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Management of the Development of Educational Facilities and Infrastructure for Teachers and Education Personnel at MTSN 11 Majalengka

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Abstract

Management of Facilities and Infrastructure Development for Educators and Education Personnel at MTsN 11 Majalengka. This study aims to comprehend and assess facilities and infrastructure management at MTsN 11 Majalengka. Although management has been performing well, several issues must be addressed. These issues include a need for more papers from the principal and a need for computer facility maintenance. The learning process needs to be improved as a result of this mismatch. The study employs a qualitative technique as well as a descriptive strategy. The principal, staff, and subject teachers' data and management of educational facilities and infrastructure can yield benefits. The facility and infrastructure management of MTsN 11 Majalengka has been working smoothly. However, there are still some issues that need to be improved.

Keywords: Management; Facilities; Infrastructure; MTsN 11 Majalengka

Introduction

The success of the education process greatly depends on the importance of instructional interaction. Educational facilities and infrastructure play a crucial role in facilitating the teaching process to ensure the achievement of educational goals (Kristiawan, 2017). Every educational institution must provide adequate infrastructure to directly or indirectly support the smooth implementation of the teaching-learning process. Educational infrastructure plays a crucial role in the education process and must be one of the components fulfilled in education provision. The presence of adequate educational infrastructure is significant (Prasojo, 2016). Without adequate facilities, the education process will face considerable challenges, even risking slipping and not achieving the expected goals. Adequate educational facilities include suitable school buildings, comfortable classrooms, comprehensive libraries, scientific laboratories, sports facilities, and state-of-the-art information and communication technology. These are integral to an effective learning environment and provide students with a rich educational experience. Adequate educational infrastructure also includes quality human resources such as trained and competent teachers and skilled support staff. They assist the teaching-learning process in running smoothly and provide guidance and support to students (Pawero, 2017). With adequate educational facilities and infrastructure, the teaching-learning process can run smoothly and positively impact student learning achievement. Adequate facilities create a conducive environment for students to learn and grow. Furthermore, adequate educational infrastructure encourages using modern technology in learning, preparing students to face future challenges (Tola et al., 2020). The government and education stakeholders must seriously consider developing educational facilities and infrastructure. Proper investment in educational infrastructure will help create quality and sustainable learning environments and promote progress in the education system.

In line with that, Prophet Muhammad (peace be upon him) provided a tangible example of the importance of using tools and media in education. He utilized diagrams as one of the communication strategies with his companions. This demonstrates that educational facilities and infrastructure serve as physical supports and practical communication tools in conveying educational messages. Therefore, it can be interpreted that both in the context of general education and in the education conducted by Prophet Muhammad (peace be upon him), educational facilities and infrastructure play a crucial role in supporting the success of the teaching and learning process. It is essential for relevant authorities and the

government to ensure the availability of adequate educational facilities and infrastructure and to utilize them optimally to support quality education (Ismail, Daeng Pawero, et al., 2021).

As previously explained, another factor influencing the success of the teaching and learning process is the availability of adequate educational facilities and infrastructure. Adequate educational infrastructure includes suitable buildings, comfortable classrooms, comprehensive libraries, scientific laboratories, sports facilities, and state-of-the-art information and communication technology (Ananda & Banurea, 2017). Thus, competent management of educational facilities and infrastructure becomes crucial in achieving the desired academic goals. Skilled management and attention given to utilizing and maintaining school infrastructure will help create an optimal learning environment. Prophet Muhammad's (PBUH) experience in educating his companions exemplifies the importance of educational facilities and infrastructure.

Based on initial surveys conducted by the author at MTsN 11 Majalengka, educational facilities, and infrastructure management is running smoothly. This can be evidenced by the author's application of indicators for managing educational facilities and infrastructure. However, one aspect needs attention. Namely, the planning of the maintenance unit needs to determine educational facilities and infrastructure and involve collecting data and information related to educational facilities and infrastructure. Although the management of educational facilities and infrastructure at MTsN 11 Majalengka is considered good, thorough planning is still needed in determining the needs of educational facilities and infrastructure. This is useful to ensure that each work unit has accurate data and information regarding the required facilities and infrastructure. With complete and up-to-date data, decisions regarding the procurement, care, and development of educational facilities and infrastructure can be made effectively and efficiently. Schools and educational managers need to pay attention to maintenance planning needs. This can be done through routine data collection, continuous needs evaluation, and the application of adequate information management systems. Thus, policies and actions related to educational facilities and infrastructure can be based on valid and accurate data. In efforts to improve the management of educational facilities and infrastructure, it is also essential to involve effective participation and communication among all relevant parties, including teachers, administrative staff, students, parents, and school committees. With active involvement from all parties, educational facilities, and infrastructure management can be enhanced and

positively impact the learning process. Therefore, maintenance planning for educational facilities and infrastructure needs is essential to educational management. With accurate data and information, educational facility and infrastructure decisions can be made accurately and efficiently, thus supporting achieving desired educational goals.

Based on the above, the researcher chooses to examine the planning of educational facilities and infrastructure at MTsN 11 Majalengka. This research will discuss how educational facilities and infrastructure are planned at MTsN 11 Majalengka, how the procurement of educational facilities and infrastructure is planned at MTsN 11 Majalengka, and how the development of maintenance of educational facilities and infrastructure is carried out at MTsN 11 Majalengka. This research aims to study the planning of educational facilities and infrastructure at MTsN 11 Majalengka, to study further the planning of the procurement of educational facilities and infrastructure at MTsN 11 Majalengka, and to study the planning further to support the growth of educational facilities and infrastructure at MTsN 11 Majalengka.

Educational facilities and infrastructure planning involve a series of actions taken to prepare everything needed by schools. This includes purchasing, leasing, borrowing, exchanging, recycling, repairing, distributing, or manufacturing equipment and supplies based on the school's needs (Syahril, 2018). In other words, educational facilities and infrastructure planning are steps taken to ensure that schools have everything necessary to carry out their activities. It involves various actions, from acquiring needed items to repairing and distributing the equipment. Essentially, this planning is based on a deep understanding of the school's needs and various methods that can be used to meet them. Every educational facility and infrastructure planning step must be tailored to the school's needs. This may involve purchasing new equipment, leasing or borrowing from others, exchanging with other schools, recycling existing resources, repairing or upgrading equipment reliability, distributing efficiently, or even creating new equipment to desired specifications (Hadi et al., 2019). So, educational facilities and infrastructure planning is an effort to ensure that schools have everything they need to function correctly. Various steps are taken to meet school needs, considering available resources and selecting the most suitable methods to achieve those goals.

The importance of managing school facilities and infrastructure is to ensure professional services related to educational facilities so that the learning process can be carried out effectively and efficiently. Bafadal explains clearly the objectives

of educational infrastructure management. The first objective is to obtain school facilities and infrastructure through careful planning and procurement so that the school has adequate equipment. The second objective is to ensure the proper and efficient use of school facilities and infrastructure so that they are ready for use at any time according to the school's needs. Here are some basic principles of educational facilities and infrastructure management: First, it is essential to develop the values and image of the community reflected in the philosophy and objectives of education. Second, planning should consider the clarity of the aspirations mentioned earlier. Third, changes should be made to shape character and provide adequate services to students during their education, ensuring that every skill is well met.

Fourth, furniture, equipment, and supplies should be tailored to the educational objectives they support and provide maximum benefit to students and educators. Fifth, educational providers must effectively support study programs, train teaching staff, and select and use appropriate tools to adapt and perform their tasks. Sixth, as responsible for educational institutions, they must be able to use and maintain furniture and equipment around them for the institution's health, professionalism, beauty, and progress. Finally, as leaders of educational institutions, they must understand the wealth entrusted to them, understand the needs of students for educational equipment, and be able to manage and maintain these facilities.

Basilius' book "Management in Schools" has seven essential elements in managing educational facilities and infrastructure. These elements include planning for the needs of facilities and infrastructure, procurement of facilities and infrastructure, inventory of facilities and infrastructure, storage of facilities and infrastructure, maintenance of facilities and infrastructure, relocation of facilities and infrastructure, and supervision of facilities and infrastructure (Ismail, Pawero, et al., 2021). According to Basilius, planning for facilities and infrastructure needs is an essential initial step in managing educational facilities and infrastructure (Matin & Fuad, 2016).

This involves identifying needs and making preparations to meet existing educational needs. After that, facilities and infrastructure are procured to obtain the necessary goods and facilities as planned (Daeng Pawero, 2018). Inventorying facilities and infrastructure is also an essential part of management, where all goods and facilities owned by educational institutions are recorded in detail and

systematically. Additionally, proper storage of facilities and infrastructure will ensure continuity and optimal availability for use during teaching. The maintenance of educational facilities and infrastructure must also be addressed. Regular maintenance will ensure that facilities and infrastructure remain in good condition and function optimally.

Furthermore, foreign or damaged facilities and infrastructure must be removed to maintain the quality and efficiency of resource utilization. Supervision of facilities and infrastructure is a crucial stage in management (Umiraso & Gojali, 2011). Through adequate supervision, holistic monitoring of facilities and infrastructure quality, use, and maintenance is possible. Basilius summarizes these seven components in his book as a practical guide for effectively managing educational facilities and infrastructure. By implementing these concepts, educational institutions are expected to optimally improve the utilization and management of facilities and infrastructure to support quality teaching and learning processes.

Method

This research uses a qualitative approach implemented through a descriptive research design. The qualitative approach allows researchers to understand and explain phenomena occurring within natural contexts, focusing on written words from predetermined individuals (Yusuf, 2017). This method will involve the collection of relevant and significant data excerpts, which will then be included in the research report to provide a more comprehensive overview of the observed field data. Using these data excerpt samples aims to provide accurate and representative representations of the found data. In collecting data, the researcher will utilize various relevant sources of information (Moleong, 2016). These data sources may include field notes directly made by the researcher, photographs taken as documentation, personal documents related to the research subjects, notes or memos recording the researcher's observations and reflections, and other official documents relevant to the phenomenon being studied. The researcher can gain a more comprehensive and in-depth understanding of the phenomena under investigation using various data sources. The data obtained from these multiple sources will be systematically and interpretively analyzed to produce findings and a rich understanding of the context and complexity of the observed phenomena.

The researchers have identified research subjects that include the Head of MTsN 11 Majalengka, the Vice Principal for Facilities and Infrastructure, and the Teachers and Administrative Staff of MTsN 11 Majalengka. Both primary and secondary data sources are utilized to obtain research data. Primary data is collected through procedures and techniques such as interviews, observations, and specific measuring instruments. Meanwhile, secondary data is collected from indirect sources such as official documents and archives. This research will be conducted at Madrasah Tsanawiyah Negeri Majalengka as the data collection site to achieve the research objectives. The research location was selected because it is close to the researcher's residence to ensure more efficient data collection.

The observation data collection method is a deliberate and systematic study of social events and psychological phenomena through observation and documentation. Observation involves recording observational data and systematic assessment (Pakpahan, Andre Fernando, 2021). Researchers employ open observation, where subjects are aware of the observer's presence, providing the observer with the opportunity to witness events as they unfold and acknowledge that they are being observed. Interviews are used as a data collection method by directly interviewing respondents face-to-face. Interviews are used for preliminary studies and obtaining in-depth information from a few respondents. Documents serve as historical records and can take the form of writings, photos, or monumental works created by others. Researchers use documentation methods to investigate records at MTsN 11 Majalengka, such as land and school building status, school facilities, personnel data, organizational structure, and other information.

The data analysis technique used in this research is a qualitative analysis conducted during and after the data collection within a certain period. The collected data is then analyzed based on specific relationships. Data reduction is the first step and involves summarizing, selecting important information, identifying themes and patterns, and discarding irrelevant elements. The reduced data will provide a clearer picture and make it easier for researchers to obtain additional data if needed. Data presentation in qualitative research uses narrative text to ensure that information is collected well, accurately, and easily understood to conclude. The final step is concluding and verifying them. Initial conclusions are still preliminary and will be revised if solid evidence is found as data collection progresses. If these initial findings are confirmed with consistent evidence, they will become variables in the study.

Results

Madrasah Tsanawiyah Negeri (MTs) Majalengka is a school with postal code 45372 located at Cijati Hamlet Rt. 02, Rw. 05, Cijati Village, Majalengka Subdistrict, Majalengka Regency, West Java Province. This school has the NPSN (National Education Standardization Number) 20278983 and can be contacted by phone at 02612727293. MTsN 11 Majalengka has an elevation of 324 meters and is located at latitude -6.849662216863175 and longitude 108.03186893463135. The school's headmaster is Mr. H. Jajang Gunawan, S.Ag., M.Pd.I., and the school occupies an area of 22,062 square meters. MTsN 11 Majalengka has 990 students guided by 34 teachers who are participating in teaching and learning activities at the school.

The readiness of educational facilities and infrastructure is a crucial factor that needs to be fulfilled to support and optimize the teaching-learning process at MTsN 11 Majalengka. In collecting research data, the researcher employed observation, interviews, and documentation methods to unearth detailed information regarding the utilization and management of educational facilities and infrastructure at MTsN 11 Majalengka. Through this process, the research successfully unveiled a comprehensive overview of the management of educational facilities and infrastructure at MTsN 11 Majalengka. Here are the research findings concerning the management of facilities and infrastructure in MTsN 11 Majalengka:

A solid management plan should begin with thorough and well-thought-out planning. By engaging in critical planning and paying attention to the school's needs, activities can proceed smoothly according to the established goals and be executed effectively and efficiently. Based on interviews with the head of the madrasah, this has been done at MTsN 11 Majalengka. However, the researcher still needs to obtain official documents, such as the head of the madrasah's appointment letter or related photos. The head of the madrasah has planned the learning facilities and infrastructure, evidenced by forming a special team tasked with school-oriented planning. In this context, these efforts can enhance the efficiency of educational facilities and infrastructure planning from year to year. However, the researcher did not find physical evidence in the form of pictures or documents (such as appointment letters) indicating the formation of a unique team when organizing the team in the field.

Procuring educational facilities and infrastructure is crucial in supporting school needs and achieving learning objectives effectively and efficiently. The school principal has carried out procurement in a planned and structured manner according to the Activity Budget and Management Plan (RKAM). The process has

considered the existing needs and the available funds for procuring facilities and infrastructure. This research also noted that building and infrastructure are acquired before the academic year begins. This indicates that the procurement process has been well-planned and structured to meet the school's needs. These efforts provide benefits in ensuring the smoothness of the overall procurement process of facilities and infrastructure. However, this research reveals that the author still needs to obtain the requested photos from the relevant staff. This indicates a need for more gathering evidence or documentation related to the procurement process of facilities and infrastructure. Although the procurement process has been carried out well, it is essential to have comprehensive documentation as evidence and supporting information. The school principal has carried out the procurement of educational facilities and infrastructure in a structured and planned manner. However, further attention should be needed to gather and store evidence or documentation related to the procurement process. This will strengthen the validity and transparency of the school's educational facilities and infrastructure procurement process.

The utilization and maintenance are crucial factors related to the care of educational facilities and infrastructure to maintain their quality and prolong the lifespan of equipment while reducing the risk of damage. In this study, a maintenance process was carried out, which is evident from the formation of a specialized team responsible for maintaining and preserving the existing facilities and infrastructure. However, several aspects need to be addressed despite the implementation of the maintenance process. The researchers needed to gather physical documentation, such as letters or official documents governing the appointment of the specialized team. A written time allocation or clear maintenance schedule plan must also be needed. This indicates that although maintenance efforts have been made, there are areas for improvement regarding collecting documented evidence and scheduling maintenance activities in writing. Comprehensive documentation can ensure that the appointment of specialized teams and maintenance schedules for facilities and infrastructure are recorded and accessible to all relevant parties. Improvement is needed in organizing and documenting educational facilities and infrastructure maintenance. Collecting physical documentation and detailing maintenance plans can provide a solid foundation to ensure the smoothness and success of maintenance activities. Moreover, comprehensive documentation also facilitates supervision and evaluation of the quality and effectiveness of maintenance efforts. In enhancing the

efficiency and effectiveness of facility and infrastructure maintenance, relevant parties need to establish good communication and agree on systematic documentation and scheduling methods that can be adopted. Thus, the maintenance process can be more structured and well-documented, ensuring optimal use and care of educational facilities and infrastructure to support successful learning activities.

Discussion

MTsN 11 Majalengka is a State Islamic Junior High School in Sindanghurip Village, Rt. 05 Rw. 04 No.21, Manis, District Cingambul, Majalengka Regency, West Java Province. As an educational institution, MTsN 11 Majalengka aims to enhance intelligence, knowledge, personality, noble character, and skills for independent living and enable further education. Specifically, MTsN 11 Majalengka aims to provide Islamic education services by requiring students to memorize the alphabet before the teaching-learning process, organizing a religious environment (with an Islamic ambiance), and conducting extracurricular activities related to religion, scouting, and technology. Additionally, the school aims to prepare students by equipping them with insights and skills necessary for their lives and producing graduates who excel and can compete for further education at higher levels.

The vision of MTsN 11 Majalengka is to "Realize students of the Madrasah who are faithful, pious, and knowledgeable in science and technology," with indicators including the establishment of solid religious beliefs among students, diligence in worship, intelligence and noble character, excellence in both academic and non-academic fields; proficiency in science and technology; and the quality of graduates. To realize this vision, the mission of education and learning at MTsN 11, Majalengka includes the development of essential competencies of students to become morally upright and moral individuals; the development of competencies in science and technology, Mathematics, language, and Islamic education; fostering critical and systematic thinking skills in Islamic education; and creating a harmonious environment imbued with Islamic teachings.

The headmaster of MTsN 11 Majalengka, H. Jajang Gunawan, S.Ag., M.Pd.I., currently holds this critical position. As the headmaster, Jajang has broad responsibilities in school management. His tasks include curriculum development, coordinating cooperation with teachers and staff, and ensuring the smooth operation of the school. Jajang Gunawan has a responsive view toward technological advancements in MTsN 11 Majalengka. According to him, as an

educational institution under the Ministry of Religious Affairs of the Republic of Indonesia, this madrasah must be able to compete with other schools in providing public information services. One means used is web-based Information Technology, which allows MTsN 11 Majalengka to deliver information quickly, clearly, and accountably. Through this service, the school is ready to receive input from all parties to meet community needs. Regarding facilities, MTsN 11 Majalengka has a land area of 7,000 square meters. This school area has classrooms, a library, laboratories, teachers' rooms, the headmaster's office, a sports field, and other facilities supporting teaching and learning activities. Currently, MTsN 11 Majalengka has 374 students attending the madrasah. There are 24 teachers involved in the educational process at MTsN 11 Majalengka. The main task of the teachers is to provide quality education and support the growth of students in various aspects.

As a junior high school, MTsN 11 Majalengka follows the Ministry of Education and Culture curriculum. This program includes general subjects such as Mathematics, Indonesian Language, English Language, Natural Sciences, Social Sciences, and Islamic Studies. Additionally, MTsN 11 Majalengka emphasizes religious education to prepare students to continue their education to higher levels. As a primary educational institution in the Majalengka region of West Java, MTsN 11 Majalengka plays a crucial role in providing educational opportunities for high school students. With adequate facilities and qualified teachers, MTsN 11 Majalengka is committed to providing quality education and creating a conducive learning environment. Providing sufficient educational facilities and infrastructure is essential for creating an effective and productive learning environment. The quality of education offered and the condition of these facilities and infrastructure can influence the comfort of students and educators. Therefore, research is conducted at MTsN 11 Majalengka to evaluate these educational facilities and infrastructure management. Observation, interviews, and documentation methods are used to collect the necessary data for this research.

Availability of Facilities and Infrastructure in MTsN 11 Majalengka

In creating an effective and productive learning environment, it is essential to ensure the availability of adequate facilities and infrastructure for education. The condition of good facilities and infrastructure influences the quality of education provided and the comfort of students and staff. Therefore, this research was conducted at MTsN 11 Majalengka to evaluate educational facilities and

infrastructure management. Observation, interviews, and recordings were used to gather the necessary data for this research.

Research findings on the management of educational facilities at MTsN 11 Majalengka are as follows:

Classrooms: MTsN 11 Majalengka has classroom capacities sufficient to accommodate the existing number of students. The classrooms are equipped with adequate desks and chairs for each student. Additionally, supplementary facilities such as projectors, whiteboards, and audio-visual devices are provided in every school. The presence of these facilities assists teachers in delivering learning materials more interactively, while students can more easily comprehend the taught lessons.

Library: MTsN 11 Majalengka has a comprehensive library facility with various types of books, including textbooks, references, and other reading materials. The library has bookshelves, tables, and chairs for students to read comfortably. Furthermore, the library also has an organized management system to facilitate students' access to various reading materials they need. These facilities positively enhance students' reading interests and broaden their knowledge.

Laboratories: The laboratory facilities at MTsN 11 Majalengka are utilized to teach subjects in the natural sciences and social sciences. The laboratories are equipped with the necessary equipment and practical materials. Teachers can use these laboratory facilities to conduct experiments and practical activities, enabling students to learn directly and better understand the subject.

Teachers' Room and Principal's Office: MTsN 11 Majalengka provides comfortable teachers' rooms and principal's offices as workplaces and discussion spaces for teachers and the principal. These rooms are equipped with desks, chairs, and necessary equipment. These facilities facilitate communication and collaboration among educational staff to enhance the quality of education.

Sports Field: MTsN 11 Majalengka has a spacious and well-maintained sports field. The field is used for various sports activities, including soccer, volleyball, and athletics. The presence of sports field facilities provides opportunities for students to develop their potential and skills in sports while also improving their health and physical fitness.

Planning for the Management of Facilities and Infrastructure at MTsN 11 Majalengka:

Solid and effective management planning is crucial to ensuring the sustainability and development of educational facilities and infrastructure at MTsN

11 Majalengka. This study found that the school principal has carried out such planning by forming a unique team responsible for school-oriented planning. A well-planned process can guide school administrators in allocating available resources, such as budget and workforce, to meet the needs of educational facilities and infrastructure. With the involvement of a unique team in the planning process, the process can be organized and directed. However, the researchers did not find physical evidence in the form of official documents, such as the School Principal's Letter of Appointment (SK) or photo documentation related to the formation of this unique team. This indicates a need for more data on planning educational facilities and infrastructure at MTsN 11 Majalengka. The existence of official documents and physical evidence can be essential to validate and support research findings. Documents such as the School Principal's Letter of Appointment or photo documentation can serve as concrete evidence that the special team has been formed and involved in the planning process for facilities and infrastructure at the school.

The Procurement Process of Educational Facilities and Infrastructure at MTsN 11 Majalengka:

A well-executed procurement process for educational facilities and infrastructure is crucial in ensuring that the school's needs are adequately met to support effective and efficient learning processes. This research found that the principal procured facilities and infrastructure through the Pesantren Program and Activity Budget (RKAM).

Thorough planning and structured procurement of facilities and infrastructure demonstrate careful attention to the school's needs. The procurement process is conducted by considering the existing needs and available budget. This indicates that the principal has thoroughly planned to ensure appropriate and efficient procurement. Additionally, it is essential to note that procuring buildings and infrastructure is done before the start of the new academic year. This demonstrates the school's readiness to welcome students and conduct learning activities. The structured procurement process performed in advance enables staff and educators to utilize facilities and infrastructure effectively from the beginning of the academic year.

However, in this research, the author needed to obtain photo evidence prepared by each staff member about procuring facilities and infrastructure. The presence of visual evidence, such as photos, can help provide a clearer picture of

the procurement process that has been undertaken. Visual documentation can also be used as evidence and comparison for the procurement that has been carried out.

Maintenance of Educational Facilities at MTsN 11 Majalengka:

Maintenance of facilities and infrastructure is essential to ensuring the optimal lifespan of equipment and minimizing damage. This study found that maintenance processes have been carried out at MTsN 11 Majalengka by establishing a specialized team tasked with caring for and maintaining these facilities. The presence of this specialized team involved in the maintenance of facilities and infrastructure demonstrates deliberate efforts in preserving and maintaining educational facilities. This team is responsible for ensuring that the tools and equipment are in good condition and ready for use by students and educators. However, in this study, researchers did not find physical documentation, such as letters or documents officially appointing the specialized team. The lack of this documentation may affect the validity of the research findings and raise doubts about the existence of the specialized team. Additionally, researchers needed help finding information regarding a written maintenance schedule or using schedules as a reference in facility maintenance. A planned and structured maintenance schedule can help ensure maintenance is performed regularly and remembered.

The maintenance of educational facilities at MTsN 11 Majalengka has been carried out by forming a specialized team. Although there needs to be physical documentation verifying the appointment of the specialized team and a written maintenance schedule, these findings indicate awareness of preserving and maintaining facilities and infrastructure to ensure the continuity and quality of educational facilities.

Conclusion

Planning facilities and infrastructure for education at MTsN 11 Majalengka has been carried out effectively and thoughtfully. The school principal has taken severe steps in managing this planning by involving a special team responsible for school-oriented planning. The planning process considers the school's needs and the available funds to provide facilities and infrastructure. Although no official documents or photos directly supporting this planning were found in this study, the findings indicate awareness and effort in planning the educational facilities and infrastructure at MTsN 11 Majalengka. However, it is important to note that adequate transparency and documentation are essential to ensure the planning is done formally and implemented well in day-to-day management. Well-planned and

mature planning is a crucial initial step to ensure the effectiveness of managing educational facilities and infrastructure at MTsN 11 Majalengka. With structured planning considering needs and funding availability, the school is expected to optimize facilities and infrastructure to support effective and efficient learning processes.

The procurement of educational facilities and infrastructure at MTsN 11 Majalengka has been planned well. The principal has implemented procurement using the Madrasah Activity and Budget Plan (RKAM). The procurement process is carried out considering the existing needs and available budget. The timely procurement of buildings and infrastructure before the start of the new academic year indicates the school's readiness to welcome students and conduct learning activities. By procuring in advance, staff and educators can utilize facilities and infrastructure effectively from the beginning of the academic year. Planned and structured procurement indicates that the school principal has conducted mature planning. In the procurement process, school needs and budget are considered factors. Thus, procurement of facilities and infrastructure can be carried out efficiently and effectively.

The maintenance process of educational facilities and infrastructure at MTsN 11 Majalengka is done by forming an exceptional team. This unique team indicates intentional efforts to maintain and care for educational facilities to extend the lifespan of equipment and devices and reduce damage. However, in this study, physical documentation officially establishing the appointment of the special team, such as a decree or school policy, was not found. Additionally, there needs to be more information regarding a written maintenance schedule or using a schedule as a reference for maintaining facilities and infrastructure. This indicates a need for more documentation and structured maintenance planning.

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