

Management of Islamic Education Facilities and Infrastructure at MTs Habibi Nurul Ain Bangomolunow

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Submitted: 18-10-2026

Revised: 21-10-2026

Accepted: 27-10-2026

ABSTRACT. This research is motivated by the importance of facilities and infrastructure management in supporting the quality of learning in madrasas. The results of observations at MTs Habibi Nurul Ain Bangomolunow show that educational facilities are available, but there are still limitations in the physical quality of space, library collections, and inventory systems, which are still partly manual. This condition demands more optimal and sustainable management. This study aims to determine the management of facilities and infrastructure and analyze the influence of their availability and utilization on the quality of learning. The research uses a descriptive qualitative approach with observation, interview, and documentation techniques, and involves the head of the madrasah and the deputy head of infrastructure as informants. Data analysis is carried out through reduction, presentation, and drawing conclusions. The results of the study show that 1. Facilities and infrastructure management has been carried out systematically based on management functions, including planning, organizing, implementing, and controlling. Management is carried out in a participatory manner with structured maintenance, even though the inventory has not been fully digitized. 2. Factors The availability and utilization of infrastructure facilities have a significant effect on the quality of learning, especially in increasing the effectiveness, interactivity, and involvement of students. Adaptive strategies through the optimization of learning facilities and innovations are a solution to existing limitations. Thus, effective management of facilities and infrastructure and optimal utilization contribute significantly to improving the quality of learning.

Keywords: *Facilities and Infrastructure, Management, Madrasah, Islamic Education, Quality of Learning.*

INTRODUCTION

Learning is a complex process that lasts throughout the life of each individual. This process arises through interaction between a person and the surrounding environment, so that learning can take place anytime and anywhere. One of the indicators that a person has learned is a change in behavior, which can include an increase in knowledge, skills, and attitudes. If the learning process is carried out formally in an educational institution such as a school, the goal is to direct changes in students in a planned manner, both in terms of knowledge, skills, and attitudes. The interaction that occurs during learning activities is influenced by the environment, which includes students, teachers, principals, teaching materials or materials, as well as various learning support resources and facilities. (Arsyad, 2018)

The advancement of science and technology has had a huge impact on various aspects of human life, including in the fields of economics, social, culture, and education. Therefore, in order for education to be able to keep up with the flow of science and technology development, adjustments are needed, especially in aspects related to the learning process in schools. One of these important aspects is the use of learning media, which must be understood and mastered by

teachers and prospective teachers, so that the delivery of material can be carried out effectively and efficiently.(Wasiyah & others, 2023).

A school is a system that has a specific purpose. In order to achieve these goals, every component in the school system must work synergistically and balanced. Teachers, as one of the main human resources, play a crucial role in the success of educational programs. Improving the quality of education cannot be realized without improving the quality of competence and performance.(Aimeheriwa, 2025). There are many benchmarks that can be used to measure the excellence and quality of a school. These benchmarks include how the learning process is organized in schools(Tanisa, 2023), how complete the facilities and infrastructure are available, the level of professionalism of the education staff or human resources, as well as the academic achievements of students and the effectiveness of school management.

Based on observations at MTs Habibi Nurul Ain Bangomolunow, school facilities and infrastructure include classrooms, laboratories, libraries, mosques/prayer rooms, sports fields, and administrative support facilities such as teachers' rooms and madrasah heads' offices. The physical condition of the classrooms looks inadequate with the number of desks and chairs that are in accordance with the capacity of students, Some rooms still show minor improvement needs such as lighting and ventilation. Libraries are available, but the collection of books is not too large and tends to focus on formal textbooks. Facilities and infrastructure management is carried out by the administration department and the head of the madrasah. Management includes planning, procurement, maintenance, and distribution of facilities. There is a routine maintenance schedule for facilities such as classrooms, laboratories, and sports areas. However, inventory management is still partially recorded manually, so the monitoring of stock and the condition of goods needs to be strengthened. Available facilities, such as whiteboards, LCD projectors, and other learning media, support the teaching and learning process, especially for PAI (Islamic Religious Education) materials and general subjects. Observations show that the quality of learning is directly influenced by the availability of facilities and infrastructure. Comfortable and clean classrooms make it easier for students to concentrate, while supporting facilities such as libraries and laboratories encourage the development of analytical and practical skills. The lack of certain facilities has the potential to limit the variety of learning methods that teachers can apply.

Teachers actively use existing facilities and infrastructure, although sometimes they still depend on simple media. Students seem enthusiastic about using the available facilities, especially during practice-based learning or group discussions. This participation shows an awareness of the importance of facilities as a learning support, but still requires an increase in the availability and quality of facilities(Hidayat, 2021). Some of the objections seen include limited budgets for maintenance and the procurement of facilities, inventory recording that has not been systematic, as well as limited facilities to support interactive learning methods and information technology. These obstacles need to be a concern in efforts to improve the quality of education at MTs Habibi Nurul Ain Bangomolunow.

METHOD

This research uses a qualitative approach that aims to explore in depth social phenomena in the context of Islamic education at MTs Habibi Nurul Ain Bangomolunow. The qualitative approach was chosen because it is able to present a holistic understanding of various managerial aspects of facilities and infrastructure that affect the quality of learning(Scott, 2019). Data were collected through in-depth interviews, participatory observations, and documentation. The information obtained was presented in a descriptive-narrative form to reflect social realities authentically. This approach allowed researchers to understand the meaning implicit behind the informants' behaviors, interactions, and experiences. Data *First*, obtained directly from madrasah heads, teachers, and staff through interviews, observations, and field communication;

Secondary data, in the form of administrative documents, archives, program reports, photos, and activity records relevant to the research object. (Creswell, 2020).

RESULT AND DISCUSSION

The management of educational facilities and infrastructure is one of the strategic components in supporting the effectiveness of the learning process in madrasas. The availability of adequate, planned, and systematically managed facilities will have a significant impact on the quality of educational services. In the context of Islamic education, the management of facilities and infrastructure is not only oriented to the physical aspect, but also reflects the values of efficiency, responsibility, and usefulness. Therefore, every educational institution, including MTs Habibi Nurul Ain Bangomolunow, is required to be able to plan, organize, implement, and evaluate the management of facilities and infrastructure in a professional and sustainable manner. Therefore, every educational institution, including MTs Habibi Nurul Ain Bangomolunow, is required to be able to plan, organize, implement, and evaluate the management of facilities and infrastructure in a professional and sustainable manner. This research is focused on an in-depth study of the management of facilities and infrastructure at MTs Habibi Nurul Ain Bangomolunow by involving credible and relevant research subjects, such as the head of the madrasah, the deputy head of facilities and infrastructure, and educators who are directly involved in the use of educational facilities. This approach aims to obtain accurate and comprehensive data related to the planning, procurement, maintenance, and evaluation process of facilities and infrastructure in the madrasah.

The Use of Facilities and Infrastructure Management at MTs Habibi Nurul Ain Bangomolunow

In general, the purpose of educational facilities and infrastructure management is to provide professional services in the field of educational facilities and infrastructure in order to carry out the educational process effectively and efficiently. In more detail, the objectives are as follows: 1) To strive for the procurement of educational facilities and infrastructure through a careful and careful planning and procurement system. 2) To strive for the appropriate and efficient use of school facilities and infrastructure. 3) To strive for the maintenance of school facilities and infrastructure, so that their existence is always in a ready-to-use condition whenever needed by all school personnel.

Based on the results of the interviews that have been described, it can be concluded that the management of facilities and infrastructure at MTs Habibi Nurul Ain Bangomolunow has been carried out in a systematic, planned, and oriented manner to the real needs of the madrasah. The planning process begins with the identification of facility conditions, determination of priority scales, and the determination of procurement timelines before the new school year, which shows the implementation of a mature planning function. In addition, the involvement of various elements of madrasah such as the head of madrasahs, deputy heads of facilities and infrastructure, teachers, and school committees reflects the application of participatory and collaborative principles in decision-making, thereby increasing accountability and accuracy of procurement targets.

Furthermore, the inventory system which includes recording, classification, codification, and labeling of goods shows that the controlling function has run well. The use of facilities and infrastructure as learning media also shows that facilities not only function as a complement, but also become an integral part of improving the quality of learning. The active role of teachers in the use and maintenance of facilities, as well as instilling the value of responsibility to students, strengthens the implementation aspect (actuating) in education management. Overall, the availability and utilization of optimal infrastructure facilities has been proven to make a significant

contribution to improving the quality of learning, both in terms of processes, interactions, and student learning outcomes.

These findings are in line with opinion E. Mulyasa, which states that the effective management of educational facilities and infrastructure must include integrated planning, procurement, utilization, and supervision to support the success of the learning process (Mulyasa, 2002). In addition, according to Suharsimi Arikunto, the existence of adequate and systematically managed facilities and infrastructure will have a direct effect on the effectiveness of learning and the achievement of student learning outcomes (Suharsimi Arikunto, 2010). The practice of managing facilities and infrastructure in madrasas can be categorized as credible, relevant, and in accordance with the principles of modern education management.

In addition, the effectiveness of facilities and infrastructure management depends on the consistency of coordination among the parties involved in the management process. The participation of the head of the madrasah, the deputy head responsible for facilities and infrastructure, teachers, and the school committee can support the identification of educational needs and the determination of procurement priorities. Such coordination is important because the availability of facilities alone does not guarantee their effective use. Clear responsibilities, regular monitoring, and transparent decision-making are needed to ensure that existing resources are allocated according to the learning needs of students and the operational priorities of the madrasah. Furthermore, the utilization and maintenance of educational facilities should be considered continuous processes rather than activities limited to procurement. Facilities such as classrooms, libraries, laboratories, and learning media require regular evaluation to ensure that they remain functional and relevant to instructional needs. Teachers play an important role in integrating these resources into classroom activities, while students can be encouraged to maintain them through responsible use. In this regard, an inventory system that supports accurate recording and monitoring can help the madrasah identify damaged equipment, determine maintenance priorities, and plan future procurement more effectively. These measures may also help address existing limitations in facilities and resource management.

Moreover, the relationship between facilities management and learning quality should be understood through the interaction between resource availability, management practices, and instructional implementation. Well-maintained facilities can provide a more supportive learning environment, while appropriate utilization enables teachers to vary instructional methods and encourage student participation. Nevertheless, the contribution of facilities to learning quality also depends on teachers' ability to integrate available resources into their teaching strategies and on students' engagement in the learning process. Therefore, sustainable improvement at MTs Habibi Nurul Ain Bangomolunow requires not only adequate facilities but also systematic evaluation, effective coordination, and continuous improvement in their utilization. This approach reinforces the importance of facilities and infrastructure management as an integral component of educational quality improvement.

The Availability and Utilization of Facilities and Infrastructure Affects the Quality of Learning at MTs Habibi Nurul Ain Bangomolunow

Based on the overall results of the interviews, it can be concluded that the availability and utilization of facilities and infrastructure at MTs Habibi Nurul Ain Bangomolunow has a significant, direct, and sustainable influence on the quality of learning. This influence is not only seen in the physical availability aspect of facilities, but also in how the facilities are managed, utilized, and maintained systematically and supported by the active involvement of all madrasah residents. Empirically, the existence of adequate infrastructure facilities such as classrooms, computer laboratories, and other supporting facilities has created a conducive learning environment and allows the learning process to take place more varied, interactive, and contextual. This is strengthened by a structured maintenance system (routine, periodic, and emergency) and

the existence of a culture of caring for facilities involving teachers and students. Infrastructure facilities not only function as technical aids, (Arsyad, 2018).

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The level of utilization of infrastructure facilities has proven to be a key factor in determining the quality of learning. The active role of teachers in using, caring, and instilling responsibility for students shows that the success of facility management is highly dependent on the human aspect. Even in conditions of limited budgets, experts, and environmental factors, madrasahs are able to implement adaptive strategies through the optimization of facilities and learning innovations based on simple media and free digital. This shows that the quality of learning is not solely determined by the completeness of the facilities, but by the effectiveness of utilization and creativity in its management.

Scientifically, these findings confirm that the better the availability, management, and utilization of facilities and infrastructure, the higher the quality of learning produced, both in terms of process, student involvement, and learning outcomes. On the other hand, the limitation of

facilities is not always the main obstacle when balanced with adaptive, efficient, and innovative management. These findings are in line with the view of Husaini Usman, which states that the success of the management of educational facilities and infrastructure is highly determined by the management function, which includes planning, organizing, implementing, and controlling, which is carried out in an integrated and continuous manner (Usman, 2013). In addition, according to Barnawi, well-managed facilities and infrastructure will make a real contribution to improving the quality of the learning process, especially if supported by optimal utilization and awareness of all school residents in maintaining facilities.

Furthermore, the improvement of learning quality through facilities and infrastructure management requires continuous evaluation of the effectiveness of existing resources. Evaluation is necessary to identify whether the available facilities meet instructional needs, function properly, and are utilized optimally by teachers and students. The results of such evaluations can serve as a basis for determining maintenance priorities, improving resource allocation, and developing future procurement plans. Through this process, the madrasah can ensure that facilities management remains responsive to changing educational needs and contributes to the sustainability of learning activities.

In addition, the involvement of all madrasah residents is essential to maintaining the effectiveness of facilities and infrastructure management. The head of the madrasah plays a role in establishing management policies and coordinating the implementation of facility-related programs, while teachers are responsible for integrating available resources into instructional activities. Students also contribute by using facilities appropriately and maintaining the cleanliness and condition of the learning environment. This shared responsibility can strengthen a culture of care, discipline, and accountability within the madrasah. Therefore, facilities management should be understood not merely as an administrative responsibility but also as a collective effort to support effective learning and character development.

Finally, the findings highlight the importance of developing sustainable strategies for managing educational facilities, particularly in madrasahs facing budgetary and resource limitations. The optimization of existing facilities, the use of simple instructional media, and the integration of accessible digital resources can provide alternative ways to support diverse learning activities. However, these strategies need to be accompanied by realistic planning, regular monitoring, and adjustments based on the needs of teachers and students. By combining effective management functions with innovation and collective responsibility, MTs Habibi Nurul Ain Bangomolunow can strengthen the contribution of facilities and infrastructure to learning quality. This approach emphasizes that sustainable educational improvement depends not only on the availability of resources but also on the ability to manage and utilize them effectively.

CONCLUSION

Departing from the findings of the research on the management of Islamic educational facilities and infrastructure at MTs Habibi Nurul Ain Bangomolunow, it can be concluded that:

1. Facilities and infrastructure management at MTs Habibi Nurul Ain Bangomolunow has been carried out systematically and planned with reference to the functions of education management, namely planning, organizing, implementing, and controlling. The planning process is carried out through the identification of the needs and conditions of facilities, as well as the determination of priorities and timelines. In addition, management is carried out in a participatory manner by involving various elements of the madrasah. An orderly inventory system and structured maintenance show that the management of infrastructure facilities has been running effectively. The active involvement of teachers in the utilization

and maintenance of facilities also strengthens the implementation of management that is not only administrative, but also educational and sustainable.

2. The availability and utilization of facilities and infrastructure has a significant influence on improving the quality of learning. Adequate and well-managed facilities are able to create a more effective, interactive, and contextual learning process. The level of utilization of facilities by teachers is a key factor in determining the success of learning, especially in increasing student involvement and understanding. Despite the limitations of budget, lack of experts, and environmental factors, madrasas are able to overcome them through adaptive strategies such as facility optimization and learning innovation. .

DECLARATION OF GENERATIVE AI

During the preparation of this article, the author used ChatGPT, an AI-based language model developed by OpenAI, to assist with language refinement, grammatical correction, and the improvement of academic writing clarity. The use of this tool was limited to supporting the presentation and organization of the manuscript. The research findings, interpretation of data, analysis of the management of educational facilities and infrastructure, and conclusions were reviewed and verified by the author. The author takes full responsibility for the accuracy, integrity, and final content of the manuscript.

ACKNOWLEDGMENT

The author would like to express sincere gratitude to the management and staff of MTs Habibi Nurul Ain Bangomolunow for their support and cooperation in providing relevant information for this study. Appreciation is also extended to all individuals who contributed to the research process and facilitated the examination of educational facilities and infrastructure management at the institution. The author is grateful to the scholars whose works provided valuable theoretical foundations for this study. Any errors or shortcomings in this article remain the sole responsibility of the author.

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