

ISLAMIC EDUCATION MANAGEMENT STRATEGY THROUGH OPTIMIZING FACILITIES AND INFRASTRUCTURE FINANCING TO IMPROVE THE QUALITY OF LEARNING

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Abstract. Educational facilities and infrastructure are important factors in improving the efficiency of learning and learning. Management of educational facilities and infrastructure is defined as a collaborative process of the effective and efficient utilization of all educational facilities and infrastructure. The purpose of managing educational facilities and infrastructure is to provide professional services in the field of educational facilities and infrastructure to carry out the education process effectively and efficiently. This qualitative research aims to reveal the implementation of management of education facilities and infrastructure and the role of teachers in improving the quality of learning through the utilization of educational facilities and infrastructure at SMP N 2 Kajen Pekalongan, by way of interviews, observation, and documentation. The data validity technique uses triangulation to make the data obtained more accurate.

Keywords. Islamic Education Management Strategy, Facilities and Infrastructure

Abstrak. *Sarana dan prasarana pendidikan menjadi faktor penting dalam meningkatkan efisiensi pembelajaran dan pembelajaran. Manajemen darisarana dan prasarana pendidikan diartikan secara kolaboratif proses pendayagunaan seluruh pendidikan secara efektif dan efisien sarana dan prasarana. Tujuan dari pengelolaan sarana dan prasarana pendidikan bertujuan untuk mewujudkan pendidikan yang profesional pelayanan di bidang sarana dan prasarana pendidikan dalam rangka untuk melaksanakan proses pendidikan secara efektif dan efisien. Ini Penelitian kualitatif bertujuan untuk mengungkap pelaksanaan manajemen sarana dan prasarana pendidikan serta peran guru dalam hal ini peningkatan mutu pembelajaran melalui pemanfaatan pendidikan sarana dan prasarana di SMP N 2 Kajen Pekalongan, dengan carawawancara, observasi dan dokumentasi. Teknik keabsahan data menggunakan triangulasi agar data yang diperoleh lebih akurat.*

Kata Kunci. *Strategi Manajemen Pendidikan Islam, Sarana dan Prasarana*

A. INTRODUCTION

Developments are influenced by today's world, developments in science and technology. Science and technology are the most ideal weapons for changing the world. The development of science and technology which is based on a system paradigm, is the fact that education is inherently an investment, just like other forms of investment in physical capital (Wahyudin, Rohman, and Fauziah 2023).

Education has a very important role. Education is a conscious effort for humans to develop their potential through learning. Schools are public institutions that have the task of providing services to the public, especially services for students who require education. The national education system is all educational components that are interconnected in an integrated manner to achieve national education goals. Based on Article 3 of the National Education System Law of 2003 concerning national education, national education functions to develop abilities and shape the character and civilization of a dignified nation to educate the nation's life, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have good morals. noble, healthy, capable, creative, independent, and a democratic and responsible citizen (Dewan Perwakilan Rakyat Republik Indonesia 2003).

In optimizing the facilities and infrastructure at SMP Negeri 2 Kajen Pekalongan they have facilities that teachers and students can use in the educational process. This includes both hardware and software. Hardware for example school buildings and laboratory equipment, software for example curriculum, methods, and educational administration. Equipment in the form of buildings, libraries, and tools used when studying in class, is very closely related to the quality of the school, especially when it comes to teaching aids, and tools such as in teaching physics, biology, anatomy, or geography.

One of the factors that support the success of educational programs in the learning process are educational facilities and infrastructure (Gunawan 2021; siswanto n.d.). Educational facilities and infrastructure are facilities that are needed in the teaching and learning process in educational institutions/educational units and are one of the sources that serve as a benchmark for the quality of education itself which needs to be continuously improved along with developments in science and technology (Saifulloh and Darwis 2020). The need for facilities and infrastructure needs to be implemented to support students' skills so they are ready to compete with the rapid development of science (Saefullah 2012), technology, and information. In the implementation of education, facilities, and infrastructure are needed to produce an effective and efficient teaching and learning process. It is hoped that good management of facilities and infrastructure can create a clean, neat, and beautiful school, thereby creating pleasant conditions for both teachers and students at the school. SMP Negeri 2 Kajen is a state junior high school located on Jl. Hero No. 737, Gejlig, District. Kajen, Kab. Pekalongan, Central Java. Even though it is located in a district, the educational facilities and infrastructure at SMP N 2 Kajen Pekalongan are adequate, both in terms of the school environment, buildings, and other facilities.

Even though education in many countries has experienced significant developments in terms of physical infrastructure and learning technology, there is still a large gap between expectations and reality on the ground (Muwahid and Soim 2013). One of the phenomena that emerge is the gap between the level of funding available and the actual need for providing quality education. Even though the education budget has often been allocated by the government, there is often still a significant lack of funds for the maintenance, repair, and development of educational facilities and infrastructure. This can result in limited student access to adequate learning facilities, such as a lack of classrooms, laboratories, libraries, and sports facilities. Apart from that, education management strategies that are not yet optimal in managing education funds can also be the cause of a gap between funding and actual infrastructure needs. Therefore, the problem between financing and the need for educational facilities and infrastructure is an interesting phenomenon to be researched further in the context of improving the quality of learning.

The explanation above shows that the importance of this research is to know the planning, implementation, and evaluation of infrastructure in improving the quality of learning, and also seeks to reveal the Islamic Education Management Strategy through Optimizing the Financing of Facilities and Infrastructure to Improve the Quality of Learning implemented at SMP Negeri 2 Kajen Pekalongan.

B. RESEARCH METHOD

The type of research used by researchers in this research is field research, namely direct research on correspondents (Aji Wahyudin et al. 2023; Sugiyono 2018). This research is an in-depth study of environmental events and the conditions used to find out something (Muhammad Rijal Fadli 2021). This research uses a descriptive qualitative approach, namely research that uses a natural setting, to interpret phenomena that occur in the field and is carried out by involving

various existing methods (Bachri 2010). Data was collected using interview, observation, and documentation techniques, the validity of which was tested using data credibility tests, data source triangulation, and triangulation (Hubarman 2014). With the hope of being able to get data that is credible and close to the point of truth. The research method consists of a description of the type of research, data collection, data sources, data types, and data analysis. Written in paragraph form. The direct observation process at SMP 2 Kajen was carried out to observe in detail the ongoing learning process. In addition, interviews were conducted with various parties involved, including teachers, administrative staff, and II editors, to obtain a more comprehensive understanding.

C. RESULTS AND DISCUSSION

Islamic Education Management Strategy through Optimizing Funding for Facilities and Infrastructure to Improve the Quality of Learning at SMP 2 Kajen

Based on data collected through interviews, observation, and documentation with related parties at SMP 2 Kajen, namely the school treasurer regarding costs or finances at the institution and the Deputy Head of Facilities and Infrastructure which was then analyzed, the following data was obtained:

Planning for infrastructure and facilities to improve the quality of education

To prepare a plan for educational facilities and infrastructure needs, the Principal of the School carries out:

1. Deliberation involving the Deputy Head of the facilities and infrastructure sector, Mr. Heru Sujiono, S.Pd as the person in charge of the facilities and infrastructure, the Administrative Staff for the facilities and infrastructure sector as the implementer, as well as the subject teachers who are the users of the facilities and infrastructure.
2. Collect all proposals for procuring school supplies submitted by each work unit and evaluate the shortage of school supplies.
3. Design a plan for school equipment needs for a certain period, whether in one semester or one school year.
4. Align the needs plan that has been prepared with previously existing equipment.
5. Integrate planned needs with the available budget.
6. Combine the list of high-priority equipment needs with existing school budget funds based on their level of importance.
7. Determine the final plan for procuring the equipment.

Use of infrastructure to improve the quality of education

The process of using educational facilities and infrastructure is the responsibility of the school principal who is assisted by the deputy head of the infrastructure sector. This means that the principal and deputy principal are responsible for managing and supervising the use of school facilities.

The results of interviews and observations show that the use of facilities at SMP 2 Kajen can be divided into two categories: consumables and non-consumables.

1. Consumables

Consumable items, such as markers, are used efficiently and according to needs. The example given is the use of a marker to write on a whiteboard. This reflects good practice in school resource management, where consumables are not wasted and are used according to their primary purpose. Electricity use is also regulated so that it is not excessive. The

principal gave instructions to teachers and students to turn off fans and lights when not in use or before going home, to save energy.

2. Non-consumable goods

Non-consumable items, such as tables and benches for students, are used based on a schedule. This shows good management in maximizing the use of facilities without misuse. Other facilities, such as libraries, sports fields, computer laboratories, and science laboratories, are also arranged for use based on a schedule, which can help prevent overlapping uses and conflicts in the use of school facilities.

In addition, electrical power settings were improved in computer laboratories, possibly reflecting efforts to increase efficiency and more sustainable use of resources.

Overall, understanding school facility use and efficient organization can help in ensuring that limited resources are utilized to the best of their ability, saving energy, and keeping facilities functioning well for a longer period. This also reflects social responsibility in using resources sustainably, which can be a good example for students and other school members.

Educational facilities and infrastructure are important factors that support the quality of learning. The availability and quality of adequate facilities and infrastructure can help teachers carry out effective and efficient teaching and learning processes, to improve student learning outcomes.

The theory that supports the relationship between facilities and infrastructure and the quality of learning is behaviorist learning theory. This theory states that learning is a process of changing behavior that occurs through the interaction between stimulus and response. Educational facilities and infrastructure can be a stimulus that helps students learn. For example, textbooks, teaching aids, and laboratories can help students understand abstract concepts (Susanto 2013; Wahab and Rosnawati 2011).

Other research by Mulyasa shows that good management of facilities and infrastructure can improve the quality of education. The results of the research show that schools that have good facilities and infrastructure management systems have a higher quality of education compared to schools that have poor facilities and infrastructure management system (Mulyasa 2014).

Based on the research and theory above, it can be concluded that there is a positive relationship between facilities and infrastructure and the quality of learning. The availability and quality of adequate facilities and infrastructure, as well as good management, can help teachers carry out effective and efficient teaching and learning processes, to improve student learning outcomes.

Apart from a direct relationship with student learning outcomes, adequate facilities and infrastructure can also provide other benefits in the learning process, such as:

1. Increase learning motivation

A comfortable and conducive learning environment, supported by adequate facilities and infrastructure, can increase student learning motivation. Students will feel happier and more enthusiastic about studying in schools that have complete and well-maintained facilities (Firdianti 2018; Sardiman 2012).

2. Increase Creativity and Innovation

Complete facilities and infrastructure, such as laboratories, library rooms, and information and communication technology (ICT), can provide opportunities for students to develop their creativity and innovation. Students can carry out experiments, research and explore knowledge more easily (Maryam et al. 2020).

3. Increase Learning Efficiency

Adequate facilities and infrastructure can help teachers deliver learning material more effectively and efficiently. For example, the use of teaching aids and learning media can help students understand abstract concepts more easily (Majid 2012).

4. Increasing educational equality

The availability of adequate facilities and infrastructure in all schools, especially in remote areas, can help improve educational equality (Maulansyah, Febrianty, and Asbari 2023).

5. Improving Teacher Quality

Adequate facilities and infrastructure can help teachers improve the quality of their learning. Teachers can use various more innovative learning methods and strategies with the support of technology and complete learning media (Saifulloh and Darwis 2020).

6. Improve the School's Reputation

Schools with adequate and well-maintained facilities and infrastructure will have a better reputation in society. Parents will have more confidence and choose that school for their children.

However, it is important to remember that facilities and infrastructure are not the only factors that determine the quality of learning. Other factors that are also important are the quality of teachers, curriculum, and learning culture at school. The government, schools, and communities need to work together to provide adequate and quality facilities and infrastructure for all schools. In this way, all students can have the same opportunity to learn and achieve their best potential (Megasari 2020).

Control of infrastructure in improving the quality of education

The first lesson in inventorying educational facilities and infrastructure is to control the facilities by providing the item code, item name, source of the item (or publisher in the case of books), volume/quantity of the item, date of acquisition/purchase of the item, mutation/change, source of funds, and description of the item. This approach is by the theory proposed by Kompri which states that inventory aims to control facilities and infrastructure with detailed recording. This helps those in charge of facilities and infrastructure to manage and maintain these items better, according to the use and maintenance required. (Saefullah 2012).

The second lesson in inventorying educational facilities and infrastructure is monitoring facilities and infrastructure. This supervision is carried out by checking the facilities and infrastructure inventory book, which contains a list of items that have been acquired. This concept is supported by the theory explained by Gunawan and Benty, which states that after recording and assigning codes to each facility, the aim is to facilitate the identification of ownership of goods in schools and enable efficient supervision. Supervision of facilities and infrastructure is the school's responsibility, bearing in mind that not all items in the school belong to the school, but rather to the government. With good supervision, the risk of undesirable things happening can be minimized by the school (Gunawan, I & Benty, D, D 2017).

The importance of inventorying and monitoring educational facilities and infrastructure is to ensure school assets are well maintained, used efficiently, and minimize the potential for loss or misuse. This process also helps schools meet accountability and transparency standards in the management of educational assets.

Supervision and Reporting on the Use of Funds

In Law Number 20 of 2003 regarding the national education system, it is stated that educational resources are the support and support for the implementation of education in the form of energy, costs, facilities, and infrastructure that exist or are provided and used by families, communities, students and the government, both individually and in general (Dewan Perwakilan Rakyat Republik Indonesia 2003). In another article, it is also stated in more detail that the procurement and use of educational resources is carried out by the government, community, and/or the students' families as stakeholders. School Operational Assistance (BOS) is a government program whose aim is to provide funding for operational and non-personnel costs for basic education assistance as implementers of the compulsory education program (Wahyudi 2021).

The distribution of BOS funds to each school is one of the government's efforts to improve the quality of education, where the funding is directly handed over to the school and managed according to needs based on technical instructions that have been determined by the government. The technical direction contains the use and accountability of BOS finances which were formed with the hope that the management of BOS costs is right on target (Sulfanti, Alam, and Irwan 2010; Wahyudi 2021).

One type of education financing is financing issued by the government. The government has prioritized several programs in development, such as for education, health, and rural infrastructure, and quite large budget assistance is the School Operational Assistance (BOS) program (Masditou 2017).

The allocation of government funds in the education sector in the form of BOS funds is a consequence of reduced subsidies in other sectors so that the education sector receives sufficient budget disbursement to finance educational activities (Indriawati and Suyanti 2022). The allocation of BOS funds in schools must be aimed at a joint agreement and decision between the School BOS Management Team, Teacher Council, School Committee, and all stakeholders. (Jamiludin Usman 2016). The results of the collective agreement above must be made in writing in the form of meeting minutes and signed by all meeting participants. The agreement on the use of BOS funds must be based on the priority scale of needs required by the school, in particular, to help accelerate the fulfillment of minimum service standards and/or national education standards.

The education budget allocated is at least 20% of the APBN to meet the needs of providing national education. By allocating funds to the education sector, the government pays attention to the education sector as an important area in national development. One of these efforts is by distributing School Operational Assistance (BOS) funds (Womsiwor, Rongfingatun, and Allolayuk 2020). Disbursement of BOS funds obtained is by the number of students at the school and allocation of BOS funds according to RKAS/RAPBS. The school principal is responsible for allocating the school budget and is also responsible for the budget use policy. The form of accountability is that a report is made at the end of every month of every year. The report is made after a transaction occurs via the BJB school bank account.

BOS funds distributed to each school are one of the government's ways of improving the quality of education, where funding is directly handed over to the school to be managed according to its needs (Suwarno 2021). For the management of BOS funds to run by the objectives set by the government, a BOS management team was formed starting from the central, provincial, district, and school levels. At the school level, the person responsible for implementing the BOS program is the principal with members as the school BOS treasurer and the School Committee as representatives of the students' parents. The Committee's role here is only to know about the distribution of the Boss funds that will be used and take responsibility by considering their credibility, thereby

avoiding conflicts. interests but the person who has the authority to make decisions regarding BOS funds is the school principal

Based on the technical instructions that have been established by the government. These technical instructions contain information about the use and financial accountability of BOS funds which are designed to ensure that the management of BOS funds is on target. In SMP 2 Kajen supervises investors twice a year in January and June, sometimes in managing BOS funds some schools do not understand so they make purchases outside of the provisions stipulated in the technical instructions. This problem was caused by a lack of coordination between the school principal, BOS treasurer, and teachers. The school does not carry out its duties to provide information on the list of components that can and cannot be funded using BOS funds (Bafadal. 2013).

Based on the description of the research findings above, it can be analyzed that the management of educational facilities and infrastructure carried out by the Principal of SMP 2 Kajen Pekalongan is carried out by management principles so that the results are by the expected objectives. This is to Wahjosumidjo's theory that school success is the success of the school principal. One of the absolute requirements for school success criteria is that there is a need for effective principal leadership so that the objectives and quality of learning can proceed according to plan (Burhanuddin 2013).

The Principal of SMP Negeri 2 Kajen Pekalongan also carries out managerial steps in running the field of educational facilities and infrastructure, such as planning involving related parties, such as the head of facilities and infrastructure, TU in the field of infrastructure, teachers and teachers in the field of study. Meanwhile, maintenance also involves students. Even though all parties involved in managing educational facilities and infrastructure have their respective duties and responsibilities, they must be able to work together with each other, so that the goals can be achieved (Bafadal. 2013; Saefullah 2012).

D. CONCLUSION

Inventory of Educational Facilities and Infrastructure This activity of inventorying educational facilities and infrastructure owned by SMP Negeri 2 Kajen Pekalongan is carried out by Administrative staff in the facilities and infrastructure section by recording equipment, namely writing/recording all the facilities and infrastructure items owned in the inventory book and purchase book. Even though all parties involved in managing educational facilities and infrastructure have their respective duties and responsibilities, they must be able to work together with each other, so that the goals can be achieved.

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