

## THE PRINCIPAL'S IMPLEMENTATION OF MANAGING FACILITIES AND INFRASTRUCTURE

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### INFORMASI ARTIKE

**Submitted** : 2023-11-30  
**Review** : 2023-12-25  
**Accepted** : 2024-01-01  
**Published** : 2024-01-31

### KEYWORDS

*School Principal, Facilities and  
Infrastructure.*

Kepala Sekolah, Sarana dan Prasarana.

### A B S T R A C T

*The aim of this study is to investigate the principal's implementation of managing facilities and infrastructure in Mts Muallimin Univa Medan. This investigation uses phenomenological qualitative research. The data of this study is the result of observation and interview. To analyze the data, the researcher uses Miles and Huberman, and Saldana (2014): data condensation, data display and verification. The result of this study are: (1) Overplanning, (2) Large Number Per Semester, (3) Meetings or Other Matters, (4) Forgetting About the Assignment.*

Tujuan dari penelitian ini adalah untuk mengetahui implementasi kepala sekolah dalam pengelolaan sarana dan prasarana di Mts Muallimin Univa Medan. Investigasi ini menggunakan penelitian kualitatif fenomenologis. Data penelitian ini merupakan hasil observasi dan wawancara. Untuk menganalisis data, peneliti menggunakan Miles dan Huberman, dan Saldana (2014): kondensasi data, tampilan data dan verifikasi. Hasil dari penelitian ini adalah: (1) Terlalu Perencanaan, (2) Jumlah Per Semester yang Banyak, (3) Rapat atau Urusan Lain, (4) Lupa akan Tugas.

## INTRODUCTION

The school is led by a principal who has a goal and is not only influenced by the ability to direct and utilize humans as work implementers, but is also influenced by humans who are known for their work or work implementation. The word Head can be interpreted as the chairman or leader in an institution and school is an institution which is a place to receive and provide learning. Schools as educational institutions need to be built and managed professionally, so that quality educational institutions can be created and to ensure that these educational institutions are achieved, the government has mandated eight national education standards as stated in Government Regulation Number 19 of 2005. Schools will be effective and efficient if supported by good human resources in operating the school, a curriculum that is appropriate to the level of development and characteristics of students, the ability of educational staff, and all of this is supported by educational facilities and infrastructure. (Ma'mur: 2012)

So, an educational institution must realize that the success of the learning process in school is greatly influenced by whether or not complete educational facilities are available. Improving education will be difficult to implement if existing facilities are incomplete or exist but are poorly managed. Therefore, educational facilities and infrastructure are one element of educational management which has an important role in supporting the success of the teaching and learning process in schools and achieving the school's goals. In essence, every educational institution must have adequate educational facilities and infrastructure in accordance with educational quality standards. Educational facilities and infrastructure must be maintained or managed as well as possible as explained in the Al-Qur'an which provides an explanation:

.....وَمَنْ أَحْيَاهَا فَكَأَنَّمَا أَحْيَا النَّاسَ جَمِيعًا

Meaning: "And whoever preserves the life of one human being, it is as if he has preserved the life of all human beings." (QS. Al-Maidah (5): 32)

And how The Principal's Implementation Of Managing Facilities and Infrastructure? School principals play a very active role in the management of educational facilities and infrastructure effectively and efficiently, the principal is one of the educational components that plays the most role in improving the quality of education. According to Daryanto (2013: 143) management of educational facilities and infrastructure is the entire process of activities that are planned and deliberate and serious efforts and continuous development of educational objects, so that they are always ready for the Teaching and Learning Process. Whoever preserves life, that is, forbids the killing of a soul and believes in this, means that all of humanity has been saved. From the explanation of this paragraph, it is clear that there is a need to improve its utilization and management as well as maintenance so that the expected goals can be achieved and this of course cannot be separated from the role of the school principal.

## THEORITICAL ORIENTATION

Principal comes from two words, namely "head" which means chairman or leader in an organization or institution. Meanwhile, "madrasah/school" is an educational institution which is a place to receive and give lessons. So, in short, the principal can be interpreted as the leader of a school or an institution where learning is received and taught. The principal is a teacher who has additional duties as a principal. (Mulyasa: 2007). Dharma stated that the school principal is the person at the forefront who coordinates efforts to facilitate quality learning.

"School principals are appointed to occupy positions responsible for coordinating joint efforts to achieve educational goals at each school level." In simple terms, a school principal can be defined as a functional teacher who is given the additional task of leading a school where the teaching and learning process is held, or a place where interaction occurs between teachers who provide lessons and students as people who receive lessons. The leading word of the formula. (Ulya : 2019).

The principal is a figure who is given the trust and authority by many people to bring the school towards the goals it wants to achieve. The trust given by many people is based on several aspects possessed by the school principal and is expected to become capital to lead to mutual success. Wahjosumidjo defines the principal as having a role in driving school life to achieve a goal. The aim is that there are two roles of the school principal, namely:

- 1) The principal acts as the central force that is the driving force of school life
- 2) School principals must understand their duties and functions for the success of the school, and have concern for staff and students. (Yahdiyani : 2020)

Meanwhile, Mulyasa believes that school principals have 7 main roles, namely:

- a. Principal as Planner
- b. Principal as Coordinator
- c. Principal as a Motivator
- d. School Principals as Innovators
- e. Principal as Facilitator

Soetopo and Suemanto explained that the school principal has two dual roles, namely: (1) Carrying out school administration so that a good learning situation can be created. (2) Carry out educational supervision in order to obtain increased teacher teaching activities in guiding student growth. Management has become management. Management is a type of work related to the management of institutions or organizations that design plans and implement them. It can be concluded that management is an effort or action towards achieving goals through a process. Management functions can be carried out within an educational organization, namely the functions of planning, organizing, mobilizing and supervising. (Syafaruddin : 2016).

a. Planning

Planning has a close relationship with management. A plan is basically an activity that is determined before carrying out it. activities to achieve a goal. This means that planning is a holistic activity with efforts to optimize funds, facilities and so on from a system.

b. Organizing

Organizing is a series of management activities to achieve desired goals. Organizing functions as a process of establishing structure, division of tasks and authority in making effective determination of existing personnel resources directly used in the educational process at school. In relation to educational suggestions, Nawawi classifies them into several types of educational facilities, namely in terms of: whether they are used up or not, whether they move or not when used, and their relationship to the teaching and learning process.

According to Syafaruddin, he explains that facilities are tools that can directly support the achievement of educational goals, for example space, books, libraries, laboratories and so on.

Mulyasa believes that facilities are equipment and equipment that are directly used and support the educational process, especially the teaching and learning process such as buildings, classrooms, desks, as well as teaching tools and media

c. Educational infrastructure

Otymologically (the meaning of the word) infrastructure means indirect means to achieve goals. In education, for example: location/place, school buildings, sports fields, money and so on. Meanwhile, facilities are like direct tools to achieve educational goals. For example:

Space, books, library, laboratory and so on.

According to the Minister of P and K Decree No. 079/1975, educational facilities consist of 3 large groups, namely:

- 1) School buildings and furniture.
- 2) Learning tools consisting of bookkeeping and teaching aids and laboratories.
- 3) Educational media which can be grouped into audiovisual which uses a display device and media which does not use a display device.

Facilities and infrastructure management in its application has the general aim of management of educational facilities and infrastructure stated by Nurkholis (2004:9), namely to provide professional services in the field of educational market facilities in order to

Meanwhile, Ibrahim (2004: 42) states that the objectives of facilities and infrastructure management are:

1. Create a school or madrasa that is clean, neat, beautiful. So it is fun for school or madrasah residents.
2. Availability of adequate facilities and infrastructure both quantitatively and qualitatively and relevant to educational interests. (Zulkarnain: 2015)

So, it can be understood that the aim of infrastructure management is so that planning, procurement, use and maintenance of infrastructure can be carried out effectively and efficiently.

The objectives of school infrastructure management as considered in managing educational facilities and infrastructure in schools relate to several principles, namely according to Ibrahim (2003:26):

- 1) The principle of goal achievement
- 2) Principle of efficiency
- 3) Administrative principles
- 4) The principle of clarity of responsibility
- 5) Principle of cohesiveness

Meanwhile, Pierce (in Barnawi, 2012: 83) explains that the basic principles in managing school facilities and infrastructure are as follows:

1. The building site and school furniture must reflect the ideals and image of the community.
2. Planning for building land and school furniture should be a reflection of shared desires.
3. The building area and school furniture should be adapted to suit the needs of the students.
4. Building land and school furniture and equipment (Syafaruddin: 2016)

The tools should be adapted to educational needs. As the person in charge, you must help the school program effectively. A person in charge of a school must have the ability to understand both qualitative and quantitative knowledge. As the person in charge, you must be able to maintain and use the building and surrounding land. As the person in charge of the school, he not only knows the wealth of the school entrusted to him, but must also pay attention to all the educational tools needed by his students. (Yudi : 2012)

#### Results

From the discussion above we can analyze that schools are educational facilities which must have leaders in educational development and must have founding facilities and infrastructure. These facilities and infrastructure can run and of course must have good and correct management in them.

Facilities and infrastructure that already exist in the school must of course be able to be managed well so that the intended use of these facilities and infrastructure can be distributed according to the goals that have been set, starting from: Principles of achieving goals, Principles of efficiency, Administrative principles, Principles of clarity of responsibility. and the principle of cohesiveness. In order for a school to run well, it must be able to manage management well starting from planning, organizing, mobilizing and supervising every action carried out in the school environment. So that the goals you want to achieve can run well and properly.

#### METHODS

The method used in this research is qualitative. This choice is due to the fact that in this research, the author analyzes The Principal's implementation of managing facilities and Infrastructure. The subjects serving as sources of information to obtain the desired data in this study are the role of the madrasa head at Mts Muallimin Univa Medan. In this research, data is collected through three methods: observation, interviews, and documentation. The primary data collection instrument is the researcher themselves, referred to as the human instrument. Furthermore, data analysis in this research employs qualitative techniques with the following steps: 1) data condensation, 2) Data Display and Verification.

#### RESULT AND DISCUSSION

After analyzing the data about the Principal's Implementation Of Managing Facilities and Infrastructure, there are findings in this research namely: (1) Overplanning, (2) Large Number Per Semester, (3) Meetings or Other Matters, (4) Forgetting About the Assignment.

Overplanning in Managing Facilities and Infrastructure means Excessive or unnecessary planning within the management of school facilities and infrastructure, potentially leading to delays in actual implementation due to an emphasis on planning details. Dealing with a Large Number of Projects Per Semester in Facilities and Infrastructure Management means Facing a substantial workload or managing a high number of projects related to school facilities and infrastructure within a single semester, which may pose challenges in resource allocation and timely completion.

Meetings or Other Matters Impacting Facilities and Infrastructure Management means The time-consuming nature of attending meetings or addressing various additional matters that affect the management of school facilities and infrastructure. This can divert attention from crucial managerial responsibilities. Forgetting About Infrastructure-related Tasks means Unintentionally neglecting or overlooking tasks related to the upkeep or improvement of school infrastructure, leading to potential disruptions or inefficiencies in the management process. This may occur due to lapses in memory or awareness.

## CONCLUSION

### 1. Findings

Based on the data presented, the findings of this research encompass several aspects. Firstly, there is a discovery that overplanning leads to difficulties in executing plans effectively. Additionally, a large number of activities per semester pose a challenge, where only a small portion of the plans can be implemented. Furthermore, the occurrence of meetings or other engagements is also a factor that causes school principals to forget their main tasks. This indicates that effective and efficient management in the administration of educational facilities and infrastructure is crucial for the success of the education process.

### 2. Comparison

The comparison between the previous research conducted by Ibrahim (2003:26) and the new findings from the research in the conclusion of the article is as follows: Ibrahim (2003:26) outlined several principles related to the objectives of school infrastructure management, which include the principle of goal achievement, principle of efficiency, administrative principles, the principle of clarity of responsibility, and the principle of cohesiveness. These principles serve as a framework for effective management of educational facilities and infrastructure in schools.

On the other hand, the new findings from the research in the conclusion of the article highlight specific challenges faced by school principals in managing facilities and infrastructure. These challenges include overplanning, a large number of activities per semester, the occurrence of meetings or other engagements causing principals to forget their main tasks, and the potential impact of these challenges on the success of the education process. This indicates the need for effective and efficient management in the administration of educational facilities and infrastructure to ensure the success of the education process.

In summary, while Ibrahim's principles provide a theoretical framework for infrastructure management, the new findings from the research shed light on practical challenges faced by school principals in managing facilities and infrastructure, emphasizing the crucial role of effective and efficient management for the success of the education process.

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