of school facilities and infrastructure	Classroom, Office Room (Principal, PKS, Teacher, TU) Activity Room (Library, Science Lab, Language Lab, Computer Lab, BP, OSIS, Eskul Activities) and school environment	Repair / development of buildings, laboratories and classrooms and the school environment according to needs	The realization of repairs / development of buildings, laboratories and classrooms and the school environment in accordance with the needs

Procurement of Educational Facilities and Infrastructure

Based on the research findings, the procurement of facilities and infrastructure involves only a few people: Al-Muhajirin Foundation, Principal, Deputy Principal, Administration, Laboratory Assistant, and Librarian. The procurement of these suggestions is done once a year or at the beginning of the new school year. The process of proposing educational facilities and infrastructure procurement through submitting an application letter to the Foundation is used with a system using the ODO application. The Foundation will check the data entered. Bar checking if there is one available and not. Before making a purchase, it will be confirmed back to the unit whether the goods are needed. The following is an image of the ODO application as data connected to the Foundation with details shown in Figure 2.

Figure 2. Applications ODO SMPI Al-Azhal 6 Jaka Permai Bekasi

In the picture of the ODO application, there is a code name that shows the name of the school unit; Budget Name shows the type of budget and budget year. The budget allocation is in the Analytic Account, and it is more precise at the time, date, month, and year of making the budget. Event Date shows the date of implementation of activities that require a budget. Status indicates that the follow-up process has been paid or is at the Accountability Report stage. The last column is Budget to Request, which means submitting costs or total costs contained in the proposal. The statement from the laboratory assistant with the same question is that the infrastructure procurement process goes through 4 stages: 1. The school principal, 2, approves reports to the TU and. Proposes, 3 makes submissions in the ODO application, 4. Waits for follow-up from the Foundation. Thus, it can be concluded that the procurement of facilities and infrastructure is already available with a process that requires a long time. The involvement on duty is active and follows several

stages set by the Foundation. The availability of facilities and infrastructure is also adequate. The scheme for the procurement process for infrastructure at SMPI Al-Azhar 6 Jaka Permai is described in figure 3. Applications ODO SMPI Al-Azhal 6 Jaka Permai Bekas.

Inventory of Educational Facilities and Infrastructure

Inventory of goods in schools is essential because it will help cost efficiency and support effective learning (Khairuddin, 2014; Nurstalis et al., 2021). Based on the results of interviews with the Principal of the inventory items, a report will be made that there are damaged. The Foundation will pick up any damaged items for repair by Foundation technicians. If it cannot be repaired, the unit will be asked to submit an application letter. The Foundation will buy new items as needed by the school, and these items are recorded. The parties involved in the registration are the Administration and the Foundation. The goods that will be inventoried are also through the school's bookkeeping process, such as reporting, and those in charge of recording goods are the TU staff. The report already has its form from the Foundation; the TU needs to fill it out. Likewise, for spending, everything has its form. The initial inventorying infrastructure at SMPIA 6 Jaka Permai Bekasi is the first; the Foundation will check periodically because the facility belongs to the Foundation. Second, there are numbers in the inventory. All three are kept in their respective places. The inventory process is goods come in pasted code/label. Then they are stored in their respective places and can then be used. The same question was addressed to the librarian, and the answer was that the items entered were recorded, given a new code, arranged according to their respective shelves. The process of coding inventory items has been carried out as a sign of accountability to the Foundation. However, the library section is still manual, but now it will be changed to digital and applications to support online learning effectively.

Maintenance of Educational Facilities and Infrastructure

The parties involved in maintaining educational facilities and infrastructure at SMPIA 6 Jaka Permai Bekasi are the principal, vice principal, administration, teachers, and janitors. Based on interviews with administrative staff, the maintenance of infrastructure is all school residents. The first question is to the head of the school, vice-principal, librarian, laboratory assistant, and TU staff, who are responsible for maintaining schools' infrastructure. Answers from the vice-principal, some educators are responsible for maintaining school facilities; for example, the librarian and his laboratory assistant are responsible for the facilities in his room. While standard operating procedures in maintaining educational facilities and infrastructure at SMPIA 6 Jaka Permai Bekasi. The SOP form in planning, procurement, maintenance, inventory, and elimination must involve the Foundation. All procurement and maintenance activities come from the Foundation; the school only manages it from the Al-Muhajirin Foundation.

Elimination of Educational Facilities and Infrastructure

Based on information from the principal that the parties involved in the abolition of educational facilities at SMPIA 6 Jaka Permai Bekasi were the principal, administration. The following are the steps for eliminating infrastructure facilities; there are four ways, namely (1) Submission of damaged goods, (2) Making proposals, (3) Checking by the Foundation, (4) Follow up by the Principal, Administration, and Al-Muhajirin Foundation. Meanwhile, according to the Deputy Head, there are two conditions for the abolition of facilities and infrastructure: (1) time has expired, (2) not used. Then the facility can be removed, or returned to the Foundation, or granted. We donate more and stay informed by the Al-Muhajirin Foundation. The process of deleting facilities and infrastructure at SMPI Al-Azhar 6 Jaka Permai, according to the Principal goes through 4 stages, namely: (1) checking, (2) if it is still suitable for use, it is given away, if it is feasible it will be deleted or disposed of, (3) if the goods are still suitable for use later will be offered as we have given to Bogor and Serang, (4) Meanwhile, if the goods are not suitable for use, stored first, waiting for the deletion request, if the Foundation agrees to be abolished, while if the goods are still feasible but are not aesthetically pleasing, will be invested in the Foundation. (Those items are also disposed of through the Foundation, we are not the ones who throw it away but the Foundation that will do the deletion).

Supporting Factors for the Facilities and Infrastructure

The supporting factor in supporting effective learning is the management of infrastructure. In the management of facilities and infrastructure, it was found that assistance in managing school facilities and infrastructure also involved the Al-Muhajirin Foundation. The management of the maintenance of school facilities and infrastructure is a severe challenge, among others. That is because the maintenance of facilities and infrastructure owned by SMPI Al-Azhar 6 Jaka Permai must always be carried out so that the facilities and infrastructure owned can be used to support learning and school activities. With the facilities and infrastructure owned by the school, it can be appropriately used by students before the Covid-19 Pandemic.

Regarding the supporting factors for infrastructure, the laboratory assistant said, "The record is clear, the goods that go in and out." The Foundation knows. The IT department has its place and is responsible for maintaining these items because there are many items. Even if they are damaged, they must be returned to the Al-Muhajirin Foundation. The supporting factor for the management of facilities and infrastructure is that the existing system is structured and assisted by the ODO application to facilitate the parties involved in filing budgets, reporting, and procuring goods needed by schools. The management of facilities and infrastructure at SMPI Al-Azhar 6 is handled directly by the Foundation. Thus, school units can focus on serving the needs of students both in the teaching and learning process in the classroom. The need for teachers in teaching provided by schools and foundations allows the quality of learning to be adequately achieved.

Inhibiting Factors for Facilities and Infrastructure

The inhibiting factors in managing facilities and infrastructure at SMPI Al-Azhar 6 Jaka Permai include the shortage of facilities and infrastructure technicians. Even though they have received maintenance assistance from the Foundation, the number of facilities and infrastructure technicians still lacks due to the cost factor allocated to more important things. That becomes homework for schools so that they have qualified technicians in every facility and infrastructure owned in the future, especially the laboratories they have. Expensive maintenance costs are a challenge for SMPI Al-Azhar 6 Jaka Permai. With facilities and infrastructure that have an enormous cost value, especially in the laboratory, it certainly requires special care so that these facilities and infrastructure can always be used as well as possible.

Based on the interview results, the inhibiting factor was that the process flow for submitting the goods needed by the unit to the Foundation was always granted in a long time because the Foundation was looking for cheap and quality goods. For example, the purchase of a handy camera from submission to approval can take approximately five months. That will hinder the process of implementing the program in the SMP unit. The mechanism for submitting, checking goods, purchasing goods, and delivering goods take a long time. However, when you need items, whose budget is less than Rp. 500,000, they will be taken from the small type. Thus, the inhibiting factor for the management of these facilities and infrastructures is a mechanism that has a prolonged flow, so that it takes a long time. Meanwhile, schools are waiting for the procurement of goods, so several school programs are hampered and constrained that a big concern for the Foundation to procure the needed items quickly, so a solution is needed to add employees or technicians who are experts in their fields.

Discussion
Planning for Facilities and Infrastructure

Planning for educational facilities and infrastructure first through needs analysis is carried out by analyzing and evaluating what facilities and infrastructure are needed to support the learning process in the classroom and outside the classroom. In addition, in planning, activities determine the priority scale and are adjusted to the funds and level of interest (Creemers et al., 2022; Yanti, 2019). The purpose and planning are to avoid errors and unwanted failures and increase the effectiveness and efficiency of its implementation. That is broadly in line with the theory put forward by Kompri, which essentially states that the analysis of the needs for educational facilities and infrastructure is carried out in the planning process (Barrett et al., 2019; Kompri, 2014). The analysis concerns the need for facilities and infrastructure in learning. The analysis of educational facilities and infrastructure involves classroom teachers and subject teachers, but the role of classroom teachers in analyzing needs is more significant than that of subject teachers (Yulius, 2020). Likewise, at SMPI Al-Azhar 6, Jaka Permai first analyzed educational facilities and infrastructure to provide or procure goods needed by schools and especially teachers to support the learning process. In the analysis, there is one critical step, namely evaluation. The planning process carried out by SMPI Al-Azhar 6 Jaka Permai was first designed in a working meeting (working meeting). The results of the two working meetings are stated in the LPKS (school financial approval sheet). Third, it is stated in the draft budget, which is then submitted to the Foundation. The final process is for the Foundation to select which one is needed first (priority scale) later.

The second planning of educational facilities and infrastructure is a financing analysis carried out to meet the needs for purchasing facilities and infrastructure and minimize the use of funds that are not on target. In line with the theory expressed by Gunawan and Benty, essentially stating that in planning educational facilities and infrastructure, the estimated costs available at school institutions must be considered (Gunawan & Benty, 2017). Besides being in line with the theory expressed by Gunawan and Benty, the above findings are also supported by other findings, stating that the provision of educational facilities and infrastructure, in general, is through funds from the Government (Majidah S., 2019). The availability of education funds is crucial in every institution, especially educational institutions. Funds

available at educational institutions are used to meet the needs of schools, one of which is the fulfillment of educational facilities and infrastructure(Eze et al., 2020; Hidayah & Syahrani, 2022). Priority analysis of facilities and infrastructure and meeting school needs concerning the learning process; priority analysis also has another goal, namely to reduce financing expenditures in providing facilities and infrastructure that still have usability. Facilities and infrastructure prioritized at SMPI Al-Azhar 6 Jaka Permai are textbooks, office stationery (ATK), and teaching aids. The prioritized facilities and infrastructure all refer to the use of learning. Based on this explanation, it can be concluded that the purchase of educational facilities and infrastructure needs is not always carried out by the school but depends on the policies of the school or the Foundation that oversees the school. That is because each academic unit has its standards related to the management of facilities and infrastructure(Helda & Syahrani, 2022). It is different in M. Nur's research, with the title Management of Educational Facilities and Infrastructure at SMP Negeri 2 Anggeraja, Enrekang Regency. The planning list is made in advance and must comply with applicable standards. Furthermore, not all planned items can be fulfilled because they have to look at the amount of the available budget. The Principal must be able to manage the budget expenditures in the school to suit the needs.

Procurement of Educational Facilities and Infrastructure in The Learning Process

The process of procuring educational facilities and infrastructure at SMPI Al-Azhar 6 Jaka Permai, carried out by inputting data in the ODO application online. This application makes it easier for the Foundation to find out all information about the facilities and infrastructure needed by the school. It makes it easy to check the procurement of goods. Furthermore, the procurement of these goods from the Foundation will be included in the purchase. Before purchasing, the Foundation checks with the school whether the goods or facilities match the desired specifications. When there is a data match, the Foundation will buy the item. However, if the goods are lightly damaged, the Foundation will choose repairs. This finding is supported by other findings that stating that in terms of procurement of educational facilities and infrastructure, funds from private parties are directly related to educational institutions (Nasrudin & Maryadi, 2018; Taylor, 2011). The findings above are in line with the theory expressed by Gunawan and Benty, essentially revealing that sources of procurement of facilities and infrastructure can be through purchasing, self-manufacturing, receiving grants or loans from the private sector, leasing, and loans from institutions related to schools (Gunawan & Benty, 2017). In addition to being in line with the findings from Gronberg and the theory put forward by Gunawan and Benty, the above findings are also in line with Kompri, essentially revealing that the procurement of educational facilities and infrastructure is carried out in several ways, namely: purchase, independent manufacture, rental, and acceptance of grants or donations (Kompri, 2014).

Based on the findings of researchers regarding the procurement of facilities and infrastructure at SMPI Al-Azhar 6 Jaka Permai that the procurement of educational facilities and infrastructure through several ways such as proposing the Goods Receipt Report (LPB) equipped with data filled in by the Foundation or the shipper and the administration school. The school re-checks the proposed needs to the Foundation together with checking the needs proposals that are received. That includes the existence of, received from, a description of the specifications of the goods, the number of units, information, knowing the purchasing department, knowing the sender, knowing the recipient, and the place and date of delivery of the goods. Based on the opinion of previous research the procurement of educational facilities and infrastructure must be accountable, which means that the procurement must achieve physical, financial, and benefits for smooth learning (Gunawan & Benty, 2017; Novita, 2017). Paying attention to the quality of each educational facility and infrastructure will provide something that is maximally and effectively efficient. One example of a virtual farewell due to the COVID-19 pandemic, SMPI Al-Azhar 6 Jaka Permai, needed a handy cam to record remarks from the principal, teachers, and foundations, so procurement was carried out through Foundation procedures. The quality of the goods purchased must be in good condition to be used by the school to the maximum.

Meanwhile, in a study conducted by Rika Megasari, the title Improving the Management of Educational Facilities and Infrastructure to Improve the Quality of Learning at SMPN 5 Bukit Tinggi. It was stated that the school carried out the procurement of educational facilities and infrastructure at SMPN 5 Bukit Tinggi (Megasari, 2014). For example, procurement of school furniture such as tables and chairs are done by buying from companies that make chairs and tables if the procurement of teaching aids, media, valuable equipment, and office equipment in large quantities is held through tenders with other parties. In comparison, the shortage of office stationery in small quantities can be purchased through tactical funds. Meanwhile, school textbooks can be purchased by buying them yourself and receiving assistance from the Government. Sometimes there is school equipment needed by the teacher, the teacher submits it to the deputy head of the facilities and infrastructure section. If the school does not respond to the need for these

items, sometimes the teacher asks the students to buy these needs jointly. Such as the need for tablecloths, hand towels, and decorations in the study room.

Inventory of Facilities and Infrastructure

The first inventory of educational facilities and infrastructure is for controlling facilities and infrastructure through the provision of goods codes, names of goods, source of goods/issuer (books), volume/amount of goods, date of acquisition/purchase of goods, mutations/changes, sources of funds and information on goods. Following the theory from previous study stating that the inventory activities used to control facilities and infrastructure are by recording facilities and infrastructure and making codes (Kompri, 2014). The detailed recording of educational facilities and infrastructure will make it easier for those in charge of facilities and infrastructure to control them according to the use and maintenance of these goods. The second inventory of educational facilities and infrastructure is for the supervision of facilities and infrastructure; supervision is carried out by checking the inventory of educational facilities and infrastructure books in which some items have been held. According to observations in the field, at SMPI, Al-Azhar 6 Jaka Permai has made an inventory of all incoming goods by providing the item code and then storing it on the available shelves. The theory states that after recording and coding each facility and infrastructure held, it aims to make it easy for all school parties to re-recognize school equipment in terms of ownership to the person in charge and supervision (Gunawan & Benty, 2017).

Maintenance of Facilities and Infrastructure

The first maintenance of school facilities and infrastructure is the daily maintenance carried out by every teacher, librarian, laboratory assistant, administration, and cleaning staff. Maintenance is carried out by cleaning classrooms, storing tools in the laboratory after use, and maintaining textbooks. That is supported by previous study which state that with daily maintenance, educational facilities and infrastructure can be well maintained and support the learning process (González-Martínez et al., 2015; Sholihah, 2019). With maintenance, all school members must prepare learning facilities and infrastructure that can be used at any time in good condition and ready to be used by teachers and students (Nurmadiah, 2018). Facilities and infrastructure that have been appropriately conditioned will be able to support the learning process well. The second maintenance of educational facilities and infrastructure is periodic maintenance covering the maintenance of school buildings, painting walls, replacing damaged ceilings, repairing chairs and tables, LCDs, and computers. Periodic maintenance includes facilities and infrastructure used in the long term; maintenance carried out such as replacement of spare parts, replacement with the latest specifications (Gunawan & Benty, 2017). Thus, maintenance at SMPI Al-Azhar 6 Jaka Permai has been carried out regularly so that this step can minimize new purchases that require more significant funds. With such a basis, periodic maintenance is carried out to maintain school infrastructure to be well controlled.

Elimination of Facilities and Infrastructure

In general, eliminating facilities and infrastructure at Al-Azhar Islamic Junior High School 6, Jaka Permai is carried out by reporting damaged inventories and repairs to the Foundation. Because the Al-Muhajirien Waqf Foundation does everything, it is done by destroying it and grants, sales, and auctions. Destruction is carried out because the item cannot be repaired or damaged. Repairs are made, the items to be removed are repaired by the Foundation first and then returned to the school or other units in collaboration with the Foundation. They were granted by giving to the institution under the auspices of the Foundation. Large-scale auction of facilities and infrastructure, including vehicles, buildings, and others. The seller is carried out if the facilities and infrastructure to be sold have been collected in large quantities (Aisah et al., 2021). The school evaluates to improve the standardization of the quality of facilities and infrastructure in schools (Sholihah, 2019; Zineldin et al., 2011). It is done so that the implementation of teaching and learning continues even though the existing facilities and infrastructure are not good. If the facilities and infrastructure are damaged, then the party who uses them asks to be replaced, or the goods are asked for a new model because they are old. Because the deletion of facilities and infrastructure is incidental, it is done when there is a report. These reports are mainly found in RAKER, small reports submitted by school members who attended the meeting.

Based on the previous discussion regarding the management of educational facilities and infrastructure at SMP Islam 6 Jaka Permai Bekasi. It can be seen that the implementation of the management of educational facilities and infrastructure is by the functions of the management of facilities and infrastructure, namely planning, procurement, inventory, maintenance, and removal. The update in this study with previous research is that digitization has been carried out in submitting facilities and

infrastructure to the Foundation. School infrastructure submission and procurement are made by filling out the form from the "ODO" application that the Al-Muhajirin Foundation has provided.

4. CONCLUSION

Planning for infrastructure at SMP Islam Al-Azhar 6 Jaka Permai is carried out based on needs analysis and determining the priority scale of activities to be carried out, which is by the level of importance; planning is carried out once a year at work meetings and making Budget Meetings. Procurement of learning facilities is carried out by prioritizing aspects of function (utility), which refers to the use of these facilities. Fill out the form provided by using the ODO application. Next, check the incoming data with the items needed, then make purchases of goods that the school and the Foundation have agreed upon per the reports that have been submitted. Inventory, recording, and storing of goods documentation, submission to the person in charge, use, and maintenance are carried out by the administrative staff of SMP Islam Al-Azhar 6 Jaka Permai Bekasi. Maintenance of facilities and infrastructure for SMP Islam Al-Azhar 6 Jaka Permai is carried out by all school residents, special officers, school principals, teachers, and other students responsible for maintaining and maintaining the available facilities and infrastructure. There are two types of maintenance of facilities and infrastructure, namely daily and periodic maintenance. Deletion is carried out on items that are no longer suitable for use, are no longer relevant, and are not used (idle). The elimination step is if it is still suitable for use, it is given/returned to the Foundation; if it is not feasible, it will be abolished or disposed of.

5. REFERENCES

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