

Management of Facilities and Infrastructure in Improving the Quality of Learning

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Keywords:

Facilities and Infrastructure, Management, Learning Quality.

Abstract

This study uses a type of qualitative research with a case study approach. The object of this research was carried out at SMK NU Losarang. Data collection techniques using observation, interviews and documentation. Data sources in this study included school principals, vice principals, subject teachers, TU staff and students, as well as other informants related to the problems raised in this study. The purpose of this study is to describe how the management of planning, procurement, evaluation and implications for facilities and infrastructure at SMK NU Losarang. The results of the study show that the management of facilities and infrastructure in improving the quality of learning at SMK NU Losarang consists of planning, procurement, use, and evaluation. (1) Planning for facilities and infrastructure at SMK NU Losarang is carried out in stages, starting with a needs analysis through data collection in the meeting forum of the teacher council and staff and employees. (2) Procurement of facilities and infrastructure at SMK NU Losarang is carried out in various ways. Facilities and infrastructure are obtained from the results of submitting assistance to various parties such as the government, the community, individuals and others. (3) Evaluation of the management of school infrastructure in improving the quality of learning is carried out by way of oral reports or written reports which are carried out on; (a) weekly evaluation; (b) monthly evaluation; and (c) annual evaluation. (4) The implications of the management of facilities and infrastructure at SMK NU Losarang are increasingly visible with the increasing quality of learning and student achievement.

Kata kunci:

Manajemen Sarana dan Prasarana, Kualitas Pembelajaran..

Article history:

Received: 15-02-2024

Revised 13-05-2024

Accepted 02-08-2024

Abstrak

Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan studi kasus. Objek penelitian ini dilaksanakan di SMK NU Losarang. Teknik pengumpulan data dengan menggunakan Observasi, Wawancara, dan Dokumentasi. Sumber data dalam penelitian ini meliputi kepala sekolah, para wakasek, guru mata pelajaran, staff TU dan siswa, serta informan lainnya yang berkaitan dengan permasalahan yang diajukan dalam penelitian ini. Tujuan penelitian ini untuk mendeskripsikan bagaimana manajemen perencanaan, pengadaan, evaluasi dan implikasi sarana dan prasarana di SMK NU Losarang. Hasil penelitian menunjukkan bahwa Manajemen Sarana dan Prasarana dalam meningkatkan Kualitas Pembelajaran di SMK NU Losarang terdiri dari perencanaan, pengadaan, penggunaan, dan evaluasi. (1) Perencanaan sarana dan prasarana di SMK NU Losarang dilakukan secara bertahap yang diawali dengan analisis kebutuhan melalui pendataan dalam forum rapat dewan guru beserta staff dan karyawan. (2) Pengadaan sarana dan prasarana di SMK NU Losarang dilakukan dengan berbagai cara. Sarana dan prasarana diperoleh dari hasil pengajuan bantuan ke berbagai pihak seperti pemerintah, masyarakat, perorangan dan lain-lain. (3) Evaluasi manajemen sarana prasarana sekolah dalam meningkatkan kualitas pembelajaran dilakukan dengan cara laporan secara lisan maupun laporan tertulis yang dilakukan pada; (a) evaluasi mingguan; (b) evaluasi bulanan; dan (c) evaluasi tahunan. (4) Implikasi dari manajemen sarana dan prasarana di SMK NU Losarang semakin terlihat dengan meningkatnya kualitas pembelajaran dan prestasi belajar siswa.

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INTRODUCTION

Educational facilities and educational infrastructure are not the same. Educational facilities are all facilities needed in the teaching and learning process, both mobile and immobile so that the achievement of educational goals runs smoothly and in an orderly manner both in effectiveness and efficiency, such as: buildings, classrooms, tables and chairs, teaching media equipment, libraries, school offices, student council rooms, parking lots, laboratory rooms and so on. The educational infrastructure is facilities that indirectly support the course of the education or teaching process, such as: yards, gardens or school parks, roads to school, school rules, and so on. The emphasis on this understanding is in its nature, direct facilities and indirect infrastructure in the educational process. (Barnawi: 2014)

Thus, educational facilities and infrastructure are two things that are not the same but support each other. Therefore, the management of educational facilities and infrastructure can be interpreted as the process of procurement and utilization of components that directly or indirectly carry out the educational process to achieve educational goals in an effective and efficient way (Kango, Kartiko, & Zamawi, 2021; Sutrisno, Hayati, Saputra, Arifin, & Kartiko, 2023).

The management of educational facilities and infrastructure is in charge of regulating and maintaining educational facilities and infrastructure so that they can contribute to the educational process optimally and meaningfully. These management activities include planning, procurement, supervision, inventory storage, removal, use/utilization and responsibility. In an effort to procure and utilize facilities and infrastructure in schools, a process is needed as contained in existing management in general, namely: starting from planning, procurement, regulation, use and elimination. Meanwhile, in simple terms, the definition of quality is the level of good or bad, quality, level or degree of something. In this case, the word "something" can represent many things, be it a good, service, situation, or other things (Azizah, Jariah, & Aprilianto, 2023; Baydarus, 2022; Fauzi & Permadi, 2023).

Improving the quality of learning itself has become a central issue for every educational institution in Indonesia. Although there have been many efforts to get the right solution in terms of improving the quality of learning today, the results are still not optimal. Along with this, efforts to improve the quality of learning in each educational institution continue to be carried out in order to get satisfactory results. Likewise, the proper management of facilities and infrastructure will certainly affect the improvement of the quality of learning in schools for the better. Schools are public institutions that have the task of providing services to the public, especially services for students who demand education (Mona Novita: 2017) Through education, humans can know and learn various ways to improve and develop their potential, intellectual, mental, social, emotional, and independence so as to produce quality human beings (Samahudi: 2021)

In this case, the researcher aims to research related to the management of facilities and infrastructure in improving the quality of learning in educational institutions that are currently being researched, namely the Nahdlatul Ulama Losarang Vocational High

School. An educational institution is a place where educational activities take place or are carried out whose facilities can be in the form of schools, madrasas, and so on (Qurrotul: 2019) SMK NU Losarang itself is one of the high school/equivalent educational institutions in Indramayu Regency. Although it has not been established for a long time, SMK NU Losarang is quite focused in terms of developing innovations to improve the quality of education, including improving the supporting facilities and infrastructure at SMK NU Losarang. For this reason, in this paper, the researcher aims to raise the theme of Facilities and Infrastructure Management in Improving the Quality of Learning at SMK NU Losarang considering the importance of proper management/management in the procurement of facilities and infrastructure in order to get optimal results by paying attention to its effectiveness and efficiency.

METHODS

The type of research used in this study is a qualitative research method with a case study approach. In contrast to quantitative research methods, qualitative research is not formulated on the basis of an operational definition of a research variable will be followed by qualitative research questions formulated with the intention of understanding complex symptoms, social interactions that occur and the discovery of new hypotheses or theories (Sugiyono: 2015) Qualitative research is to examine natural objects and the researcher becomes the main instrument (Imam Gunawan: 2013) In order to make it easier to obtain data and The information used for this study is descriptive research with a qualitative analytical approach. Descriptive research aims to make a systematic, factual and accurate description, description or exposure of the facts, properties and relationships between the phenomena investigated (Amir Hamzah: 2018)

The location of this research is at SMK NU Losarang. The object of the research is the planting of Facilities and Infrastructure Management in improving the Quality of Learning at SMK NU Losarang. Regarding the time allocation for this research, it was carried out from January 2023 to April 2023.

The data collection techniques in this study are Observation, Documentation and Interviews (triangulation). (Sugiono: 2013) To analyze the data, it can be done through 4 stages based on Miles and Huberman's theory, namely: 1) Data collection 2) Data reduction, 3) Data Display, and 4) Verification and conclusion extraction. (Husni Abadi: 2020) Triangulation is a data validity check technique that utilizes something else. (Moleong: 2012) This technique is carried out by the research by comparing and checking the findings through the main informant with other informants.

RESEARCH RESULTS AND DISCUSSION

Result

Planning for Management of Facilities and Infrastructure at Nahdlatul Ulama Losarang Vocational High School

The initial process in facilities and infrastructure management is planning with the aim of coordinating various resources owned so that a product or service will be produced efficiently.

SMK NU Losarang in managing facilities and infrastructure by carrying out a planning process in stages. Activities in the planning process begin with an analysis of the needs of facilities and infrastructure, through the collection of data on the needs of necessary educational facilities and infrastructure or their availability that has been exhausted is a step to determine the needs of facilities and infrastructure that will be owned and used.

Analyze the needs of consumable facilities and infrastructure by holding a meeting of the entire teacher council along with staff and employees, so that all meeting members can convey ideas or suggestions and also inform what facilities need to be purchased or held.

The planning of facilities and infrastructure that has been analyzed at the meeting of all teachers, and also from the results of the analysis of the school development team was carried out at the beginning of the new school year. The school development team consists of the principal, deputy principal for student affairs and deputy head of the madrasah for curriculum.

In formulating the madrasah head work program (RKKS), a school development team meeting was held. The school development team meeting at SMK NU Losarang is a meeting held at the beginning of the semester to discuss the school program as well as the need for facilities and infrastructure that support the school program. The school development team meeting was only attended by the principal, deputy principal of the curriculum section and deputy principal of the student affairs section. The school development team meeting process is led by the principal, then the vice president of curriculum and the vice president of student affairs give input to each other to reach a program agreement as well as the needs of supporting facilities and infrastructure for the program.

Planning is carried out to determine the need for facilities and infrastructure at SMK NU Losarang, which is a step to determine the need for facilities and infrastructure that support the running of the school program that has been agreed to improve the quality of learning. The determination of the need for facilities and infrastructure is carried out during the school development team meeting at the beginning of the semester. The process of determining the need for facilities and infrastructure is based on mutual agreement at the beginning of the semester.

Planning household facilities and infrastructure at SMK NU Losarang is a step to determine the needs of household facilities and infrastructure for the future based on the condition of the facilities and infrastructure owned so that the quality of education always improves. The process of planning household facilities and infrastructure at SMK NU Losarang goes through a series of stages, namely reporting needs, processing report data, and determining the need for household facilities and infrastructure. The results of the research on the planning of household facilities and infrastructure at SMK NU Losarang are as follows.

Reporting needs at SMK NU Losarang is the delivery of household facilities and infrastructure needs to the person in charge of school facilities and infrastructure. The

process of reporting needs is carried out by the person in charge of the workspace and the person in charge of the class to the person in charge of infrastructure facilities regarding what household needs have run out and need to be held

It can be concluded that the determination of the needs of household facilities and infrastructure at SMK NU Losarang is carried out by the principal with the coordination of the treasurer because the management of household needs is the autonomy of the school. The determination of the need for household facilities and infrastructure is based on report data from the person in charge of infrastructure facilities sourced from the reports of each person in charge of the workspace and the person in charge of the class. Planning for household needs is flexible, that is, it can adjust to circumstances, changes in situations and unexpected conditions.

Meanwhile, the analysis of the need for durable infrastructure that indirectly supports the learning process, for example, such as the creation of parks, adequate mosques or prayer rooms, toilets, health unit rooms, teachers' rooms, madrasah headrooms, and other spaces is carried out by the school development team. After being analyzed by the school development team, the next stage is to notify the needs analysis to the committee meeting. After being approved by the committee, it is necessary to ask for the approval of the foundation. As stated in the appendix about the principal's work meeting. Facilities and infrastructure are based on short-term (1 year), medium-term (4-5 years), and long-term (10-15 years).

Because the management of school facilities and infrastructure must begin with planning, be it planning for procurement, planning for arrangement and planning for use. It is discussed in sequence in this study.

Based on the results of the interview, it can be concluded that the planning process for the management of facilities and infrastructure at SMK NU Losarang is divided into two, namely the needs of school programs and household needs. For household needs, a needs analysis is carried out through a teacher council meeting, while the needs of school programs are analyzed by the school development team. All needs analysis is accommodated and reported by the principal, then a meeting of the school development team is held. After that it was submitted at the committee meeting, the latter asked for the foundation's approval.

In this planning process, all authority is held by the principal, but in accordance with the approval of the foundation. The planning process is carried out based on the National Standard on Facilities and Infrastructure Standards in Government Regulation Number 24 of 2007.

Implementation of procurement of Facilities and Infrastructure at Nahdlatul Ulama Losarang Vocational High School

The procurement of facilities and infrastructure is the first operational function in the management of educational facilities. This function is essentially a series of activities to provide educational facilities according to needs, both related to types and

specifications, quantity, time and place, and price, as well as sources that can be accounted for.

The procurement of facilities and infrastructure at SMK NU Losarang is carried out to meet the needs of facilities and infrastructure so that teaching and learning activities can run well and support in improving the quality of learning.

The procurement of facilities and infrastructure is school autonomy with its own budget that comes from BOS and committee funds. The process of procurement of facilities and infrastructure begins with a procurement plan determined by the school development team, then carried out by the principal in coordination with the treasurer and then teachers or personnel assigned by the principal provide any goods as needed.

The procurement of educational facilities can be done in various ways. For example, land acquisition can be done by buying, receiving grants, receiving use rights, and so on. The procurement of buildings or buildings can be by buying, building new, renting, exchanging or receiving grants. As for equipment and furniture, the procurement can be by buying both new and second, which are still raw materials or already in the form of finished goods, or you can also make your own school supplies, receiving assistance from various parties, such as the government, the community, individuals and others.

The procurement of facilities and infrastructure at SMK NU Losarang is carried out in various ways, such as land procurement is carried out by buying, the foundation collects money by making proposals, receives assistance from various parties, such as the government, the community and so on, after the money is collected little by little the foundation buys land. As the chairman of the foundation said:

Facilities and infrastructure are obtained from the results of applying for assistance to various parties such as the government, the community, individuals and others. Naah if the land is bought from the community and the money is from selling various foundation assets, and then the money is collected, and the proceeds from the sale of the assets are then used to buy this land.

The procurement of buildings is also in such a way, when funds are collected, the construction of buildings or rooms that are prioritized such as lab rooms begins. TKJ and TKR, TKR workshop room, library and others. Procurement can also be done by receiving grants or assistance, such as book assistance for libraries. Other procurement methods can also be done such as by making your own, for example making school garden decorations.

In the procurement of goods, both done by the school itself and from outside the school, it should be recorded according to its conditions and circumstances. This is intended as an effort to control the entry and exit of goods or facilities and infrastructure belonging to the school. The record is stated in the format of procurement of educational facilities in the form of a table as a reference for schools in carrying out activities to procure facilities and infrastructure for schools.

It can be concluded that the procurement of facilities and infrastructure at SMK NU Losarang is school autonomy using budget assistance from the BOS and the

committee. Procurement of facilities and infrastructure based on the decision of the principal and in coordination with the treasurer. The process of procurement of these facilities and infrastructure is carried out by purchasing and then distributing in each classroom and workspace. And there is no book or recording format for the process of procurement of advice and infrastructure. The process of procurement of facilities and infrastructure at SMK NU Losarang is carried out based on the National Standard on Facilities and Infrastructure Standards in Government Regulation Number 24 of 2007, such as the minimum area of land and buildings, the completeness of infrastructure and facilities in supporting the learning process so that it can improve the quality of learning.

Evaluation of the procurement of facilities and infrastructure at SMK NU Losarang

Evaluation of the management of educational facilities and infrastructure is an activity of collecting information about the work of the entire process of activities that have been planned and attempted deliberately and earnestly as well as continuous guidance of educational objects, so that they are always ready to be used in the teaching and learning process, which is then used to determine the right alternative in making decisions.

In the implementation of the activity program, it will be necessary to evaluate to review and improve and change according to new needs. Likewise, it is applied at SMK NU Losarang. The principal and deputy principal always find out about the problems that occur in their school environment, for this reason the school always holds weekly meetings, meetings to evaluate monthly performance with teachers, and also yearly.

This was revealed by Mr. Agus Sukara as the principal in his interview: "The meeting is once a week, while with the teacher it is once a month, usually with the distribution of honorarium. Meanwhile, the facilities themselves already have a team from planning, procurement and evaluation.

In the work meeting, in addition to compiling it, there was also an evaluation in the past year, such as what programs have been carried out and have not been implemented. The obstacle is like this: at any time we plan the work program to be compiled, but in the middle of the road there is a work program that is sudden, now this is outside the plan, from here there is a change in the budget (sufficient or not) from here there are 2 budgets: dipa and committee, if dipa we report to the state while the committee we report to the community. So there is EDS, we know the shortcomings of each of them that we have implemented. Now from the meeting, we prioritize which ones we prioritize and which are not the main ones.

The purpose of holding weekly meetings and monthly meetings is to build family and also what programs have been carried out to share opinions on existing problems. This also serves as an upgrade in refreshing the work spirit in building SMK NU Losarang.

Implications of Facilities and Infrastructure to Improve the Quality of Learning at SMK NU Losarang

The efforts to manage school infrastructure facilities implemented at SMK NU Losarang are included in the successful category. This can be seen in the increase in infrastructure provided by schools, so that learning achievement increases day by day.

According to Wina Sanjaya, "The completeness of facilities and infrastructure will help teachers in the implementation of the learning process. Therefore, facilities and infrastructure are important components that can affect the learning process.

With the importance of school infrastructure for the success of the educational process, schools need to provide or hold school infrastructure facilities efficiently and effectively, so that they are able to answer the problem of managing school infrastructure, especially the procurement of school infrastructure.

From the results of the interview above, it can be concluded that the management of SMK NU Losarang infrastructure facilities includes careful planning, and the existence of adequate infrastructure, to the existence of a form of cooperation for school improvement so that it is able to produce good quality of learning

DISCUSSION

Planning of Educational Facilities and Infrastructure

Planning comes from the root word plan which means the design or framework of something that will be done in the future. Planning educational facilities and infrastructure is the process of designing efforts to purchase, rent, purchase, exchange, recycle, recondition/rehabilitate, distribute or manufacture equipment and equipment in accordance with the needs of the school. This process should involve important elements in the school, such as the principal and his deputy, the teacher council, the head of administration, and the treasurer and school committee. Careful planning can minimize the possibility of errors and increase the effectiveness and efficiency of the procurement of facilities and infrastructure (Arifin, Desrani, Ritonga, & Ibrahim, 2023; Salim, Handayani, Handayani, Khairunnisa, & Oktaviani, 2024).

Planning educational facilities and infrastructure is the first step in the management of educational facilities and infrastructure. Planning educational facilities and infrastructure is the preparation of procurement activities through a series of processes with careful calculations. The process of planning educational facilities and infrastructure is carried out so that the needs of facilities and infrastructure can be met effectively and efficiently (Arianto et al., 2024).

SMK NU Losarang conducted a school development team meeting on all aspects for school development, including program planning to be implemented, one of which was the planning of facilities and infrastructure also planned in the meeting and data collection on the need for goods. Planning begins with an analysis of the needs of what facilities and infrastructure will be held. The needs analysis was carried out through a meeting of the madrasah development team. The planning process is based on the

standard guidelines for facilities and infrastructure in Government Regulation Number 24 of 2007.

The process of planning facilities and infrastructure at SMK NU Losarang is carried out by accommodating proposals for the procurement of school supplies to be submitted and selecting the items to be held. The school development team meeting at SMK NU Losarang is a meeting held at the beginning of the semester to discuss the school program as well as the need for facilities and infrastructure that support the school program. The madrasah development team meeting was only attended by the head of the madrasah, the deputy head of the madrasah for teaching and the deputy head of the madrasah for student affairs. The madrasah development team meeting process is led by the head of the madrasah, then the teaching wakamad and the student wakamad provide input to each other to reach a program agreement as well as the needs of program supporting facilities and infrastructure.

The school development team meeting at SMK NU Losarang was held at the beginning of the semester which was attended by the principal, vice president of curriculum and vice president of student affairs to discuss school programs, the need for facilities and infrastructure related to school programs to improve the quality of learning. The determination of the need for facilities and infrastructure at SMK NU Losarang is a step to determine the needs of facilities and infrastructure that support the running of the school program that has been agreed.

So, the determination of the needs for program facilities and infrastructure at SMK NU Losarang is adjusted to the agreed program and the condition of existing facilities and infrastructure so that the quality of learning can improve continuously.

Planning household facilities and infrastructure at SMK NU Losarang is a step to determine the needs of household facilities and infrastructure for the future based on the condition of the facilities and infrastructure owned. The process of planning household facilities and infrastructure at SMK NU Losarang goes through a series of stages, namely reporting needs, processing report data, and determining the need for household facilities and infrastructure.

Reporting needs at SMK NU Losarang is a submission of the needs of facilities and infrastructure to the person in charge of school facilities and infrastructure. The process of reporting needs is carried out by the person in charge of the workspace and the person in charge of the class to the person in charge of infrastructure facilities regarding what household needs have been exhausted and need to be held. The report of each person in charge is used as material for processing household needs data at the beginning of each school year.

So reporting the needs of household facilities and infrastructure at SMK NU Losarang is carried out by the person in charge of the workspace and the person in charge of the class to the principal. The reporting from each person in charge is used as material for processing data on household facilities and infrastructure needs at the beginning of each school year.

The processing of report data at SMK NU Losarang is a follow-up to the report on the needs of each person in charge of the workspace and the person in charge of the class to make a list of household infrastructure needs by the principal. The data on the need for household facilities and infrastructure is used as the basis for determining needs by the principal with the coordination of the curriculum and student affairs departments.

Therefore, the processing of data on household facilities and infrastructure at SMK NU Losarang is carried out by the principal into a list of school needs. The list of school needs will be submitted by the principal with the coordination of the treasurer as the basis for determining the needs of household facilities and infrastructure.

The determination of the need for household facilities and infrastructure at SMK NU Losarang is a decision of the head of the madrasah with the coordination of the treasurer regarding the needs of household facilities and infrastructure that will be procured. The process of determining household needs is a list of household facilities and infrastructure needs that are obtained and considered by the principal and treasurer so that they are adjusted to the by-election so that the decision is appropriate based on the priority of needs.

The results of the study show that the determination of household facilities and infrastructure needs at SMK NU Losarang is carried out by the principal with the coordination of the treasurer because the management of household needs is school autonomy. The determination of the need for household facilities and infrastructure is based on report data from the person in charge of infrastructure facilities sourced from the reports of each person in charge of the workspace and the person in charge of the class.

In an effort to improve the quality of learning, SMK NU Losarang holds clear planning of facilities and infrastructure at the beginning of the year through a meeting of the school development team, with flexible planning, namely being able to adjust to circumstances or changes in the situation that may occur in the middle of the semester with unexpected conditions. Carry out planning by following guidelines or standards of type, quantity and quality in accordance with the priority scale and readiness of funds.

Based on the results of interviews and observations as well as documentation that has been obtained and implemented, it can be concluded that the planning of facilities and infrastructure at SMK NU Losarang is in accordance with existing theories. With authority held by the principal in accordance with the approval of the Foundation.

Procurement of Educational Facilities and Infrastructure

Procurement is an activity that is carried out to provide all types of learning facilities that are in accordance with needs in order to achieve the goals that have been set. Meanwhile, Ary H. Gunawan defines procurement as all activities to provide all the needs of goods/objects/services for the purpose of carrying out duties. In the context of schooling, procurement is all activities carried out by providing all the needs of goods

or services based on the results of planning with the intention of supporting learning activities so that they run effectively and efficiently in accordance with the desired goals.

The procurement of facilities and infrastructure at SMK NU Losarang is carried out to meet the needs of facilities and infrastructure so that teaching and learning activities can run well in order to improve the quality of learning. The procurement of facilities and infrastructure is school autonomy with its own budget that comes from BOS and committee funds. The process of procurement of facilities and infrastructure is determined by the principal with the coordination of the treasurer and then the teacher provides any goods as needed. The procurement process is mostly done by purchase, such as the procurement of computers, CPUs, LCD projectors and so on. But some other facilities are procured by grants or gifts, such as some books in the library (Calora, Arif, & Rofiq, 2023; Inco & Rofiq, 2022; Rofiq & Nadliroh, 2021).

The procurement of facilities and infrastructure at SMK NU Losarang is school autonomy using budget assistance from BOS funds and committees. The procurement of facilities and infrastructure is based on the decision of the principal with the coordination of the treasurer. The process of procurement of these facilities and infrastructure is carried out in various ways, namely by purchasing for example the purchase of land, computer equipment, books, tables and benches, by being granted or given assistance, for example, some books are given by certain parties which are then managed by librarians in the library, it can also be done by making their own, for example, garden decorations, purchasing supporting devices for learning and teaching activities, Then the necessary facilities will be distributed to each classroom and workspace.

The procurement process at SMK NU Losarang is in accordance with the theory regarding the process of procurement of facilities and infrastructure in accordance with the National Government Standard on Facilities and Infrastructure in Government Regulation Number 24 of 2007.

Evaluation of Educational Facilities and Infrastructure

The purpose of school infrastructure management is to avoid various mistakes that may occur such as the procurement of infrastructure facilities that are not needed or the specifications of tools/materials that are far from expected. Evaluation is an indifference so that later activities can run effectively and efficiently.

Evaluation at SMK NU Losarang, the principal monitors the state of the school, especially in the activity report in writing and in the oral report submitted by Waka Sarpras at the weekly and monthly meetings, but not only the report but the principal and deputy principal also review directly to the field the state of the management of school infrastructure facilities and look for solutions if there are obstacles faced, So that everything runs smoothly and in accordance with what the work program has prepared in the next year.

From several evaluation groups, SMK NU Losarang has carried out several of them, namely activity evaluation, financial management evaluation, human resource evaluation, and efficiency evaluation, effectiveness, thrift, and feasibility evaluation.

Implications of Educational Facilities and Infrastructure

Educational facilities and infrastructure are one of the important resources in supporting the learning process in schools. The success of educational programs in schools is greatly influenced by the condition of educational facilities and infrastructure owned by schools and by the optimization of management and utilization.

SMK NU Losarang benefits from the management of school infrastructure facilities where the quality of student learning is also increasing. Efforts to meet the needs of KBM are a tangible manifestation in improving the quality of learning. We can see this in the progress of SMK NU Losarang from year to year

CONCLUSION

The planning process for the management of facilities and infrastructure at SMK NU Losarang is divided into two, namely for school program needs and household needs. For household needs, a needs analysis is carried out through a teacher council meeting at the beginning of the new school year. Meanwhile, the needs for school programs are analyzed for the needs of facilities and infrastructure carried out by the school development team. All results of the analysis of facilities and infrastructure needs become the authority of the principal by considering the approval of the board of committees and foundations.

The procurement of facilities and infrastructure at SMK NU Losarang is carried out to meet the needs of facilities and infrastructure so that teaching and learning activities can run well and support in improving the quality of learning. In this case, the principal as a policy maker coordinates with the treasurer or the party assigned by the principal to procure facilities and infrastructure in accordance with the needs of the school. In the implementation of the program, it is necessary to evaluate to review and improve and change according to new needs. Likewise, it is applied at SMK NU Losarang. In the procurement of school facilities and infrastructure, the principal along with the deputy principal and the teacher council hold evaluation meetings both through annual, semester, monthly and weekly meetings supported by oral and written reports that aim to evaluate the process of managing school facilities and infrastructure as a whole.

The implications of the facilities and infrastructure carried out by SMK NU Losarang can be concluded that the implications of school infrastructure facilities in improving the quality of learning show success, This is evidenced by the increasing school infrastructure, which makes the quality of service a reference so that the quality of learning and student learning achievement increases to produce quality output.

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