

IMPLEMENTATION OF MANAGEMENT OF FACILITIES AND EXTRACURRICULAR INFRASTRUCTURE FOR STUDENT SPORTS AT THE MODERN ISLAMIC BOARDING SCHOOL AR-RAHMAT BOJONEGORO

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Abstract. This research was motivated by the lack of facilities and infrastructure for extracurricular activities at the Ar-Rahmat Bojonegoro Modern Islamic Boarding School. Even though it only has one field, the field is used for various activities. The students are still able to achieve achievements through extracurricular activities, especially in sports. This research aims to investigate the implementation of the management of extracurricular sports facilities and infrastructure as well as supporting and inhibiting factors. The research uses qualitative methods with a descriptive analysis approach. Sampling was carried out using a purposive sampling technique. Data was collected through interviews, observation, and documentation. Data analysis was carried out using the stages of Transcript, Coding, Grouping, Comparing & Contrasting, and Interpretation. The validity of the data is strengthened by source triangulation. The research results show that the management of facilities and infrastructure can run smoothly according to the vision and mission of the Ar-Rahmat Bojonegoro Modern Islamic Boarding School. The process involves planning, organizing, implementing, and monitoring. Supporting factors for implementation include quality human resources, internal school cooperation, external assistance, as well as awareness and participation of students and teachers. Inhibiting factors include lack of field space, incidental programs not included in the work program, budget limitations, and decisions that depend on foundation policy. Limited funds are also an obstacle because they only rely on donations from student guardians without government support.

Keywords. Extracurricular, Sports, and Facilities and Infrastructure Management

Abstrak. Penelitian ini dilatarbelakangi oleh kurangnya sarana dan prasarana kegiatan ekstrakurikuler di Pondok Pesantren Modern Ar-Rahmat Bojonegoro. Meski hanya memiliki satu lapangan, namun lapangan tersebut dimanfaatkan untuk berbagai kegiatan. Para siswa masih mampu meraih prestasi melalui kegiatan ekstrakurikuler khususnya bidang olahraga. Penelitian ini bertujuan untuk mengetahui pelaksanaan pengelolaan sarana dan prasarana ekstrakurikuler olahraga serta faktor pendukung dan penghambatnya. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif analisis. Pengambilan sampel dilakukan dengan menggunakan teknik purposive sampling. Pengumpulan data dilakukan melalui wawancara, observasi dan dokumentasi. Analisis data dilakukan dengan tahapan Transkrip, Coding, Grouping, Comparing & Contrasting, dan Interpretation. Keabsahan data diperkuat dengan triangulasi sumber. Hasil penelitian menunjukkan bahwa pelaksanaan pengelolaan sarana dan prasarana dapat berjalan lancar sesuai dengan visi dan misi Pondok Pesantren Modern Ar-Rahmat Bojonegoro. Prosesnya meliputi perencanaan, pengorganisasian, pelaksanaan, dan pemantauan. Faktor pendukung pelaksanaannya antara lain kualitas sumber daya manusia, kerjasama internal dan eksternal, serta kesadaran dan partisipasi siswa dan guru. Faktor penghambatnya antara lain kurangnya ruang lapangan, program insidental yang tidak masuk dalam program kerja, keterbatasan anggaran, dan keputusan yang bergantung pada kebijakan yayasan. Keterbatasan dana juga menjadi kendala karena hanya mengandalkan sumbangan dari wali siswa tanpa dukungan pemerintah.

Kata kunci. Ekstrakurikuler, Olah Raga, dan Pengelolaan Sarana dan Prasarana

A. INTRODUCTION

Islamic boarding schools have an important role in the education and character formation of students. Not only formal education, but extracurricular activities are also an integral part of education at Islamic boarding schools. Extracurriculars are an important component of student education that can support the development of potential and skills outside of academic subjects. Extracurricular activities, such as sports, arts, scouting, etc., can help in developing non-academic skills, understanding religion, and leadership, and forming students' personalities. In an institution, personality creation can be tried through extracurricular activities (Jannah, Rahmah, and Ihsan 2022). Therefore, good management of extracurricular educational facilities and infrastructure is important in supporting a holistic educational process in Islamic boarding schools.

The government also supports extracurricular activities, it is hoped that students can develop various aspects of personality and potential that cannot be fully accommodated in the regular curriculum. Extracurriculars can provide opportunities for students to develop their interests and talents in certain fields. This is by Article 3 of Law Number 20 of 2003 concerning the National Education System which states the objectives of national education. The aim is to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Tim Penyusun Undang-Undang, 2003) .

The goal of national education in developing students' potential can be achieved in two ways, namely intracurricular and extracurricular. The definition of extracurricular is regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities in Primary Education and Secondary Education (Nurul Waizah, Arnadi 2022) .

Good management of facilities and infrastructure in the classroom and outside the classroom has an important role in creating a conducive learning environment. Adequate facilities and infrastructure, such as comfortable classrooms, complete libraries, laboratories equipped with adequate equipment, sports areas, and other supporting facilities, can help students achieve their learning goals.

Infrastructure management in education is the process of managing educational facilities and infrastructure to achieve predetermined educational goals. Good infrastructure is one of the supporting factors in increasing student learning achievement, both in terms of academic achievement and non-academic achievement. (Febrian 2023) .

In line with the research that has been carried out and outlined by Alfi, et al regarding adequate facilities and infrastructure which have a high urgency in improving learning achievement in the era of *society* 5.0, by the perspective of the Qur'an Surah An-Nahl verses 68-69 where this verse tells the story about bees who have been ordered and given revelations to make hives to release the contents of their stomachs in the form of honey so that they can cure all kinds of diseases. The results of the analysis or study show that the existence of facilities and infrastructure is crucial or urgent in achieving learning achievement, especially in the era of *society* 5.0. The world of education is required to keep up with the times and Indonesia is expected to be able to implement and compete in the era of *society* 5.0 (Alfi, Nikmahtus, and Thobroni 2022) .

Implementation in the field, extracurricular activities in schools, or madrasas includes several stages, namely planning, implementation, supervision, and evaluation. This is by the provisions contained in Government Regulation Number 32 of 2013 concerning amendments to Government Regulation Number 19 of 2005 concerning National Education Standards (Rosidi 2014) . Therefore, this research examines how the management of facilities and infrastructure is

carried out, after which it is explored in the stages mentioned to explore what important things have been carried out in it.

Starting from previous research which has discussed the importance of a facilities and infrastructure management system to optimize all the potential that exists in the educational environment for students, this certainly does not escape efforts through special management of facilities and infrastructure so that it can answer educational and extracurricular needs. in supporting activities to develop the potential of students (santri). If this is not done, it does not rule out the possibility of a decline in potential and achievement in academic or non-academic fields.

Based on the information that has been obtained regarding educational institutions in the Bojonegoro area that have the most achievements in that area, it turns out that PP Modern Ar-Rahmat is one of the Islamic boarding school-based educational institutions that has successfully and consistently made achievements in the field of extracurricular education. So the researcher decided to examine in more depth the form of implementation in the field regarding the facilities and infrastructure management system which has made achievements in extracurricular sports education activities by taking the research site at the Ar-Rahmat Bojonegoro Modern Islamic Boarding School.

This Islamic boarding school has existed since 2003, this Islamic boarding school has a modern style so in implementing its education it tries to elaborate religious education with general education, as well as presenting extracurricular activities.

Starting from the results of pre-research conducted by researchers at the Islamic boarding school, researchers obtained data that the Ar-Rahmat Bojonegoro Modern Islamic Boarding School provides extracurricular educational activities for its students. This is intended to support and develop the talents and creativity of the students. The Ar-Rahmat Bojonegoro Modern Islamic Boarding School provides two extracurricular focuses, namely: *first*, extracurricular education in the academic field, including biology, mathematics, physics, chemistry, astronomy (IPA), economics, geography, sociology, and history (IPS). *Second*, extracurricular education in non-academic fields, including photography, paskibra, qiro'ah, table tennis, pencak silat, hadrah, speech (*muhadhoroh*), football (futsal), takraw, badminton (Rizal, 2023) .

Based on initial observations, what is unique about the Ar-Rahmat Bojonegoro Modern Islamic Boarding School is that the boarding school only has one field for non-academic extracurricular activities which is used for various kinds of activities. (Rizal 2023) . In other words, the condition of the facilities and infrastructure at the Islamic boarding school is based on data that has been obtained in minimal conditions. However, with these minimal conditions, students can still produce achievements through extracurricular educational activities, especially in sports such as badminton, table tennis, and futsal championships at various championship levels.

Apart from that, of course, previous research has also studied research objects with the same major theme, namely the Ar-Rahmat Islamic Boarding School, Bojonegoro. However, with a variety of different focuses, including discussing the curriculum, optimizing the boarding school model learning program (Siti Makhmudah and Suharningsih , 2013) , implementation of the spiritual meaning in the book *of ta'lim muta'alim* (Mumtahanah, N., Pratama, E. N., & Suyuthi, 2020) , library management in providing sources of knowledge (references) (Mustofa, 2016) , and finally the relationship pattern of self-confidence with student learning motivation (Ramadhan, 2023) . Seeing from previous research, there are still many study areas that have not been touched, but this research wants to focus more on one particular area, namely related to the management of advice and infrastructure in supporting the achievements of students at PP Ar-Rahmat Bojonegoro.

Based on the background of the problems above, the researcher wants to explore more deeply and specifically the implementation of management of extracurricular facilities and infrastructure at the Islamic boarding school as well as the factors that influence the management of extracurricular educational facilities and infrastructure for students at the Ar-Rahmat Bojonegoro Modern Islamic Boarding School. Therefore, the researcher is interested in developing this theme into a scientific work entitled "Implementation of Management of Extracurricular Educational Facilities and Infrastructure for Santri Sports at the Ar Rahmat Bojonegoro Modern Islamic Boarding School".

B. RESEARCH METHODS

This type of research is field research with a qualitative descriptive research method by looking directly at the practices and conditions of facilities and infrastructure management carried out in the field (Sugiyono, 2016). Qualitative descriptive research aims to systematically describe the facts, circumstances, variables, and phenomena that are practiced in viewing directly related to the management of extracurricular educational facilities and infrastructure for students implemented at the Ar-Rahmat Bojonegoro Modern Islamic Boarding School. (Furchan, 2004). Data collection techniques include observation, interviews, and documentation. Apart from that, interviews were developed using a *purposive sampling* technique in the sense that data was taken by selecting subjects including Caregivers, the Head of Infrastructure, the Head of Administration, Teachers, and students (Hardani et al, 2020).

The data analysis technique is by applying interactive analysis described by Miles and Huberman, namely, providing an illustration that analysis consists of three activity streams, namely data reduction, data presentation, and drawing conclusions or verification (Matthew B. Miles, 1994). The triangulation technique is used as a technique for revealing the validity of data taken from data sources by testing and validating the data. The method is to check the same data with different techniques (Lexi J. Moleong, 2014).

C. RESULTS AND DISCUSSION

Results of the Facilities and Infrastructure Management Process

PP Modern Ar-Rahmat is located on Jalan Untung Suropati No. 48 Etc. Donate, District. Bojonegoro, Kab. Bojonegoro. Based on the results of observations by going directly to the field, information has been provided that the location of PP Modern Ar-Rahmat is specifically located in the middle of the city, namely right in the heart of the city. Bojonegoro, which can also be seen in the surrounding area, is quite close to the hustle and bustle of the city. This makes it very easy for outsiders to visit and see the PP in person.

Regarding several places close to PP Modern Ar-Rahmat Bojonegoro, namely: to the west, it is bordered by a pet shop (animal food). To the east, it is bordered by the Pana Village Unit Cooperative (KUD) and the ReDoorz Hotel. To the north, it borders the Islamic cemetery. To the south, it borders a public road, opposite which there is a computer shop.

Based on the location seen around PP Modern Ar-Rahmat, this provides an understanding that the location of this institution is in the middle of a busy city center where around the PP some buildings are close together. The information above shows that PP Modern Ar-Rahmat is located in the middle of the city on Jl. Luckily Surapati No. 48 Bojonegoro – East Java. This condition is one of the reasons why PP Modern Ar-Rahmat is having difficulty expanding its land and buildings, so it can only be built vertically upwards (multi-story buildings) with several floors that have been built to date. The mindset and character of students are formed within the PP environment even though

influence from outside is quite large, and also the development of science and technology is quite fast. This means that in terms of easy access for students because of the strategic location of PP, they are also extra careful about the negative influences of the environment around urban areas so that teachers and ustadz have the task of educating and supervising their students who are in madrasas and Islamic boarding schools. To create an order for the nation's next generation by the ideals of the founder of PP Modern Ar-Rahmat.

Based on the documentation results, the numbers included in the facilities and infrastructure information table can be described and explained in detail, that for each type of facility and infrastructure, there are several rooms with different numbers.

Table 1 Facilities and Infrastructure Facilities at PP Modern Ar-Rahmat Bojonegoro

No	Type	Number of Good Condition	Number of Damaged Conditions			Total number
			Light	Currently	Critical	
1	R. Study	5	1	-	-	6
2	R. Library	1	-	-	-	1
3	R. Lab. Chemistry	1	-	-	-	1
4	R. Lab. Biology	1	-	-	-	1
5	R. Lab. Physics	-	-	-	-	-
6	R. Auditorium	1	-	-	-	1
7	R. Lab. Computer	1	-	-	-	1
8	R. Lab. Language	1	-	-	-	1
9	R. Leadership (Head)	1	-	-	-	1
10	R. Teacher	1	-	-	-	1
11	R. Administration	1	-	-	-	1
12	R. OSIS	-	-	-	-	-
13	R. UKS	1	-	-	-	1
14	Toilet	4	-	1	-	5
15	Warehouse	2	3	-	5	10
16	Place of Worship (Mosque)	1	-	-	-	1
17	Clothesline	1	-	-	-	1
18	Santri Dormitory	32	-	-	-	32
19	Sports field	1	-	-	-	1

It can be seen from the results of the table that it can be described as follows: ten study rooms in good condition and one room in a slightly damaged condition, another difference with the number of toilets, namely five toilets in good condition and another one in slightly damaged condition, finally, namely the student dormitory. totaling twelve rooms, all in good condition.

The number, total, and conditions are the same, namely with one room including library room, and lab. Chemistry, Lab. Biology, Auditorium, Lab. Computer, Lab. Language, Leadership (Head), Teachers, Administration, UKS, Place of Worship (Mosque), Clothesline, and Sports Field, all in usable condition. Finally, three rooms don't exist yet, including the lab. Physics, OSIS Room, and Warehouse.

So it can be seen that on average the rooms in PP Modern Ar-Rahmat Bojonegoro are suitable for use even though there are two rooms in a damaged condition or not yet suitable for use.

Of the many rooms, there is only one place or location that can accommodate many extracurricular activities. However, it does not meet the standard, namely one sports field and in good condition.

The extracurricular education carried out at PP Modern Ar-Rahmat is not just education that focuses on academics but also includes non-academics, one of which includes extracurricular sports. The data obtained from extracurricular sports are as follows :

Table 2 Extracurricular Sports Data

No	Sport	Number of Santri
1	Volleyball	28
2	Basketball	41
3	Futsal	55
4	Badminton	27
5	Table tennis	10

The table above shows the number of students who actively participate in extracurricular sports activities at PP Modern Ar-Rahmat Bojonegoro. The types of sports that have been carried out include: A total of 28 students actively play volleyball at this institution or school. Volleyball is a team sport played with two teams attempting to send the ball across a net into the opponent's court. 41 students are participating in basketball. Basketball is a team sport played by two teams trying to score points by putting the ball in the opponent's basket.

Meanwhile, futsal is an indoor soccer sport played by 5 people per team. There are 55 students taking part in this extracurricular sport, so there are 11 teams that take turns playing on the same field. Likewise, 27 students participated in badminton, where badminton is a racquet sport played on a court surrounded by a net, to win points by sending shuttlecocks into the opponent's area.

There is only one sports game that does not use a court, namely tennis, in which as many as ten students actively play table tennis. So, all sports use field facilities to implement these sports activities, except for table tennis which does not require a field.

Even though the conditions are by what has been described, the condition of the facilities and students who take part in extracurricular sports, several achievements have been achieved, including:

Table 3 Data on Extracurricular Sports Achievement

NAME	TYPE OF COMPETITION	ACHIEVEMENT LEVEL
Muhammad Haris	TABLE TENNIS I	REGENCY
Ayu Permata Sari	III WINNER BULLION	REGENCY
PP FUTSAL TEAM. AR-RAHMAT BOJONEGORO	FUTSAL WINNER II	SUBDISTRICT

Based on the results of the interview Moch. Rizal Sahidinnur as Head of Student Affairs said that PP Ar-Rahmat Bojonegoro, 2022 will be a brilliant year for the students who have shown dedication and extraordinary achievements in various competitions and Olympiads. They succeeded in carrying the school's name proudly at various levels of national competition.

Strengthened by the results of one of the documentation on the PP website. Ar-Rahmat Bojonegoro stated that activities in the form of information in Islamic boarding schools are published regularly and in detail.

After looking at some of the documentation, it was proven that there were several names of students who excelled that year, including Muhammad Fajri Mahardika, with his brilliance, managed to reach the top 30 finalist round in the National Science Olympiad in Physics at the national level. Likewise, Ridwan Rafli Purwanto reached the top 35 finalists in the National Science Olympiad in Biology.

Aziz Maulana Mustofa Putra also achieved by becoming the top 31 finalist in the National Science Olympiad in Astronomy at the national level. Apart from that, several students succeeded in becoming district finalists and qualifying for the province in the 2022 National Science Olympiad in various fields such as Astronomy, Economics, Mathematics, Physics, and Geography.

In the field of economics, Shidqi Ali Fandi, Haris Imam Sujudin, and M Rijal Baihaqi won 1st place in the 2022 Oliefeb Economic Olympiad at Brawijaya University, while Ahmad Haryan Kencana won 2nd place in the Inter-Student Photography Competition.

Achievements are not only limited to the field of science but also languages. Ahmad Muzakky won 3rd place in the 2022 Indonesian MGMP Arabic Language Olympiad, while M Kharis Sulthoni won 1st place and Muhammad Jufri won 2nd place in the same competition. Syahrafi Asira Maulana won 3rd place in the English Language Olympiad.

This achievement is not only at the national level but also at the provincial level. Apart from that, Aziz Maulana Mustofa Putra also won 1st place in the national level Astronomy Competition at Ahmad Dahlan University Yogyakarta 2022. Several students also won 3rd place in the 2022 East Java SMA Awards Science Competition in various fields, confirming that they are the best talents in the competition SCIENCE.

Not only achievements in the field of SCIENCE but there are also non-academic achievements in the field of sports, namely a student named Muhammad Haris who won first place in the sport of table tennis, Ayu Permatasari won first place in the sport of badminton (badminton), both of which were achieved at championship level. Regency and finally the PP Modern Ar-Rahmat futsal team won first place at the sub-district level. From this, it can be seen that achievements in extracurricular sports activities are less than achievements achieved in extracurricular activities in the academic field.

General Study of Management of Extracurricular Sports Facilities and Infrastructure

According to George R. Terry, management is a "*distinct process of planning, organizing, actuating, controlling, utilizing in each both science and art and following to accomplish predetermined objectives*". Management is a distinct process consisting of planning, directing, organizing, and controlling carried out to achieve specified goals using human and other resources. (Hasanah, 2021).

Planning itself is arranging the activities of an educational institution which requires a lot of valid data, considerations, and thoughts by several people related to the target (Amruddin, et al 2022). Organizing is the basic activity of management carried out to arrange all the resources needed including the human element, so that work can be completed successfully (Buyung Saroha Nasution, 2022). Actuating is one of the management functions related to execution activities, namely actions to start, initiate, motivate, direct, and influence workers carrying out tasks. tasks to achieve goals in an institution/organization (Qurtubi, 2019). The last of which is Supervision is a systematic effort to set work performance standards with the aim of planning to design an

information feedback system, comparing actual performance with the standards that have been set, determining whether there are deviations and measuring the significance of these deviations; take necessary corrective action to ensure that all institutional/organizational resources are used most effectively and efficiently to achieve institutional/organizational goals (Ine Rahayu Purnamaningsih dan Tedi Purbangkar, 2022). It can be concluded that management has four basic elements to achieve a particular goal, namely: planning, organizing, mobilizing, and no less important is supervision.

Related to educational facilities including equipment and supplies for learning media. Meanwhile, educational infrastructure is the facilities that support the running of educational activities in educational institutions, such as classrooms, courtyards, roads to schools, and so on. If the infrastructure is used directly for learning activities, then it also becomes an educational facility (Undang Ruslan Wahyudin 2020) . Apart from that, according to Amiruddin (Amruddin, et al. 2022) , the facilities and infrastructure management system requires inventory and supervision, which can contribute to meeting the needs for facilities and infrastructure needed for activities in schools (Indrawan, 2015) .

Meanwhile, extracurricular activities are activities carried out outside school hours and are determined based on the applicable curriculum (Mohamad Yudiyanto, 2021) . The scope of these extracurricular activities is in the form of activities that can support and support the intracurricular program, namely developing students' knowledge and reasoning, skills through their hobbies and interests as well as developing attitudes in the intracurricular and co-curricular programs. Extracurricular activities are carried out to develop students' potential, interests, talents, abilities, personalities, cooperation, and independence optimally to support the achievement of national education goals (Moh. Abdullah, et al. 2019) .

Looking at Article 18 paragraph 2 of Law Number 2 of 2022 concerning Sports of the Republic of Indonesia states that educational sports, as explained in paragraph 1, can be implemented through two pathways, namely the formal education pathway and the non-formal education pathway. First, in formal education, educational sports activities can be organized through two main aspects, namely intracurricular and/or extracurricular activities. Extracurricular activities refer to sports activities that are integrated into the formal curriculum of an educational institution. Meanwhile, extracurricular activities include sports activities that are carried out outside class hours and are not included in the main curriculum, allowing students to develop additional sports skills.

Second, in the non-formal education pathway, sports education can be realized through activities that suit needs. It includes various forms of activities outside the formal educational context, such as sport-specific training, youth athlete development programs, or other activities that can improve sports skills and understanding without being tied to a formal curriculum structure (Aderaya Sasongko and Aziz Amrulloh, 2023) .

Achievement Sports are activities carried out through coaching and development efforts that are well-planned, systematic, integrated, tiered, and sustainable. This process is supported by scientific and technological knowledge in the field of sports. In other words, achieving sporting achievements does not only depend on natural talent but also requires a comprehensively planned and coordinated approach, which involves knowledge and application of technology in a sports context. This approach must be sustainable to ensure athlete development and optimal sporting performance (Mohd. Winario, Ayu Pani 2023) .

Therefore, all of these instruments will certainly complement each other so that success in school activities in general and extracurricular sports in particular involves effective integration

between formal and non-formal education pathways, planned development of sports achievements, as well as good management of human resources facilities, and infrastructure.

Implementation of Facilities and Infrastructure Management Extracurricular Sports Education

The parties consisting of Caregivers, the Head of Infrastructure, the Head of Administration, Teachers, and students of PP Modern Ar-Rahmat Bojonegoro have carried out management practices for extracurricular educational facilities and infrastructure, which can be seen from obtaining field data through data presentation. The presentation of data in this research includes analysis of management planning for educational facilities and infrastructure, the process of procuring educational facilities, efforts to maintain and maintain facilities periodically, as well as inventory and evaluation of facilities and infrastructure that have been carried out. Apart from that, it also discussed the inventory and evaluation of extracurricular facilities and infrastructure that are no longer relevant or not functioning optimally and all these processes to support extracurricular sports activities.

The process of implementing management of educational facilities and infrastructure is a collaboration aimed at optimizing the use of all educational facilities effectively and efficiently. It is important to emphasize that facilities and infrastructure management is a process consisting of certain steps that are carried out systematically. This management process involves various activities such as procurement, distribution, use, maintenance, inventory, and removal of educational facilities and infrastructure in schools. In the context of the management of facilities and infrastructure in schools, these activities are interconnected and closely related (Suranto, Annur, and Alfiyanto, 2022).

This presentation has shown that the community's actions in the Ar-Rahmat Bojonegoro Modern PP are by the facilities and infrastructure management process in general, as detailed and explained by the data as follows:

1. Planning

By Terry's statement, to assess the quality of planning, we can assess it using the main questions regarding planning, namely "what", "why", "where", "when" (*when*), "who" (*who*), and "how" (*how*). By answering each of these questions, we can evaluate whether the planning is good or not as a whole (Amruddin, et al 2022).

In line with the planning of facilities and infrastructure at PP Modern Ar-Rahmat Bojonegoro, this is a process that aims to design, schedule, and determine the need for educational facilities that support extracurricular programs at the madrasah.

It can be reflected that the resource person agreed that this coordination meeting functions as a collaboration platform between various parties who have the authority to formulate program plans (scheduling) and ensure the availability and readiness of the required facilities and infrastructure. In this context, the question " *What* " (What must be done to achieve this goal?) becomes the main point in planning.

Apart from that, the meeting also helps in identifying needs for facilities and infrastructure, including locations for extracurricular activities, thus answering the " *Where* " question.

The question " *When* " (When will the activity be carried out and when should it start and end?) is also a concern in this meeting, by preparing an implementation schedule that includes the start to end time of the activity.

Meanwhile, the question " *Who* " (Who will implement it?) is also answered through this coordination meeting, by determining the parties responsible for the organizational structure and implementation of extracurricular educational activities.

Finally, in the context of " *How* " (How should this activity be carried out?), coordination meetings also help in designing activity scheduling and steps that must be taken to achieve goals, thereby maintaining efficiency in the implementation of educational programs outside the main curriculum.

2. Organizing

Looking at some of the data and information that has been provided, it can be understood that the Head of Facilities and Infrastructure Affairs (Kaur) namely Syahru Thohir, is tasked with coordinating and supervising the management of educational facilities and infrastructure in madrasas. Meanwhile Moch. Rizal Sahidinnur, technical coordinator of facilities and infrastructure in the non-academic field is tasked with and responsible for the implementation and maintenance of all equipment needed for sports activities, arts, photography, etc. Apart from that, Moh. Anna'im serves as Coordinator of Academic Facilities and Infrastructure which focuses on activities and maintaining equipment used in the academic field as an extracurricular educational process including laboratories, classrooms, tables, boards, etc.

However, even though there are not many facilities and infrastructure technicians who are responsible for more specific operational tasks for the availability of needs and complexity of facilities and infrastructure in the sports sector, these formations have not yet provided optimization for the sports achievements managed in madrasas. With a clear organizational structure and appropriate job descriptions, through organizing the management of facilities and infrastructure at PP Modern Ar-Rahmat Bojonegoro it can run in an orderly, efficient, and effective manner. (Kusumandari and Rohmah, 2018) , thereby making a positive contribution to the smooth running of activities and achievements of extracurricular education at the madrasah.

The application of this organizing concept is relevant to Terry's theory which argues that organizing, is one of the main elements in management, and aims to manage all necessary resources, including human aspects, to ensure that work can be completed effectively. (Muhamad Khoirul Umam , 2018) . Several components have not been fulfilled, namely, technicians who will help and play a role in fulfilling, maintaining, and servicing facilities and infrastructure needs. However, many elements have been fulfilled in the organizational structure well and neatly.

3. Implementation

Implementation is a collaborative activity involving various human resources, both involved and indirect, aimed at carrying out planned activities to achieve organizational goals in an effective and efficient manner (Khikmah, 2020) . This stage is an important part of several stages in management functions.

Based on the results of interviews in the context of the implementation of facilities and infrastructure at PP Modern Ar-Rahmat Bojonegoro, it is divided into three, namely procurement, use, and maintenance. Procurement is the initial stage in the implementation of facilities and infrastructure (KMS Badaruddin dan Ibrahim 2022). Educational facilities and infrastructure at PP Modern Ar-Rahmat Bojonegoro are implemented based on the decisions of the coordination meeting at the beginning of the year, taking into account the needs of the madrasah program. The aim is to meet the needs for facilities and

infrastructure that support the running of the madrasah program. This shows that limited field facilities are a challenge for santri who take part in extracurricular activities in preparing themselves to compete and take part in strict selection. However, their hard efforts in overcoming these limitations by choosing a field that meets the standards show their enthusiasm and dedication to achieve maximum performance. Even though the challenges present with limited fields, PP Ar-Rahmat Bojonegoro continues to strive to provide an optimal environment for its students so that they can develop their potential and sports skills well.

Usage is also one of the components of the implementation of management itself (Dian Lestari and Agus Yusmiono, 2018) , namely how to utilize and use educational facilities greatly influences the smoothness and continuity of the learning process. Good facilities and infrastructure start from comfortable classrooms that are equipped with InFocus, integrated libraries and labs, as well as other facilities that support the student learning process, but sometimes the facilities that have been optimally equipped by educational institutions are not utilized and well maintained by students, teachers and even by the facilities and infrastructure officers themselves.

Views from Moh. Anna'im, as Academic Infrastructure Coordinator, is very relevant to the previous response from a student named Zidan. Through the results of his interview, he provided a more in-depth view regarding efforts to maintain facilities at madrasahs. Mr. Anna'im explained that the care and maintenance of facilities and infrastructure is not only the responsibility of administrators and teachers who teach but also involves the active role of the students. He appealed to the students to take part in maintaining the extracurricular equipment that has been provided at the madrasah. The goal is so that these facilities can function better and have a longer service life. With the active involvement of the students in maintaining extracurricular facilities, this can help extend the life of the equipment and ensure that it remains in prime condition for use by all students. The involvement of students in maintaining madrasah facilities and infrastructure is an important aspect of achieving an optimal and sustainable learning environment.

If we look at the implementation practices at PP Modern Ar-Rahmat Bojonegoro, it can be seen as less in line with Terry's opinion, where implementation is a phase that involves initial and ongoing actions in carrying out plans that have been set and organized by a manager to achieve goals by meeting the needs of his employees. , reward, lead, develop, and compensate those who have carried out their duties and functions well.

4. Controlling

Supervision is a regular process for setting performance standards with the aim of planning and designing an accurate information feedback system by setting standards first. This process aims to determine whether there are deviations from established standards, as well as measure the significance of these deviations. Furthermore, corrective actions are implemented as needed to ensure the optimal use of organizational resources, most effectively and efficiently, to achieve organizational goals (Sundari, 2021) .

Overall, the results of the researcher's interviews show that supervision has been carried out showing a commitment to developing the potential of students and ensuring optimal use of resources to achieve educational goals. Not only that, the entire series of supervision is by what has been explained in Terry's theory previously, where it has been said that supervision is one of the management functions that involves evaluation and corrective action if necessary. This aims to ensure that the activities carried out by subordinates can

be directed in the right direction by the initial goals that have been set. So it can be seen that this conformity has contributed to the optimization of extracurricular sports activities.

Implementation of facilities and infrastructure management, especially in the practices carried out at PP Modern Ar-Rahmat Bojonegoro. This process includes planning, organizing, implementing, maintaining, and supervising educational facilities and infrastructure, with a focus on supporting extracurricular activities at the madrasah. This includes the procurement of facilities, efficient use, routine maintenance, and periodic control. Likewise, it includes the inventory, prioritization, and evaluation stages to monitor and manage educational facilities and infrastructure effectively. In this supervision process, repair and maintenance priorities are determined based on an evaluation of the condition of the facilities and the needs that have been identified. The process of managing educational facilities and infrastructure at PP Modern Ar-Rahmat Bojonegoro includes several important stages. First, there is the planning stage which involves annual meetings, program coordination, and preparing school and extracurricular schedules. All of this is adjusted to the availability of existing facilities. Second, in the organizing step, there is a clear organizational structure, including the principal, head of sarpras, and sarpras coordinator for both academic and non-academic aspects. They are placed based on competence, with clear duties and obligations. Collaboration and communication between staff is very important.

Third, the implementation process involves the procurement of goods with support from student guardians and other parties. Even though the facilities and infrastructure are limited, such as one field used for various extracurricular activities, its use remains efficient. Facilities are also well maintained, and if necessary, renovations or repairs are carried out with the approval of the foundation.

Finally, the supervision stage involves coordination between the facilities and infrastructure department and the school principal. Evaluation of students' achievements is carried out through inventory and determining priorities. Madrasah supervisors also assist in monitoring the performance of teachers and those responsible for facilities and infrastructure as well as providing suggestions and input. In this stage, repair, and maintenance priorities are determined based on an evaluation of the condition of the facilities and the needs that have been identified. All of this aims to manage educational facilities and infrastructure effectively.

The stages of the educational facilities and infrastructure management process at PP Modern Ar-Rahmat Bojonegoro have helped the smooth running of extracurricular sports activities with coordinated schedules and efficient use of facilities, creating achievements in various levels of SAINS competitions in the academic and sports fields for non-academic extracurriculars.

Extracurricular Sports Education Facilities and Infrastructure

1. Planning and controlling become supporting instruments

The results of these interviews have revealed that the scheduling and planning of extracurricular education programs still require improvement to be more optimal. Therefore, the madrasah coordination meeting is an opportunity to continue planning and ensure the procurement of facilities and infrastructure that are to the needs of the program being implemented.

Preparing facilities and infrastructure planning based on agreed extracurricular education programs and the condition of existing facilities and infrastructure will enable PP Modern Ar-Rahmat Bojonegoro to run efficiently and provide maximum benefits for students and schools. By identifying needs correctly, madrasas can improve the quality and smoothness of extracurricular activities and maximize the use of available educational facilities.

Collaboration between various parties in madrasah coordination meetings is the key to preparing accurate and effective facilities and infrastructure planning plans. With a planning process that is continuously improved, PP Modern Ar-Rahmat Bojonegoro can optimize its educational resources and facilities and have a positive impact on the learning and development process of students.

Based on the results of the observations that have been made, it can be concluded that the process of planning facilities and infrastructure at PP Modern Ar-Rahmat Bojonegoro involves several important stages in its implementation, as observed and explained as follows:

The first stage: planning the needs for educational facilities and infrastructure, through the facilities and infrastructure planning process starting with determining the need for educational facilities needed to support the running of the madrasah program. This involves identifying the needs for facilities and infrastructure that are relevant to the programs that will be implemented at PP Modern Ar-Rahmat Bojonegoro.

Second stage: coordination meeting for proposals from teachers and madrasa staff, using a coordination meeting for planning facilities and infrastructure at PP Modern Ar-Rahmat Bojonegoro starting by collecting proposals from teachers and madrasa staff who are directly involved in the process of teaching and learning activities. This proposal aims to convey their views regarding the need for educational facilities which are considered important and relevant.

Third stage: coordination meeting to discuss the Madrasah program and infrastructure needs. The coordination meeting at PP Modern Ar-Rahmat Bojonegoro was held at the beginning of the semester and was attended by the principal, teachers, and administrative staff. The purpose of this meeting is to discuss the planned madrasa programs and the need for facilities and infrastructure related to these programs.

Fourth stage: determining the madrasah program and agreement. The process of determining the madrasah program is carried out by submitting the programs proposed by the school principal. Furthermore, teachers and administrative staff provide input and suggestions to reach agreement regarding these programs. This stage aims to reach a mutual agreement regarding the madrasah program that will be implemented and the required facilities and infrastructure.

Finally, it relates to extracurricular scheduling priorities by the availability of facilities and infrastructure. The priority discussed at the annual meeting is the extracurricular education scheduling plan on the availability of existing facilities and infrastructure. This aims to ensure that extracurricular programs can be implemented well and optimally considering the availability of existing educational facilities.

Apart from that, it is also supported by a supervision process chaired by the principal. He also asks for assistance from madrasah supervisors in monitoring and assessing the performance of all teachers and those in charge of rooms/classrooms. (Alvio 2022) . Supervisors provide suggestions and input based on the results of their observations. The

input from the supervisor is then conveyed back by the principal to the teacher and person in charge of the room or class for corrective action to be taken so that things that need to be corrected do not happen again next year.

Supervisors also have a role in ratifying documents that have been examined and providing grades for these documents. All supervision and control processes are carried out properly and correctly so that the quality of education can continue to improve.

Teachers and those in charge of rooms or classes realize the importance of cooperation and coordination to achieve common goals. They are ready to be observed and assessed by supervisors regarding how to provide instruction to students and manage administrative books according to their duties. With good supervision and control, it is hoped that the quality of education at PP Modern Ar-Rahmat Bojonegoro will continue to increase by the standards that have been set. All parties involved are committed to achieving these goals by coordinating and communicating well.

It can be seen and understood based on the explanation of the data above that several factors support the management of facilities and infrastructure at PP Modern Ar-Rahmat Bojonegoro, including good design by human resources at the school, placement of human resources according to competency, neat filing and documented, good coordination and communication between HR, as well as the role of supervisors in providing input to improve HR competency.

2. Organization and implementation are inhibiting factors

According to Umam, organizational management is the planning and distribution of tasks that have been planned to be carried out by work team members. It also includes establishing effective relationships between team members and providing an adequate work environment and facilities to support efficient performance. Management also involves delegation of authority and determining the activities to be carried out by managers across hierarchical levels. Organizational management can be explained as the grouping of people, equipment, tasks, and their responsibilities and authority in a structure that allows the organization to move as one unit toward achieving predetermined goals. (Muhamad Khoirul Umam 2018)

The decision provides data that has been determined for each teacher and employee, including stating that Syahrul Thohir, S.Pd., was appointed as Head of Kaur (Head of Affairs) in the management of Facilities and Infrastructure. Moh. Anna'im, S. Si, serves as Coordinator of Academic Facilities and Infrastructure, while Moch. Rizal Sahidinnur, S.Pd., is also the Facilities and Infrastructure Coordinator, but in the non-academic field. Under the coordinator, some technicians are responsible for managing facilities and infrastructure more specifically. This organizational structure helps in organizing and maintaining educational facilities and infrastructure at PP Modern Ar-Rahmat Bojonegoro. Although facility and infrastructure technicians are still limited, a well-defined organizational structure ensures that the management of facilities and infrastructure runs efficiently supports the smooth running of extracurricular activities at this madrasah, and contributes to good educational achievement.

Likewise, implementation is less than optimal starting from procurement and maintenance, as can be seen from the data description that has been presented that the inhibiting factors include a lack of land to meet field needs because the institution's location is in urban areas, a tendency to implement incidental programs that are not written down in work programs, limited budget to meet school needs, and lack of opportunities for skill

development training for existing human resources. Limited funds are an obstacle in supporting facilities and infrastructure activities because they only rely on donations from student guardians and there is no assistance from the government.

The management of facilities and infrastructure at this school is supported by positive factors such as solid planning, a clearly defined organizational structure, and a quality workforce. On the other hand, some obstacles need to be overcome, such as limited land, the tendency to implement incidental programs without careful planning, and limited budgets. Therefore, strategies are needed to manage funds more efficiently and ensure optimal facility maintenance.

Supporting factors involve quality human resources, good internal cooperation within the Islamic boarding school, assistance from outside parties, as well as the participation of students and teachers in developing facilities and infrastructure. It is also important to design the role of human resources according to their competencies and support the improvement of their competencies through appropriate supervision.

Regarding inhibiting factors, it is necessary to find solutions to overcome these obstacles. Lack of land, especially in urban locations, is a challenge in meeting field needs. In addition, there must be control over the tendency to implement incidental programs that are not well planned, and efforts are needed to increase flexibility in budget allocation. Decisions that depend on foundation policy can also be an obstacle, and looking for additional sources of funds other than donations from student guardians can be a solution to overcome budget limitations.

D. CONCLUSION

Based on the results of this research, it can be concluded that the implementation of Facilities and infrastructure management at the Ar-rahmat Bojonegoro Modern Islamic Boarding School involves planning, organizing, implementing, and supervising. The first stage of planning is through an annual coordination meeting which involves the school principal, teachers, and school staff. The second stage is organizing by dividing responsibilities and tasks between the people involved in managing educational facilities and creating a clear organizational structure. The third stage, Implementation includes the stages of procurement, use, and maintenance of facilities and infrastructure at PP Modern Ar-Rahmat Bojonegoro. Finally, supervision is carried out through coordination and communication between the facilities and infrastructure head and the school principal. Evaluation of the achievements of the students is carried out through inventory and determining priorities through monitoring facilities and infrastructure as well as extracurricular activities carried out systematically to achieve organizational goals and improve the quality of extracurricular sports.

Supporting factors in the management of facilities and infrastructure at PP Modern Ar-Rahmat Bojonegoro include structured planning through madrasah coordination meetings, collaboration between school principals, teachers, and administrative staff, as well as an effective supervision process. This approach allows identifying appropriate needs and optimizing the use of educational facilities. Apart from that, supervision also plays an important role in providing input to improve human resource competence and ensuring the quality of education meets established standards. On the other side, There are several inhibiting factors, including the poor organization and implementation of facilities and infrastructure management, which can be seen from one structure that is still not fulfilled, namely the lack of technicians for maintenance and fulfillment. Implementation involves practical factors such as procurement and maintenance of infrastructure,

including constraints such as limited field space for extracurricular sports, management of incidental programs, and budget limitations.

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