

# Managements of Facilities and Infrastructure in Enhancing the Interest of Prospective Student at Madrasah Tsanawiyah Asy-Syarifah Demak, Central Java

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**Abstract:** This research aims to describe the implementation of infrastructure management in enhancing the enthusiasm of prospective students at Madrasah Tsanawiyah Asy-Syarifah Demak, Central Java. This study employs a qualitative research approach with a focus on the processes of planning, procurement, maintenance, and supervision of infrastructure. The research found that effective implementation of infrastructure management includes: Planning involves comprehensive needs analysis, identification of the required budget, and establishment of procurement priority scales. Procurement conducted through purchasing, accepting grants, leasing, borrowing, and refurbishing. Maintenance includes forming a maintenance team, routine inventory recording, and evaluating the maintenance of infrastructure. This involves reporting the results of supervision to the school principal and foundation, as well as periodic reporting. The data analysis results indicate that awareness and motivation among prospective students increase when school infrastructure is available and well-maintained. Therefore, comprehensive infrastructure management is crucial in enhancing the enthusiasm and motivation of prospective students so that they are prepared, interested, and motivated to learn at Madrasah Tsanawiyah Asy-Syarifah Demak, Central Java.

**Keywords:** Implementation, Infrastructure Management, Enthusiasm of Prospective Students.

## Introduction

The implementation of facilities and infrastructure management in education is a crucial aspect that plays a role in enhancing the interest and motivation of prospective students. In this context, facilities and infrastructure management not only includes the procurement and maintenance of facilities but also entails careful planning and effective supervision.(Sonia, 2021a). With adequate facilities and infrastructure, it is expected to create a conducive learning environment, thereby attracting students' interest to enroll and participate in learning activities.(Vinet & Zhedanov, 2011).

Planning is an important first step in facilities and infrastructure management.(Sonia, 2021a).

This process involves identifying the need for educational facilities, estimating costs, and determining procurement priorities. A study shows that good planning can increase the efficiency of resource use and ensure that all student needs are met (Sofiah et al., 2017). Furthermore, the procurement of facilities and infrastructure must be carried out in a transparent and accountable manner, through purchasing, grants or leasing (Sofiah et al., 2017). Proper procurement will ensure that the available facilities can support the teaching and learning process optimally.(Sofiah et al., 2017) Apart from that, routine maintenance of facilities and infrastructure is also no less important. (Sonia, 2021a). Good maintenance will extend the life of educational facilities and maintain their quality, so that they do

not interfere with the teaching and learning process. Furthermore, monitoring of the use of infrastructure needs to be carried out periodically to ensure that all facilities are used properly and in accordance with educational objectives (Pujiastuti et al., 2018). This supervision also functions to evaluate the effectiveness of infrastructure management in increasing the motivation of prospective students (Pujiastuti et al., 2018).

Thus, the implementation of effective infrastructure management is expected to increase the interest and motivation of prospective students to join educational institutions, creating a generation that is better prepared to face future challenges. Education is an important factor in developing quality human resources (Sonia, 2021b). In the context of education, management of facilities and infrastructure has a very crucial role in creating a conducive and attractive learning environment for prospective students (Sofiah et al., 2017). Implementing good infrastructure management does not only focus on providing physical facilities, but also includes systematic planning, procurement, maintenance and supervision (Wulan Dari, 2019). This aims to ensure that all existing resources can be utilized effectively to support the teaching and learning process (Wulan Dari, 2019).

Adequate educational facilities and infrastructure can increase the enthusiasm of prospective students to register and study at an educational institution (Wandikbo, 2021). Good facilities, such as comfortable classrooms, complete laboratories, adequate libraries, and lively play areas, can be a special attraction for students and parents (Akromusyuhada, 2019). Therefore, this research aims to explore how the implementation of infrastructure management can increase the enthusiasm of prospective students at school.

## Materials and Methods

### Study Area

This research uses a qualitative approach with a case study design to explore the implementation of infrastructure management in increasing the enthusiasm of prospective students at MTs Asy-

Syarifah (Meleong Lexy, 2001). This approach was chosen because it allows researchers to understand in depth the various factors that influence infrastructure management and their impact on the motivation of prospective students (Meleong Lexy, 2001). Through a qualitative approach, this research has explored various aspects of infrastructure management in schools and their impact on the motivation and interest of prospective students (Tampubolon, 2023). Thus, it is hoped that the results of this research can make a positive contribution to the development of education policy in Indonesia.

Data was collected through several methods, namely in-depth interviews conducted with school principals, teachers, students and parents to gather information about their experiences and views regarding infrastructure management. By carrying out participatory observation, the researcher makes direct observations of the condition of the school infrastructure, including classrooms, laboratories, libraries and sports facilities. This observation aims to obtain more objective data regarding the physical condition of educational facilities. Documentation studies collect related documents such as infrastructure management reports, education budgets, and school policies related to facilities management.



**Picture 1.** Air-conditioned classroom with HD TV, computer lab, volleyball court, tennis table.

Data sources in this research include informants, activities, research locations, and documents (Soendari, 2012). An informant is a person who provides information or is also called the object under study (Siyoto & Sodik, 2015). The informants in this research include the following: Principal of MTs Asy-Syarifah Demak, Head of

Facilities and Infrastructure Administration, Head of Library, Laboratory Assistants, and Students. Sutopo (2006: 52) stated that, "Information regarding the conditions of the location of the event or activity carried out can be extracted from the source of the location, both the place and the environment." The activities that are the source of the data are facilities and infrastructure management activities at MTs Asy-Syarifah Demak, while the place used by researchers to collect data is MTs Asy-Syarifah Demak. Documents used as data sources by researchers include work procedures, reports, forms and booklets.

### Data analysis

The collected data was then analyzed using thematic analysis techniques. Furthermore, by carrying out transcription, all interviews have been transcribed to facilitate analysis. Interview transcripts are part of the documentation of the results of interview activities by writing down the conversations that have taken place. The writing is done directly (real-time) from the source or from listening to previously recorded audio or video (*Pengertian Transkrip Wawancara Dan Cara Penulisannya \_ Kumparan*, n.d.). Next, code the data based on themes that emerge from interviews and observations. Analysis of qualitative interview data is often carried out inductively (Levy, 2006). The technique usually starts with coding. Code is a shorthand representation of some more complex set of problems or ideas. The process of identifying codes in one's qualitative data is often referred to as coding. This process involves identifying themes across the interview data by reading the interview transcript multiple times, until having a clear idea of what types of themes emerged in the interview. This technique helps achieve data management and data reduction goals (Gehrke, 2020). Preparation of themes from the codes that have been created are then grouped into main themes related to the implementation of infrastructure management and its impact on attracting the

interest of prospective students. Interpret the results of the analysis to provide a deeper understanding of the relationship between infrastructure management and the motivation of prospective students. Interpretation of results involves connecting findings to research objectives. The researcher explains how the themes support or challenge the main argument of the research. It also includes a discussion of the findings' contribution to knowledge in the field as well as their implications for theory and practice.

## Results and Discussion

### Result-1 1. Implementation of management of educational facilities and infrastructure at MTs Asy-Syarifah Demak, Central Java.

#### a. Planning Function

Planning for facilities and infrastructure at MTs Asy-Syarifah Demak is carried out by formulating a work program at the end of each year through a School Coordination Meeting. This meeting involved the board of directors, teachers and employees. The required budget has been determined by the central government through the Provincial Education Office, so schools only need to adjust to this allocation. Sources of funds for the procurement of facilities and infrastructure come from various sources, including BOSREG (Central School Operational Costs), BOSDA (Provincial School Operational Costs), PSM (Community Participation), BOP (Operational Assistance for Facilities and Infrastructure), as well as grants from the Regency. received in 2017. Determination of facilities and infrastructure needs is carried out based on proposals from department heads, school organization leaders, teachers, employees, students, as well as calculating existing inventory.

### **b. Procurement Function**

Procurement of facilities and infrastructure at MTs Asy-Syarifah Demak is carried out through several methods, namely purchases, donations or grants, and loans. The procurement process through purchasing is carried out by a team appointed by the school principal. Purchasing educational facilities and infrastructure is carried out in collaboration with certain partners or suppliers who meet school needs. The performance of these suppliers is evaluated periodically based on price, quality of goods, delivery time and services provided for one year. Donations or grants are obtained from Community Participation (PMS) and grants from the district. Apart from that, procurement was also carried out by borrowing facilities and infrastructure from teachers and employees at MTs Asy-Syarifah Demak.

### **c. Inventory Function**

The implementation of the facility and infrastructure inventory function consists of two categories, namely inventory of consumable goods and non-consumable goods. Inventory for non-consumable goods is carried out by grouping educational facilities and infrastructure into five categories, assigning a code to each item, and recording it in an inventory book based on the group and inventory number. Once the inventory number is determined, the item will be labeled using an inventory sticker. To facilitate supervision, each room is equipped with a Room Inventory Card (KIR). Recording of consumable goods is carried out in a non-inventory notebook, where each item released is recorded in the stock taking book so that the remaining items can be clearly identified. There are two types of reporting: quarterly reporting which is carried out every three months for consumable goods, and annual reporting for goods mutations which are intended for non-consumable goods. All facility

and infrastructure inventory activities are coordinated and carried out by the head of administration who handles educational facilities and infrastructure matters.

### **d. Storage Function**

Storage of educational facilities and infrastructure at MTs Asy-Syarifah Demak is carried out in warehouses which consist of several types, namely central warehouses, special warehouses, warehouses for used goods (both open and closed), as well as places for storing unused goods. Non-consumable and consumable items that support teaching and learning activities are stored by each department, after previously being recorded in an inventory book and given a code. Consumable goods are stored in storage cupboards in administrative offices using the "first in first out" (FIFO) storage method, which means items that are stored longer will be taken out first. Chemicals for learning activities are stored in the laboratory in special cupboards. Used goods are stored in Warehouse 1 which is closed for used electronic equipment and Warehouse 2 which is open for used chairs. Meanwhile, unused goods are stored in Warehouse 1, which is adjacent to the used electronic equipment warehouse, while paper is stored in Warehouse 2, close to the open used goods warehouse. Activities for storing educational facilities and infrastructure at MTs Asy-Syarifah Demak include receiving, storing and disbursing facilities and infrastructure. All storage activities are coordinated and carried out by the head of administration who handles facilities and infrastructure matters.

### **e. Maintenance Function**

Maintenance of educational facilities and infrastructure at MTs Asy-Syarifah Demak includes routine maintenance and incidental maintenance. All maintenance is carried out by all school members, coordinated by the

educational facilities and infrastructure maintenance team. For laboratory maintenance, this task is carried out by technicians or laboratory assistants.

**f. Elimination Function**

The elimination of educational facilities and infrastructure is carried out through two methods, namely destruction and auction. At MTs Asy-Syarifah Demak, the removal of facilities and infrastructure was carried out for several reasons, such as incompatibility with current needs, serious damage that cannot be repaired, maintenance costs that are higher compared to the intensity and value of use, loss due to theft or natural disasters, and when the cost of repairs exceeds the purchase price of the item.

**Result-2 2. Factors for Increasing the Interest of Prospective Students at Madrasah Tsanawiyah Asy-Syarifah.**

1. Mts Asy-Syarifah Demak has religious lessons because it is under the auspices of the Asy-Syarifah Islamic Boarding School and has more superior programs than state schools. Religious lessons are of particular interest to parents and new students, because with religious knowledge you can maintain relationships between students. female students. The superior program of Mts Asy-Syarifah Demak has also attracted the interest and enthusiasm of students and parents to enroll their children in Mts Asy-Syarifah Demak. The marketing services seen by students' parents, in this case, are the products owned by Mts Asy-Syarifah Demak, because the prospects and programs offered to parents and the community have succeeded in increasing the interest of potential new students.
2. Mts Asy-Syarifah Demak has many students, teachers and employees who excel, not only that, the teaching staff at Mts Asy-Syarifah Demak also match their abilities. Having appropriate teaching staff makes parents

confident about sending their children to Mts Asy-Syarifah Demak. The infrastructure that parents see in this case is the people owned by Mts Asy-Syarifah Demak, in accordance with the competency standards of teachers and employees so this is one of the factors in increasing the interest of new students at Mts Asy-Syarifah Demak.

3. The fees offered by Mts Asy-Syarifah Demak are very affordable, with these affordable fees making students and parents enthusiastic about sending their children to Mts Asy-Syarifah Demak, Sleman, at affordable fees. The marketing services seen by students' parents, in this case, are the prices offered by Mts Asy-Syarifah Demak, which are very affordable so this is one factor in increasing the interest of new students at Mts Asy-Syarifah Demak.
4. The facilities and infrastructure that Mts Asy-Syarifah Demak has to support the learning process as well as the completeness of the facilities it has are one of the factors in increasing parents' interest in sending their children to Mts Asy-Syarifah Demak. In this case, what the parents see is (physical evidence) that Mts Asy-Syarifah Demak has, in supporting learning and adequate learning facilities are one of the factors in increasing the enthusiasm of prospective new students at Mts Asy-Syarifah Demak.
5. The strategic location of Mts Asy-Syarifah Demak is one of the factors increasing the interest of new students at Mts Asy-Syarifah Demak. In this case, what the parents see is the place (location) owned by Mts Asy-Syarifah Demak. This is very strategic. This is also one of the factors in increasing the interest of prospective new students at Mts Asy-Syarifah Demak.
6. The achievements achieved by Mts Asy-Syarifah Demak are also one of the factors in increasing the interest of parents and students. And extracurriculars are the main attraction of Mts Asy-Syarifah Demak now, because extracurriculars can develop students' talents.

The following are the academic & non-academic achievements that have been achieved by Mts Asy-Syarifah Demak students in the 2023/2024 academic year at both sub-district and national levels.

No	Nama	Mapel	Keterangan
1	Najwa Rifa Ramadhani	IPA	Lolos Babak Final Lomba KSMI Tingkat Kabupaten Demak
2	Umar Muhtar Budala	Bahasa inggris	
3	Najwa Rifa Ramadhani	IPA	Lomba KSMI Mendapat Perunggu Tingkat Jawa Tengah.

**Table 1.** Academic achievements of Mts Asy-Syarifah Brumbung Mranggen Demak 2023/2024 academic.(Syarifah & Demak, 2024)

No	Pretasi	Keterangan
1	Juara 1 syarhil Qur'an putri	Tingkat Kabupaten
2	Juara 1, menghafal 10 juz	Tingkat Kabupaten
3	Juara 2, menghafal 5 juz	Tingkat Kabupaten
4	Juara 3, menghafal 1 juz	Tingkat Kabupaten
5	Juara 3 syrhil Qur'an putra	Tingkat Kabupaten

**Tabel 2.** Non-academic achievements of Mts Asy-Syarifah Brumbung Mranggen Demak 2023/2024 academic year.(Syarifah & Demak, 2024)

## Discussion

Implementing Facilities and Infrastructure Management at MTs Asy-Syarifah is a method used to make students, parents, madrasa employees and the community think that madrasas are community support institutions dedicated to serving the needs of educational service customers. Marketing educational services includes activities and instruments to promote schools consistently and effectively as the best choice for students and parents.

The marketing strategy for educational services is to implement facilities and infrastructure which include 7Ps, namely, product: including reputation, achievements, good plans for educational service customers, price: including prices in educational institutions, place (location). ): includes ease of access, appearance and condition of educational

institutions as a whole, promotion (promotion): includes how promotions are carried out by educational institutions, people (people): quality, qualifications, competence in providing services, technical evidence (physical evidence) includes environment, facilities, buildings provided by educational institutions, processes (process): includes services provided to service users. This marketing mix theory was chosen because this theory is one part of the marketing strategy for educational services. With the marketing mix theory we can see the extent of success of educational institutions, especially in marketing educational services.

The following are the facilities and infrastructure available at MTs Asy-Syarifah:

### a. Classroom

MTs Asy-Syarifah has 17 classrooms for studying. Each class has a fairly large space, generally equipped with supporting facilities in the form of whiteboards, boardmarkers, teacher tables and chairs, student tables and chairs, fans, air conditioning and cleaning equipment. One classroom is close to another.

### b. Laboratory Room

The laboratories owned by MTs Asy-Syarifah include Biology, Physics, Chemistry and Computer laboratories. Equipment and supplies in each laboratory are sufficient.

### c. Guidance and Counseling Room

The MTs Asy-Syarifah Guidance and Counseling Room is generally good. This can be seen from the adequate condition of the room and the support of professional BK management staff. The inventory data for the BK room includes the living room, counseling room, tables, chairs, cupboards, blackboards, a chart of mechanisms for handling student problems at school, as well as a chart of the work mechanisms and organizational structure of the BK.

### d. Sports and Ceremonial Grounds

MTs Asy-Syarifah has a fairly large front yard. The function of the yard is as a ceremonial venue and sports field. MTs Asy-Syarifah also has a multi-purpose building that can be used to play badminton.

e. Prayer Room (Psalm)

The prayer room at MTs Asy-Syarifah is quite large, usually used for student, teacher and employee prayers, tahfidz extracurricular activities and other learning activities. In the prayer room there are mukenas, sarongs, prayer mats, the Koran and books about religion.

f. Teacher Room

The MTs Asy-Syarifah teacher's room is located in the middle of the madrasa. This room has facilities in the form of tables, chairs, head room, teacher picket room, teacher file storage lockers, information board, fan, air conditioning, television, gallon and dispenser.

g. Administration room

The TU room functions for purposes related to madrasa administration, both students, teachers and employees. This room is equipped with facilities in the form of tables, chairs, information boards, archive and file lockers, telephone, fan and several computer units.

h. Student Council and Scout Room

The OSIS and MTs Asy-Syarifah scout rooms are located side by side, in terms of size and contents are roughly the same. This room is usually used for coordination meetings and formulating members' work programs. This room is equipped with facilities in the form of a table, chairs, 2 cupboards, wall clock and fan. All existing facilities are well maintained and neatly arranged.

i. Library

The MTs Asy-Syarifah library consists of a reading room, book collection room, book circulation room and inventory. The room is also equipped with a table, chairs, television, wall clock, globe and map.

j. UKS room

The UKS room is in good condition and has first aid equipment, but still requires improvements to the layout and available facilities and infrastructure.

The explanation above explains that MTs Asy-Syarifah is an educational institution that meets good standards. This is proven by the accreditation of MTs Asy-Syarifah which received the title A. This can be seen from the quality of the educators and education staff, the good condition of the

buildings, and the good facilities and infrastructure.

## Conclusions

Based on observations in the field, researchers concluded that the marketing strategy for educational services implemented by MTs Asy-Syarifah Demak, through the implementation of infrastructure management, aims to increase the overall interest of prospective new students. The implementation of facilities and infrastructure management includes various elements designed to attract attention and meet the needs of prospective students.

a) Products: MTs Asy-Syarifah Demak offers superior programs as well as various extracurriculars and other additional activities to support the learning process. b) Price: MTs Asy-Syarifah Demak provides affordable fees for the community. c) Location: MTs Asy-Syarifah Demak is located in a strategic and conducive location, so it is easy to reach by the public, even though it is far from the main road. d) Promotion: Promotion carried out by MTs Asy-Syarifah Demak includes outreach to schools as well as the use of mass media such as WhatsApp, websites, pamphlets, Instagram and YouTube. e) People: The staff at MTs Asy-Syarifah Demak consists of individuals who have high commitment. f) Physical evidence: MTs Asy-Syarifah Demak is equipped with facilities that support the learning process, such as adequate classrooms, libraries and laboratories. g) Process: The learning process at MTs Asy-Syarifah Demak is carried out through various teaching and learning activities (KBM) both inside and outside the classroom.

Factors that influence the enthusiasm of new students at MTs Asy-Syarifah Demak include: 1) Product: has superior programs; 2) People: qualified teachers and employees; 3) Price: affordable cost; 4) Physical evidence: facilities that support learning; 5) Location: strategic and conducive place. Apart from that, there are supporting and inhibiting factors in marketing educational services to increase the interest of new students at MTs Asy-Syarifah Demak. Supporting factors include: 1) madrasas have teaching staff

programs that meet standards; 2) achievements achieved by MTs Negeri 5; 3) making work books for students; 4) training for teachers and students. Meanwhile, inhibiting factors consist of: 1) lack of public knowledge about the superior MTs Asy-Syarifah Demak program; 2) mass organization issues circulating in society.

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