Facilities and Infrastructure Management
In MI Al-Ihsan IIIB, Pragaan District, Sumenep Regency

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Abstrak

Sarana dan prasarana adalah suatu benda atau barang yang bersifat materi yang berfungsi sebagai penunjang proses pembelajaran supaya dapat berjalan dengan nyaman, lancar, efisien dan efektif. Penelitian ini bertujuan untuk mengetahui kelengkapan dan manajemen pengelolaan keberadaan sarana dan prasarana di MI Al-Ihsan IIIB, Kecamatan Pragaan, Kabupaten Sumenep. Penelitian ini menggunakan jenis penelitian kualitatif dengan metode deskripsi. Pengumpulan data menggunakan teknik wawancara, observasi, dan dokumentasi. teknis keabsahan data menggunakan triangulasi teknik dan analisisdata diawali dengan mereduksi data, penyajian data, dan penarikan kesimpulan. Kepala madrasah, guru dan kepala staf bidang sarana dan prasrana penulis jadikan informan dalam penelitian ini. Hasil dari penelitian ini menunjukkan bahwa sarana dan prasarana di MI Al-Ihsan IIIB masih kurang lengkap karena terkendala biaya. Sementara dari sisi pengelolaannya sudah berjalan dengan baik. Implikasi dari penlitian ini mampu memberikan tambahan pengetahuan bagaimana manajemen sarana dan prasarana diterapkan di sekolah supaya pembelajaran yang dilaksanakan dapat berjalan secara efektif dan efisien.

Kata Kunci : *Manajemen, pengelolaan, sarana dan prasaran*

Abstract

Facilities and infrastructure are objects or material items that function to support the learning process so that it can run comfortably, smoothly, efficiently and effectively. This research aims to determine the completeness and management of the existence of facilities and infrastructure at MI Al-Ihsan IIIB, Pragaan District, Sumenep Regency. This research uses qualitative research with a description method. Data collection uses interview, observation and documentation techniques. technical data validity using technical triangulation and data analysis starting with data reduction, data presentation, and drawing conclusions. The author used the author's head of madrasah, teachers and head of staff for facilities and infrastructure as

informants in this research. The results of this research show that the facilities and infrastructure at MI Al-Ihsan IIIB are still incomplete due to cost constraints. Meanwhile, in terms of management, it is running well. The implications of this research are able to provide additional knowledge about how management of facilities and infrastructure is implemented in schools so that the learning carried out can run effectively and efficiently.

Keywords: Management, management, facilities and infrastructure

Introduction

The existence of facilities and infrastructure in each educational institution is one of the most important factors affecting the smooth running of learning in the classroom so that it can be carried out efficiently and effectively and in accordance with learning objectives. The success of all learning activity programs in the classroom or others in educational institutions is greatly influenced by the availability of facilities and infrastructure needs in educational institutions. It is also supported by professional and optimal management and utilization.(Fuad, 2016)

Examinedlinguistically, understanding facilities is a tool that either directly or indirectly supports the success of teaching in educational institutions. Examples of facilities are textbooks, libraries, labs and others. While infrastructure is a tool that indirectly functions to achieve success in education. examples are school buildings that include classrooms, UKS rooms, sports fields, teachers' rooms, money and so on.(Prastyawan, 2016)

Education is the most promising and proven instrument in the process of educating humans. The progress or failure of a country can be seen from how quality its education system is. The quality of education is very influential on the development process in a country. Therefore, countries with lagging behind in education will experience serious obstacles in the development of the country.(MUNIR, 2014) The success of educational institutions is with learning that can run efficiently and effectively. The success of a learning that can run efficiently and effectively is the existence of facilities and infrastructure that are versatile according to needs and can be used. Simply put, the management of facilities and infrastructure can be understood as a process of cooperation in the use of all educational equipment in schools efficiently and effectively. During the learning process, the completeness of facilities and infrastructure is needed to provide smoothness during learning, so that the management of facilities and infrastructure is urgently considered by each institution of educational institutions.(Darmastuti, 2014) Conditions and ways of utilizing educational facilities and infrastructure affect the success of the learning process.(Fuad, 2016)

Regulations issued by the government listed in the national education system contained in article 1 Number 19 of 2005 pertain to the standards for the existence of infrastructure facilities that must be prepared by every educational institution. The content of the regulation is that: Infrastructure standards are national educational standards relating to minimum criteria regarding learning spaces, sports venues, places of worship, libraries, laboratories, workshops, playgrounds, places

for creation and recreation and other learning resources, which are needed to support the learning process, including the use of information and communication technology.

Facilities and infrastructure management is the management of all equipment and all school facilities that are used during the learning process so that the process can run according to plan. Suharsimi Arikunnto (2002) expressed his opinion that facilities and infrastructure in education have several classifications that can be distinguished as follows: "School buildings (land and buildings) which include: school yard, classrooms, teachers' rooms, offices, practice rooms, living rooms, principal's rooms, library rooms, laboratories, prayer rooms, and restrooms. School furniture which includes: teachers' desks, student desks, chairs, cabinets, bookshelves, brooms, and litter boxes". The management of facilities and infrastructure in schools is an urgent job in every educational institution, because its existence has a supporting role in the success of teaching and learning activities.(Solichin, 2011)

In order for the existence of facilities and infrastructure in schools to function optimally in supporting teaching and learning activities in schools, it is necessary to have human resources who understand and are able to manage educational facilities and infrastructure professionally. This is in accordance with the policy that has been issued by the Ministry of Education and Culture relating to capability standards that must be mastered by parties who have responsibility for managing facilities and infrastructure. One of his competencies is managerial ability. The principal must also have expertise in managing school facilities and infrastructure with the aim of optimizing utilization and utilization.(Fuad, 2016)

Research Methods

This research method uses qualitative research, through a descriptive approach. This research took place at MI Al-Ihsan IIIB, right on JL. PP. Agung Damar Telaga, Pakamban Daya Village, Pragaan District, Sumenep Regency, East Java Province. The object of research of the principal, teachers and chief of staff in the field of facilities and infrastructure as the main informant. Data collection through interviews, documentation, and observation. The indicator guidelines that researchers develop in data collection are about planning, procurement, inventory, use and maintenance, elimination and evaluation of school facilities and infrastructure management. In conducting data analysis, researchers use techniques that begin with reducing field data and documentation, presenting field result data and documentation, and the last is drawing conclusions from all field data that have been analyzed.

Results and Discussion

There are several interesting findings to be studied more seriously than the results of research that the author obtained in the field. The findings obtained still focus on the management of facilities and infrastructure management, which begins with planning, followed by procurement, distribution, inventory, management, to the elimination of facilities and infrastructure that are considered to have no contribution whatsoever to the learning process. The

existence of facilities and infrastructure that researchers get in the field is still constrained by various limitations. However, facilities and infrastructure that have an important role in the smooth running of teaching and learning activities at MI Al-Ihsan such as the availability of classrooms, teacher rooms, learning media, principal's rooms are still sufficient to carry out learning activities.
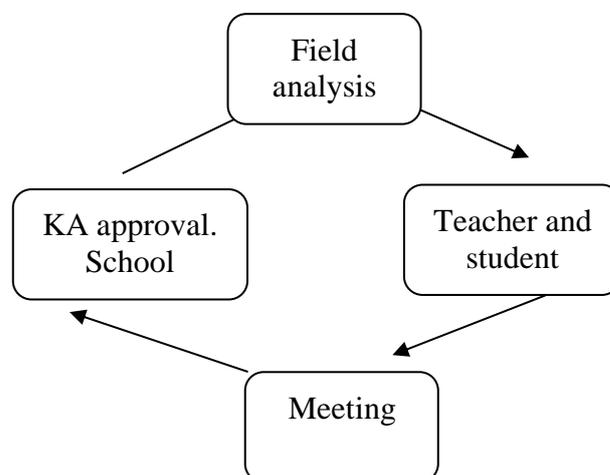
1. Facilities and Infrastructure Planning

The process of planning the procurement of facilities and infrastructure carried out by the principal is to adjust to the needs of the learning process, because the core of the existence of these facilities and infrastructure is to support the success of teaching and learning activities efficiently and effectively. In addition to adjusting to learning needs, what is considered by the principal to complete the needs of advice and infrastructure is the school's financial capacity. The limited existence of school finances makes the principal only focus on learning media.

Management can be said to be good if it starts with a plan that is really mature enough with good calculations and analysis.(Novita Mona, 2016) In facilities and infrastructure management, the process of planning procurement is the first step in using facilities and infrastructure management knowledge that must be carried out by the school. One of the supporting factors for the quality of education with good quality is the existence of school facilities and infrastructure in accordance with learning needs. (Indrawati, I., &; Nurmalasari, 2017) The existence of a process of planning facilities and infrastructure before procurement aims to

avoid errors and failures to meet the needs of completeness of facilities and infrastructure. The second objective is an effort to increase effectiveness and efficiency in learning through meeting the needs of facilities and infrastructure.(Solichin, 2011) Errors in planning and determining needs usually occur due to not paying attention to their functions and goals. Of course this will squander tuition fees on things that cannot support learning.

The planning process for the procurement of facilities and infrastructure at MI Al-Ihsan IIIB is carried out from the results of analyzing needs to support the achievement of efficient and effective learning. The principal at MI Al-Ihsan IIIB when planning the procurement of facilities and infrastructure did not forget to refer to the Regulation of the Minister of Education and Culture written in No. 24 of 2007 points of educational facilities and infrastructure at the elementary school (SD) level to be used as a benchmark in meeting the indispensable standards of school facilities. In simple terms, the planning of facilities and infrastructure at MI Al-Ihsan IIIB can be seen in the form of a chart below;

The first thing that is carried out during the planning process of procurement of facilities and infrastructure at MI Al-Ihsan IIIB is to conduct field analysis. "Before procuring the needs of facilities and infrastructure, we usually (Head of Madrasah, teachers, heads of facilities and infrastructure) make direct observations of some very urgent needs to be held in supporting an effective and efficient learning process.(Interview with AS (Madrasa Chief), January 13, 2024, n.d.)

Planning or procurement of facilities and infrastructure at MI Al-Ihsan IIIB in accordance with the principal's explanation is an action that looks realistically at needs. The principal and chief of staff for facilities and infrastructure directly review the needs in classrooms, teachers' rooms, bathrooms, courtyards and the entire school. This will certainly avoid buying or procuring infrastructure facilities that are less useful. This analysis is carried out to see and observe related to the facilities and infrastructure needed by schools in teaching and learning activities. Those who see, observe and analyze are welcome to anyone but this is the mandatory task of the head of facilities and infrastructure at MI Al-Ihsan IIIB. The results of this analysis will later give birth to the second stage, namely the proposal process in the facilities and infrastructure procurement planning meeting.

Step three is to have a meeting. The meeting was attended by teachers, TU staff and school principals. During the meeting, all meeting participants are requested to propose the needs of facilities and infrastructure that need to be met. All aspirations expressed by all meeting participants are recorded by the meeting leader. After completing all aspirations conveyed, then discussed and studied in depth the needs of the facilities and infrastructure needed. The needs of facilities and infrastructure are sorted based on the most urgent needs to those that are not. From long-term to long-term needs. After discussion together, the last step is the approval of the principal.

So far, MI Al-Ihsan IIIB from a financial point of view has only relied on money from the BOS fund and tuition fees for students, all of which can only cover to pay honorary teachers and weekly learning needs such as markers. There are several facilities and infrastructure until researchers conduct research cannot be held by the school because it is constrained by the lack of costs. Such as laboratories, sports props, and the most desirable thing is to fulfill the existence of a library containing reference books to increase students' insight outside the handbook or LKS book.

2. Procurement of Madrasah Facilities and Infrastructure

MI Al-Ihsan IIIB when procuring facilities and infrastructure is not carried out haphazardly and without procedures. "So far, before making suggestions and infrastructure, usually I as the chief of staff for facilities and infrastructure are instructed to see directly in the madrasah environment what needs to be held immediately in supporting an effective and efficient learning process. After conducting the analysis then we submit a proposal".(Interview with I H, Head of Administration, January 14, 2024, n.d.) From the delivery of the chief of staff in the field of facilities and infrastructure, so far

every time you will procure facilities and infrastructure, it will be carried out with a process that goes through several stages. The first stage that is carried out is to conduct an analysis of what needs are very urgently held, short-term analysis needs, medium-term analysis, funds there is a long-term needs analysis. Analysis of long-term needs, for example, is building such as meeting classroom needs, feasibility of classroom conditions for learning process places, bathrooms and toilets, prayer rooms, parking lots for teachers' vehicles, and also sports fields. When procuring facilities and infrastructure that are building in nature, they are always faced with problems, namely the availability of costs or funds. Therefore, the procurement of facilities and infrastructure is carried out gradually and conditionally in accordance with the ability of the foundation's financial existence.

The analysis of medium-term needs is in the form of the need for the procurement of facilities and infrastructure in the form of stationery (markers and teacher erasers). This marker is one of the needs of teachers every day. Because this marker is part of the learning media that a teacher uses when delivering his material. So the needs of this marker must be met every day so that teaching and learning activities run smoothly, effectively and effectively. Meanwhile, other learning media that are more sophisticated and modern are still unable to be fulfilled by the principal because they are constrained by baiaya.

Furthermore, there is a need for LKS books or handbooks that must be met by the principal. The need for LKS is also a priority for schools in the procurement of facilities and infrastructure because LKS is a source of knowledge possessed by students. In addition to the fulfillment of LKS books, the school also plans to complete the collection of reading books in the library so that students' knowledge is not only limited to LKS knowledge. While the short-term needs analysis is adjusted to the urgent needs of the school such as repairs to classrooms, bathrooms and other urgent needs. From the three needs analysis above, all financing only depends on government assistance, tuition fees and voluntary contributions from the surrounding community which since the existence of the MI Al-Ihsan IIIB school has become a *stakholder*. If the three sources are unable to finance, the foundation will provide assistance which is also not much.

The second stage of the procurement process of facilities and infrastructure is the submission of proposals. This proposal submission is still going through several approval processes. Starting from asking for signatures from the district ministry which is then recommended by the provincial kemeterian kanwil samapai to the central ministry. After passing several stages of proposal approval, then arriving at the central meter, a selection stage will be carried out, checked as feasible as not like a type of assistance needed as in the proposal to be fulfilled. MI Al-Ihsan IIIB has several times submitted proposals for the procurement of facilities and infrastructure such as adding classrooms and collections of textbooks or other scientific books that can be used as additional sources of knowledge. The type of procurement provided by the government is realized in stages.

If donations from the government have decreased, all types of donations are used based on juplak (implementation

instructions) and juknis (technical instructions) that have been in force and regulated by the government, both local and central governments. In the process of implementing Juplak and Juknis, the school was given assistance in the form of guidance on how to manage and manage funds. How to make a report to the superior, and include the duration of the processing time. After all forms of assistance are received both from the government and from the foundation, MI Al-Ihsan IIIB will immediately make a report as proof, both in the form of physical work that has been completed or still in the form of Photo documents, and the financial statements are also reported. The preparation of the report was carried out in an orderly manner so that there was a physical form completed receiving donations and carrying out the planning of the procurement of facilities and infrastructure at MI Al-Ihsan IIIB.

When procuring facilities and infrastructure, it is emphasized to remain guided and pay attention to the regulations imposed, always trying to establish the principles of transparency and accountability.(Harahap et al., 2021) Procurement of facilities and infrastructure in educational institutions after obtaining approval must be carried out centrally. The procurement of facilities and infrastructure at MI Al-Ihsan IIIB is preceded by submitting a Budget Plan (RAB) from teachers to school facilities and infrastructure managers which is then submitted to the principal. The completeness of the needs of educational facilities and infrastructure has an important role in improving the quality of learning quality, because the existence of complete facilities and infrastructure will be able to create efficient and effective teaching and learning activities.

Suharsimi Arikunto conveyed his ideas related to planning facilities and infrastructure, he said that the planning process must be carried out carefully and carefully so that the procurement is in accordance with learning needs both directly and indirectly. The stages of planning according to Suharsimi Arikunto are as follows: 1) Carrying out an analysis of each subject what is already real requires the existence of learning media. From the results of this analysis, a list of items or objects needed as learning media can be obtained. This can be implemented directly by the teacher of the material. 2) If the needs needed are constrained by the school's financial minimty, a re-selection is held based on a priority scale in accordance with the purchasing power of the school. While those that are not too urgent can be realized at the next stage of procurement. 3) carry out inventory on existing tools or media. Facilities and infrastructure that experience minor damage are immediately handed over to technicians so that they are immediately repaired and reused. 4) Carry out analysis of goods or learning media that can still be used, either through repairs or by re-modification. 5) If the funds are not enough or do not exist then look for funds first. This fundraising activity is a process of planning how to get funds to buy necessities, both from routine and non-routine funds. 6) Sending confidants to work on the procurement of facilities and infrastructure. A person appointed should already have an understanding of the quality of the facilities and infrastructure needed, honest and reliable.(Minarti, 2009)

In carrying out the procurement of facilities and infrastructure, there are several alternatives that can be chosen by schools. First; Buy new or used. This purchase is usually made by schools that already have sufficient funds for the procurement of facilities and infrastructure. Second, make your own. Making it yourself is usually done by schools that have minimal funds. Or also just to meet needs that are simple and can be done directly by teachers such as teaching aids or simple learning media. This self-creation is also an effort to minimize school financial expenses. Third, accept grants or donations. Receiving grants and donations usually occurs in many educational institutions in the middle of the village. Grants and assistance usually come from the surrounding community voluntarily when the school carries out building renovations or procures other needed items. Fourth, rent. Renting an item or building is an effort to meet the needs of learning facilities and infrastructure that are disposable and temporary by utilizing rental services. Fifth, borrow. Loans are efforts to meet the needs of learning facilities and infrastructure that are temporary to individuals or institutions based on lending and borrowing agreements. Usually, this loan uses an official letter from the school. sixth, Recycling. Recycling is an effort to meet the needs of learning facilities and infrastructure by turning unused objects into objects that can be used in the learning process. Seventh, exchange unused items. Exchange is an effort to meet the needs of learning facilities and infrastructure by exchanging items owned by the school that are no longer used with items needed in learning. The exchange of goods can occur both parties are not harmed and both benefit from the exchange of goods. Eighth, repair or rebuild. Repairing damaged goods is an effort to meet the needs of learning facilities and infrastructure by reconditioning facilities and infrastructure that have minor damage.(A Boko, 2020)

3. Use and maintenance of madrasah facilities and infrastructure

The use of facilities and infrastructure at MI Al-Ihsan IIIB is carried out by using or using as needed. Facilities and infrastructure whose use is fixed are classrooms. So each student has his class unchanged every day because the classrooms at MI Al-Ihsan IIIB thank God are still filled. In the classrooms there are teacher study chairs and tables, student study chairs and tables, blackboards, markers. "The maintenance is to instruct all students not to cross the walls of classrooms, chairs and study tables with permanent ink. And prohibit students from using sipdol outside of learning needs so as not to be wasteful. Meanwhile, the use of projectors is in accordance with the needs and schedules that have been set because not every classroom has a pryektor".(Interview with Hamidi (class teacher), January 15, 2024, n.d.) From the teacher's explanation, it is a form of treatment that also involves students so that students take part in choosing the durability of existing facilities and infrastructure. "Yes, sir, here if there are students who are caught scribbling on the madrasah table, they will immediately remember the punishment".(Interview with Musthafa (Disciple), January 14, 2024, n.d.) From the confession of one of the students, it also became a reinforcement that everyone in the madrasah environment has an obligation to take part in caring for the existing madrasah assets.

The existence of facilities and infrastructure must be maintained properly and correctly because facilities and infrastructure have a direct influence in improving the quality of the learning process.(Fajartriani &; Karsiwan, 2021) There are two principles that need to be known and can be applied when using facilities and infrastructure. That is with the principle of effectiveness and the principle of efficiency. The principle of effectiveness is that the use of facilities and infrastructure in schools is only used to launch the success of school education goals. Meanwhile, the principle of efficiency is the utilization of all facilities and infrastructure in a frugal and orderly manner so that all facilities and infrastructure in schools are not wasteful or quickly damaged.(Parid &; Alif, 2020)

The procedure for maintaining existing facilities and infrastructure at MI Al-Ihsan IIIB is to carry out periodic checks carried out by the Head of Facilities and Infrastructure. The maintenance process at MI Al-Ihsan IIIB is not only carried out regularly but also checked if there are reports of damaged school facilities and infrastructure. This is done to prevent more severe damage and of course the cost of breeders is also expensive if the dredges are severe. Maintenance of facilities and infrastructure is continuous work in an effort to maintain objects so that they are always in good condition and can be used whenever needed.(Fajartriani &; Karsiwan, 2021) Maintenance of facilities and infrastructure ideally carried out by all school residents must be actively involved. This is so that the existence and condition of educational facilities and infrastructure can be used when needed in good conditions. Well-maintained facilities and infrastructure will have a positive impact on teaching and learning activities.(Nasrudin &; Maryadi, 2019)

4. Inventory or checking of madrasah facilities and infrastructure

Inventory or re-checking of facilities and infrastructure at MI Al-Ihsan IIIB is carried out at the beginning of each semester and every time there is a procurement of new facilities and infrastructure. This inventory process was carried out directly by the head of facilities and infrastructure MI Al-Ihsan IIIB. The invention was carried out in re-recording the existence of facilities and infrastructure, feasibility and damage to existing facilities and infrastructure in MI Al-Ihsan IIIB. This re-checking process is carried out by visiting, seeing and observing MI Al-Ihsan IIIB starting from classrooms, prayer rooms, bathrooms, libraries, sports fields, to things that are used as learning media. The inventory stage of facilities and infrastructure is carried out in accordance with the regulations of the relevant education office. That way, schools can immediately follow predetermined procedures so that the implementation of inventory of infrastructure facilities can be carried out easily and according to standards.(Manurung et al., 2020)

The implementation of the inventory of educational facilities and infrastructure at MI Al-Ihsan IIIB includes two things, namely:

a. Recording the existence of facilities and infrastructure

The task of the head of facilities and infrastructure is to record all the existence of facilities and infrastructure in the school to the school inventory book, whether

objects are inventory or not. Inventory items such as tables, benches, blackboards, and so on. While items that fall into the non-inventory category are consumable items such as chalk, carbon, paper, and so on. Recording or administering inventory items is recorded in a special master book of inventory items, inventory item class books, non-inventory item record books.

The results of visiting, seeing and observing are recorded things related to what facilities and infrastructure already exist, which are lacking, objects or items that have been damaged, objects that are still suitable for use and not, objects that have a small feeling and can still be repaired to objects that have severe damage so that they cannot be repaired except by rebuilding or buying new ones.

One example of the state of facilities and infrastructure that experience minor damage is usually the state of chairs and study tables in the classroom. If the damage is only due to the slightly swaying state of the chair or table, it can be repaired immediately by adding nails as reinforcement. If it is not repaired immediately, it will be severely damaged and if left and not repaired immediately, this certainly greatly affects the quality of student comfort during the learning process. It is different from heavy damage to facilities and infrastructure. Such as the condition of chairs and tables that are weathered and not suitable for use so that they cannot be repaired. With

such circumstances, of course, inevitably the chair or table must be replaced with a new one so that students still feel comfortable while studying.

The thing that is often considered by the head of facilities and infrastructure is the condition of the wood that is the framework of the roof of the room. This is done to prevent the presence of wood eaten by termites. Because if it gets eaten termites it will cause severe damage. And if it is severely damaged, of course the school will not be able to immediately carry out renovations due to existing financial limitations. The school can only submit proposals for classroom renovation applications. And even then the process is still long so the learning process will certainly be hampered as well.

In the management of facilities and infrastructure, there is such a thing as the destruction or elimination of facilities and infrastructure in schools. This elimination is only carried out on facilities that are no longer suitable for use and also facilities and infrastructure that can no longer provide any benefits. The elimination of facilities and infrastructure at MI Al-Ihsan IIIB was never carried out because in the process of procuring facilities and infrastructure the principal paid close attention and carefully considered the usefulness and durability of facilities and infrastructure.

Trisnawati quoted Prastyawan's statement regarding the abolition of

facilities and infrastructure must take care of the following; 1) The building or item has suffered heavy damage and cannot be repaired. 2) items that cost a lot if repaired. 3) The goods owned by their use are not balanced with the amount of maintenance costs. 4) items that no longer have a use. 5) It has expired. 6) there is depreciation beyond the ability of the management in charge of maintaining the goods.(Parid &; Alif, 2020) The elimination of facilities and infrastructure in inventory is the final stage of the facilities and infrastructure management cycle in terms of management. (Megasari, 2014)

b. Item Code Generation

Item code is a sign as a clue to the name of the item, description of the group / type of goods. The code that can be used can be in the form of numbers (numeric) arranged according to certain patterns so that they are easy to remember and recognize. The preparation of code numbers as much as possible is carried out as much as possible, especially for parties who directly handle the recording of goods. In this case, it is usually the head of facilities and infrastructure. The purpose of providing the code is to make it easier for all parties to re-recognize all school facilities and infrastructure, both in terms of ownership, person in charge, as well as types and groups. The purpose and purpose of classifying goods is to be easy and efficient in recording and at the same time to find and find certain

items through inventory books of facilities and infrastructure.

5. Elimination of facilities and infrastructure is not suitable for use and not useful

In the management of facilities and infrastructure, there is such a thing as the elimination or elimination of facilities and infrastructure in schools. This elimination is only carried out on facilities that are no longer suitable for use and also facilities and infrastructure that can no longer provide any benefits. The elimination of facilities and infrastructure at MI Al-Ihsan IIIB was never carried out because in the process of procuring facilities and infrastructure the principal paid close attention and carefully considered the usefulness and durability of facilities and infrastructure.

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6. Inhibiting Factors in the Process of Realization of Facilities and Infrastructure Needs

In realizing the needs of facilities and infrastructure at MI Al-Ihsan IIIB always find obstacles. These obstacles include;

a. Lack of school finances

The problem that is often faced by schools in Indonesia in completing the needs of facilities and infrastructure is the lack of school finances. This financial deficiency is often faced by private educational institutions under the auspices of the foundation. Especially private schools in the interior. The lack of school finances occurs because the source of financial income only relies on tuition fees and volunteer assistance by the surrounding community, both in the form of money and goods.

MI Al-Ihsan IIIB also faces the problem of minimal costs in realizing all facilities and infrastructure needs. Meanwhile, the list of facilities and infrastructure needs in MI Al-Ihsan IIIB is quite a lot and requires a lot of money. If you only rely on tuition money, then that need will be difficult to achieve. One of the most urgent needs is the fulfillment of reading materials in the school library. Meanwhile, the price of books is now getting more expensive. And the proposal for the procurement of reading materials has also not received a response from the agencies or companies that have been given proposals for submitting reading materials.

In addition to reading materials, the addition of learning media is needed so that learning media does not only use sipdol and whiteboards. Because at a young age, the average student is easily bored if learning is too menoton and without any renewal of learning media. Facilities and infrastructure that are highly desired by the school and students are the existence of laboratories. So far, MI Al-Ihsan IIIB does not have a laboratory. In addition, there are also sports props commonly used during physical education subjects (physical and spiritual education).

b. Lack of land

The land owned by MI Al-Ihsan IIIB is only enough for classrooms and parking lots. The school yard can still be said to be narrow if you want to be used as a place of learning outside the classroom. With minimal land, MI Al-Ihsan IIIB could not fill sports venues and parks for students to study. Compared to several schools in remote villages, MI Al-Ihsan IIIB's land is still quite enough for its classrooms. It is very sad when you hear the news that there are schools in remote areas that lack classes so that sometimes between classes are combined into one room.

Conclusion

From the results of the discussion, conclusions can be drawn, the planning process for the procurement of facilities and infrastructure is carried out with a process that goes through needs analysis and submission of proposals. The use of facilities and infrastructure at MI Al-Ihsan IIIB is

carried out by using or using as needed. While the maintenance is by carrying out periodic checks carried out by the Head of Facilities and Infrastructure. Inventory or re-checking of facilities and infrastructure is carried out at the beginning of each semester and every time there is a procurement of new facilities and infrastructure. This inventory process is carried out directly by the head of facilities and infrastructure MI Al-Ihsan IIIB. The invention was carried out in re-recording the existence of facilities and infrastructure, feasibility and damage to existing facilities and infrastructure in MI Al-Ihsan IIIB. This re-checking process is carried out by visiting, seeing and observing directly. The elimination of facilities and infrastructure at MI Al-Ihsan IIIB was never carried out because in the process of procuring facilities and infrastructure the principal paid close attention and carefully considered the usefulness and durability of facilities and infrastructure. In realizing the needs of facilities and infrastructure at MI Al-Ihsan IIIB always find obstacles. These obstacles include the lack of school finances and the lack of land.

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