MANAGEMENT OF EDUCATIONAL FACILITIES FOR IMPROVING THE QUALITY OF EDUCATION AT MTs MA'ARIF NU 1 PATIKRAJA

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Keywords:	Abstract
Infrastructure, Education, Quality, Achievement	*This research aims to evaluate the management of facilities and infrastructure and its influence on the quality of education. Using qualitative methods, the author directly observes schools, collects data, and analyzes information. The school's infrastructure is running well and supports student achievement, especially through self-development programs that help students express their talents and potential. prasarana is a component that aims to support the teaching and learning process of students, facilities are more about the tools needed by students and the school, while infrastructure is more about the environment, a sense of comfort, security and order. Of course, if the facilities and infrastructure can be implemented well in the school environment, it will be a special attraction for students and prospective students. For example, this infrastructure includes yards, buildings, road access at schools and so on, these are usually what attract students when they are in that environment. The teacher's role in managing educational facilities and infrastructure begins with the planning, utilization and monitoring stages of the infrastructure.*

INTRODUCTION

Education is a learning process in increasing students' individual potential and skills so that they have an understanding of something and make them critical in thinking like a human being. In the life of every human being, education has a very important role. This is because quality education will produce quality human resources that are efficient, active and independent, which can later provide general benefits in human life. If the quality of education continues to develop, the quality of human resources will also increase which can lead a nation to an increasingly advanced era. Mulyasa (2007:49) explains that "educational facilities are equipment and supplies that are directly used and

to support the educational process, especially in the teaching and learning process, such as buildings, classrooms, tables, chairs as well as teaching tools and media".

The various facilities and infrastructure needed for the smooth and successful process of educational activities are: (1) Classrooms where students and teachers carry out the teaching and learning process; (2) The library room is a collection of various types of reading for students and from here students can increase their knowledge; (3) Laboratory space where students develop knowledge, attitudes and skills and a place for research using existing media to solve a problem or knowledge concept; (4) The arts room is a place where artistic activities take place; 5) Sports facilities where sports practices take place (Nawawi, 2001:69).

Education is one of the main and fundamental sources for the prosperity of society and the nation towards a better future. Education plays a very important role in the nation's progress process, because those who will be the nation's successors are young people who excel and have values that match the goals of education. Education as a forum for learning for a group or individual. Through education, humans can hope to achieve good grades for a brighter future. Educational institutions that have a vision and mission for the future of course have people who have played a role in advancing the school. When things run well, there is a role for someone who has completed their duties or what is usually called management.

Interest is defined as a condition that occurs when someone sees the characteristics or temporary meaning of a situation that is connected to their own desires or needs. In Muhibbin Syah's opinion (2001:106) defines interest "as a high tendency towards something. In this case, by placing emphasis on high enthusiasm."

Management is an art or principle related to individuals, this is being able to complete work through other people. Educational institutions need to have school management so that the school can be well organized. The function of management in an educational institution is to prepare school plans, including budget for facilities and infrastructure, planning, organizing and other matters regulated by school management. School facilities and infrastructure are used for the benefit of the school so that the aims, objectives and needs of the school, both teachers and students, can be met. Good school facilities and infrastructure are able to adapt and manage these tools so that they are useful and useful according to the school's goals.

Schools must also be able to support and facilitate all student activities in order to

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increase all the potential that students have so that they can increase their interest in achievement. Especially in this modern era, schools are required to direct students to avoid all forms of social pathology that exist among society today, such as the widespread circulation of illegal drugs, narcotics, promiscuity, teenage brawls and so on. This raises concerns among the students' parents. Coupled with globalization in the fields of culture, ethics and morals which is supported by developments in technology and transportation, it often backfires on the development of students' behavior and personality. For children who cannot take advantage of world developments properly and correctly, it will lead them to behavior that deviates from religion and result in a moral crisis for the nation's children. Of course, this is a concern for every parent of students.

Every parent certainly loves their children so they want their children to be able to become happy people who can navigate life with the best life choices. Also included in choosing a place of education for their children, parents will look for as much information as possible about superior schools so that children do not make the wrong choice and fall into the wrong choice. Things like this are natural and instinctive for all parents.

Apart from parents, the community as stock holders also always hope that children entrusted to school can meet their desired expectations. The community's hopes include, among other things, that their children will be children who diligently worship and have good morals, are intelligent, skilled, love knowledge and love progress. These various expectations from parents and stock holders are a challenge for schools to continue to improve the quality of service in order to attract the interest of parents and students to choose that school. Because educational institutions as the most important instrument in preparing human resources are required to be able to provide reliable quality resources.

Seeing the many challenges facing the world of education in the current era of globalization, both internal and external challenges, requires us to be ready to face these challenges with smart, applicable and visionary steps. Therefore, to answer the concerns and hopes of parents, many superior boarding school education systems have emerged. This dormitory pattern education is actually a combination of the public school education system with the Islamic boarding school education system where students receive education and teaching for 24 hours. This education model offers advantages that are measured in terms of students' readiness to become people who believe and are devout, and able to live independently in society. The success of a school in carrying out all

learning activities is determined by several supporting factors. one of these factors is the management factor of infrastructure provided by the school. Because infrastructure management is an important element in the implementation of every school activity organization program.

Improving the quality of education in Indonesia has become the main focus in efforts to improve the quality of education in this country. In this effort, management of educational facilities and infrastructure plays an important role in achieving this goal. Educational facilities and infrastructure are the facilities needed to support an effective and efficient teaching and learning process. In this context, the management of educational facilities and infrastructure at MTs MA'ARIF NU 1 Patikraja needs to be considered in more detail to improve the quality of education at this educational institution.

In recent years, the Indonesian government has attempted to improve the quality of education with various policies. One way is to implement school-based management in several schools. MTs MA'ARIF NU 1 Patikraja is an example of a school that has implemented school-based management in order to improve the quality of its education. In this research, researchers want to know how the implementation of school-based management can improve the quality of education at MTs MA'ARIF NU 1 Patikraja.

Thus, this research aims to determine the management of facilities and infrastructure at the MTs Ma'arif NU 1 Patikraja school. With the aim of observing whether the facilities and infrastructure at the school are running well and appropriately, and to find out how the facilities and infrastructure at the school are being run. Because basically facilities and infrastructure are components that must be fulfilled in order to make a school safe and comfortable.

LITERATURE REVIEW

1. Theory of Planned Behavior (TPB)

   Understanding:

   Developed by Ajzen (1991), this theory explains how attitudes, subjective norms, and perceived behavioral control influence an individual's intention to perform certain behaviors. In a research context, the TPB can be used to analyze how the management of educational infrastructure influences the attitudes of teachers and students towards the quality of education. This theory can help identify factors that

influence teachers' and students' intentions to improve the quality of education, which can inform strategies for improving educational infrastructure management.

Furthermore, Izek Ajzen has developed a very important theory to see the relationship between attitudes and behavior. How it is possible for an attitude to manifest as behavior is described by a theory called "planned behavior theory" Theory of Planned Behavior (Nilan Widyarani, 2009: 159). Theory of Planned Behavior (TPB) was coined by Icek Ajzen in 1985 through his article "From intentions to actions: A Theory of planned behavior". TPB is based on various attitude theories such as learning theory, expectancy-value theory, consistency theories and attribution theory. The Theory of Planned Behavior, abbreviated as TPB, is a further development of the Theory of Reasoned Action (TRA). In psychology, the theory of planned behavior is a theory about the relationship between beliefs and behavior (Alfeus Manuntung, 2018:35).

The Theory of Planned Behavior (TPB) is a theory that explains the causes of behavioral intentions. According to the TPB, behavioral intentions are determined by three main determinants, namely attitudes, subjective norms, and perceived behavioral control. Until now, this theory is widely used in various scientific fields that discuss environmental behavior and issues (Lia Sandra Alimbudiono, 2020:11). TPB is a theory that is quite strong and simple in predicting and/or explaining behavior. TPB is a theory that explains intention, namely how hard an individual tries and how much effort is sacrificed in doing something. Therefore, basically the basic concept of TPB is the prediction of intentions which, if there are no serious problems, will manifest in the form of actual behavior.

In the Theory of Planned Behavior, which is a development of the Theory of Reasoned Action, it is stated that intentions can be predicted from three forming elements, namely attitudes, subjective norms and perceived behavioral control. Perceived behavioral control is the last element found as the emergence of intentions and has been proven to increase the predictive ability of the Theory of Reasoned Action (TRA). This is because apart from attitudes and subjective norms, individual behavior is also triggered by non-volitional control, namely the individual's feelings about the presence or absence of supporting resources and opportunities.

a. Environmental Attitudes

Attitude is defined as "the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question". Individuals have an attitude of love for the environment if the individual believes that behavior that loves the environment has positive consequences for him. Therefore, attitudes will be formed after individuals evaluate and are willing to accept the benefits and costs that will occur due to certain actions. The TPB initiated by Ajzen is a theory based on the hedonistic model of humans, which assumes that humans are motivated to avoid risks and seek rewards. Therefore, the attitude that will be manifested in the form of behavior is an attitude that has gone through rational evaluation.

b. Subjective Norms

Subjective norms are social pressures felt in carrying out or not carrying out a behavior. In other words, subjective norms are the opinions of close people, important people who influence behavioral decisions and motivate individuals to meet other people's expectations. Subjective norms are based on the opinion that every individual wants to be considered good and wants to be accepted by the community around him. Subjective norms are often referred to as social norms. This norm shows that social influence is believed to influence a person's thoughts, feelings and behavior. Through interactions, observations and information received, individuals form opinions and beliefs about what they should do and whether this is accepted by their community. Individuals become loyal followers in order to gain social recognition and/or avoid social sanctions or to be more accepted by their community.

c. Perceived Behavioral Control

Perceived behavioral control is defined as an individual's feelings about the ease or difficulty they will experience in carrying out a behavior. Behavioral control is the control that an individual has in their behavior when the individual assesses external conditions. In the TPB, perceived behavioral control is something that describes the lowest level of internal volitional control. This arises because individuals are often influenced by their level of confidence in their ability to carry out this behavior. Feelings of self-confidence are influenced by an individual's ability to analyze the availability of resources and opportunities that support behavior.

Availability of supporting resources is specific. Each behavior has characteristic resource requirements that are sometimes difficult to fulfill, but often require minimal resources. Apart from that, behavioral control is also related to something that is felt which often has a level of relativity. Something that is perceived as difficult or easy is within an unstable continuum and will change according to conditions and situations. In general thinking, the level of self-confidence is a cognitive component for being able to control problems and is a fundamental aspect of human thinking.

d. Behavioral Intention to Love the Environment

Intention is the motivation of an individual who consciously exerts effort to carry out a behavior. Intention is the focus of the TPB which shows how hard the individual tries to carry out the behavior and how much effort the individual puts into encouraging the behavior to occur. Even though attitude is one of the triggers for forming intentions, understanding of the differences between attitudes and intentions is often blurred. Basically, attitude is something that is bipolar, for example feelings that have two extremes, for example like and dislike, pleasant or unpleasant. Meanwhile, intention contains a dimension of possibility where individuals are associated with certain behavior (Lia Sandra Alimbudiono, 2020:11-16).

Goals and Benefits of the Theory of Planned Behavior

There are several aims and benefits of this theory, including predicting and understanding the influence of motivation on behavior that is not under the individual's own control or will. To identify how and where to direct strategies for behavior change and also to explain each important aspect of human behavior such as why someone buys a new car, why they don't come to work. This theory provides a framework for studying attitudes toward behavior. Based on this theory, the most important determinant of a person's behavior is the intention to behave.

The Theory of Planned Behavior takes into account that all behavior is not under control and is completely out of control. In fact, these behaviors are at a point on a continuum from being under control to being out of control. These controlling factors consist of internal and external factors. Internal factors include skills, abilities, information, emotions, stress, and so on. Meanwhile, external factors include

situations and environmental factors. To overcome these limitations, Ajzen modified TRA by adding a third antecedent of intention called perceived behavioral control (PBC). With the addition of this third antecedent, he renamed his theory the Theory of Planned Behavior (TPB) (Alfeus, 2018:38).

2. Organizational Learning Theory (TOL)

This theory, developed by Senge (1990), emphasizes the importance of organizational learning in achieving continuous improvement. This theory highlights the role of organizational culture, leadership, and communication in fostering a learning environment. In a research context, TOL can be applied to study how the management of educational infrastructure influences the organizational learning process at MTs Ma'arif NU 1 Patikraja. This theory can help identify factors that contribute to the effectiveness of educational infrastructure management in encouraging organizational learning and improving the quality of education.

TOL has five disciplines needed to build a learning organization, namely: 1) Personal Mastery: Individuals in the organization must have the desire and ability to continue learning and improving their abilities and capabilities. 2) Mental Models: Organizations must have explicit knowledge and tacit knowledge that enable individuals to think systems and adapt to environmental changes. 3) Shared Vision: The organization must have a clear and shared vision among its members to achieve common goals. 4) Building Shared Vision: Organizations must have the ability to build a shared vision through systems thinking processes and effective communication. 5) Systems Thinking: Organizations must have the ability to think systems and adapt to environmental changes to achieve common goals.

TOL allows organizations to become more effective and efficient in dealing with environmental changes and improve the capabilities of their members. Thus, learning organizations can become more competitive and sustainable organizations in the future.

3. Teori Resource-Based View (RBV)

This theory, developed by Wernerfelt (1984), states that a company's resources and capabilities are the main source of its competitive advantage. In the context of educational infrastructure management, RBV can be used to analyze how the availability and utilization of resources (such as facilities, equipment, and personnel) affects the quality of education. This theory can help identify key resources and

capabilities that are critical to improving educational quality and inform strategies for effectively managing educational infrastructure.

RBV views internal resources owned by a company, such as intellectual capital, organizational structure, and employee capabilities, as resources that can be used to create competitive advantages. Intellectual capital, which consists of employed capital, structural capital, and human capital, is a very important resource in creating competitive advantage. Employed capital refers to the efficient management of tangible assets in a company's operational activities. Structural capital refers to integrated information systems, efficient business processes, and technology that supports innovation and has a large database to support sustainable decision making. Human capital refers to employees who have the knowledge, abilities and skills to innovate and see business opportunities in the company environment.

RBV also views that companies that have unique and non-substitutable internal resources can create sustainable competitive advantages. This competitive advantage can help companies compete with other companies and increase company value. In this research, company value is defined as market value, which is reflected in the company's share price.

In its application, RBV can be used to analyze the internal resources a company has and how the company can use these resources to create a competitive advantage. RBV can also be used to analyze a company's weaknesses and strengths and how the company can develop internal resources to increase competitive advantage.

RESEARCH METHODS

This research includes specified data collection and processing procedures. This research uses a qualitative method, namely a data collection method with information data both verbal and written. This research is descriptive in nature and tends to use analysis. Descriptive research is research about phenomena that are occurring currently (Herawati et al., 2020). The process carried out is collecting and compiling data, as well as analyzing and interpreting the data. This research was conducted through direct observation at the school by conducting interviews with the school at MTs Ma'arif NU 1 Patikraja in the 2023/2024 academic year. The tools used to collect data in this research are the observation method and questionnaire method.

The research object is the management of educational facilities and infrastructure at MTs Ma'arif NU 1 Patikraja. Research Scope (Scale): Local, with a focus on MTs MA'ARIF NU 1 Patikraja as the research subject. This research does not attempt to reach a wider scale, such as a national or international scale, but rather focuses on analysis and evaluation of the management of educational facilities and infrastructure at MTs MA'ARIF NU 1 Patikraja to improve the quality of education at this educational institution.

This research uses primary data and secondary data related to the management of educational facilities and infrastructure at MTs MA'ARIF NU 1 Patikraja. Primary data used in this research may include the results of direct observations at MTs MA'ARIF NU 1 Patikraja, interviews with teachers, students and administrative staff, as well as documentation about the policies and procedures used in the management of educational facilities and infrastructure at the institution.

Secondary data used may include relevant literature on educational management theory, national education standards, as well as statistical data on the quality of education at MTs MA'ARIF NU 1 Patikraja. This secondary data can help in understanding the context and issues related to the management of educational facilities and infrastructure at MTs MA'ARIF NU 1 Patikraja, as well as in determining research objectives and methodology.

Data analysis used in this research includes 1) Data reduction, namely the data collected is grouped and analyzed to identify patterns and themes related to the management of educational facilities and infrastructure at MTs MA'ARIF NU 1 Patikraja. 2) Data presentation: The analyzed data is presented in the form of narratives and descriptions to facilitate interpretation and drawing conclusions. 3) Data verification: The data collected and analyzed is verified to ensure the validity and accuracy of the information collected.

Thus, this research uses data collection techniques consisting of interviews, observation, and documentation, as well as data analysis which includes data reduction, data presentation, and data verification to understand how the management of educational facilities and infrastructure at MTs MA'ARIF NU 1 Patikraja influences quality of education at the educational institution. This research will help in improving the quality of education at MTs MA'ARIF NU 1 Patikraja by understanding and improving the effective and efficient management of educational facilities and infrastructure.

RESULTS AND DISCUSSION

Understanding Facilities and Infrastructure

According to Tholib in Sudjana (2017) educational facilities are equipment that can directly achieve educational goals, for example: rooms, books, libraries, laboratories, and so on. According to KBBI, infrastructure is everything that is the main support for the implementation of a process (business, development, project, etc.). In contrast to the opinion of Djamarah (2018), linguistically what is called infrastructure means tools that are not directly used to achieve goals in education, for example: location or place, school buildings, sports fields, money and so on. According to Makin and Baharuddin in (Sardiman, 2018), learning infrastructure is facilities that indirectly support the teaching process, such as courtyards, gardens, school parks, roads to school and so on.

Quoting the opinion of several experts, one of whom is Soetopo, educational facilities are all the equipment and equipment needed by schools to meet teaching and learning needs. Such as tables, whiteboard chairs and so on. While infrastructure is a component that aims to support the teaching and learning process of students, facilities are more about the tools needed by students and the school, while infrastructure is more about the environment, a sense of comfort, security and order. (Winda, 2022).

Epistomologically, infrastructure is a tool that can indirectly support the student teaching and learning process, for example with a safe and comfortable environment, students become more active in learning. The existence of this infrastructure also supports many aspects not only of the learning process for students but also for teachers at school, with a safe, comfortable and orderly environment for teachers and students to be more active in carrying out their activities in various ways (Hartoni, Amirudin, 2018) . If the facilities and infrastructure can be implemented well in the school environment, it will be a special attraction for students and prospective students. For example, this infrastructure includes yards, buildings, road access to schools and so on, these are usually what attract students when they are in that environment.

According to experts, one of them, Machali, defines educational facilities and infrastructure as a plan for structuring activities in the school environment, starting with the planning process, needs, procurement, maintenance, removal and arrangement of land, buildings, equipment, road access and so on (Sopian, 2019). Facilities and

infrastructure can be said to be media to support the learning process which can assist in the success of teaching and learning activities in schools. In learning activities in order to achieve educational targets, teachers play an important role as facilitators in the management of infrastructure and facilities in schools. The teacher's role in managing educational facilities and infrastructure begins with the planning, utilization and monitoring of infrastructure (Ellong, 2018). In planning facilities and infrastructure, teachers analyze and propose students' learning needs, such as the need for textbooks or student worksheets. Learning media needs such as teaching aids, natural science laboratory equipment, information and communication technology laboratories, language laboratories, and other learning media needs (Parid & Alif, 2020). In using it, teachers use all facilities and infrastructure in line with students' needs in each subject and in accordance with the learning topics to be given and the indicator targets (Maryadi, 2018).

Understanding Education

If it is felt carefully, that education in Indonesia is at the lowest level in terms of the quality of education, there must be a lot of improvement starting from management, curriculum, administration which has become the awareness of the nation's children. There are still many teachers who do not direct two-way discussions. This means that the teacher only conveys but does not provide reciprocal opportunities for students, which causes learning to be inactive and makes students bored in class. Then, in Indonesian education, the culture of cheating is still implemented. Students still copy and copy a lot of various strategies. Here the teacher can provide rules prohibiting cheating, for students who violate them they will be subject to sanctions so that students do not always do or repeat the same thing.

Apart from that, we need to know that the low quality of education is also found in the financing of school facilities and infrastructure, which is very much needed in education, especially in supporting student learning achievement. An education will not be carried out well without funding. Likewise with facilities and infrastructure, therefore education cannot be taken lightly with the aim of creating regeneration that is able to bring about change (Sinta, 2019).

However, education here does not only depend on teachers but cannot be separated from parental guidance. Their encouragement is very important for students, through an emotional approach. For example, controlling children when studying, directing them in

carrying out assignments, and evaluating the results of what children do. Because, a child will be more enthusiastic about learning if he gets support from his parents. What must be understood is that a child's intelligence is based on their environment. However, this is only temporary and not permanent. This is where the important role of parents is in guiding their children. Because EQ is not the opposite of IQ, but the two interact with each other. EQ also does not come from hereditary factors.

Understanding Education Quality Improvement

Quality Education Quality is generally defined as a description of the overall characteristics of a field or service that shows the ability to satisfy required or implied needs. In the educational context, the definition of quality includes educational input, process and output. The quality of educational products will be influenced by the extent to which the institution is able to manage all potential optimally, starting from educational staff, students, learning processes, educational facilities, finances and including its relationship with the community. On this occasion, educational institutions must be able to change to a new paradigm, education that is oriented towards the quality of all the activities that interact within it, all of which lead to achieving quality.

The Concept of Educational Quality Edward Sallis (2016) explains that the concept of educational quality is that quality is not the final goal, but rather a measuring tool for the final product of a determined standard. This includes the concept of quality, namely: a. Quality is an absolute concept, in this concept quality is considered something ideal and second to none. b. Quality in a relative concept, this concept states that a product or service meets the specified requirements, criteria or specifications (standards). c. Quality according to consumers, this concept considers consumers as the final determinant of the quality of a product or service, so that consumer satisfaction becomes a priority.

Quality of education is the ability of educational institutions to utilize educational resources to improve students' learning abilities optimally. In this context, the quality of education focuses on the quality of education provided by educational institutions, including the abilities of teachers, facilities and teaching materials used. The quality of education is also related to students' ability to develop the abilities and skills needed to become citizens who contribute to the development of the country.

Improving the quality of education in Indonesia has been carried out through

various policies, but the results have not been satisfactory. One of the obstacles is the implementation of education which is carried out centrally, which prevents schools from making changes or innovations. Therefore, the Indonesian government introduced educational decentralization in the form of school-based management. School-based management allows schools to have more freedom in developing curriculum and learning strategies that suit the needs of students and the local community.

In order to improve the quality of education, several strategies have been proposed. One of them is to understand students about their rights and obligations as Indonesian citizens. In this way, students can be more active in the learning process and better prepared to contribute to the development of the country. Apart from that, improving the quality of education can also be done by improving the abilities of teachers, improving educational facilities, and improving the quality of the teaching materials used.

In recent years, the Indonesian government has attempted to improve the quality of education with various policies. One way is to implement school-based management in several schools. MTs Ma'arif NU 1 Patikraja is an example of a school that has implemented school-based management in order to improve the quality of its education. In this research, researchers want to know how the implementation of school-based management can improve the quality of education at MTs Ma'arif NU 1 Parikraja.

The Influence of Facilities and Infrastructure on Students' Interest in Learning Achievement

1) Research Problem 1:

How does the management of educational infrastructure at MTs Ma'arif NU 1 Patikraja influence the attitudes of teachers and students towards the quality of education, as well as how the Theory of Planned Behavior (TPB) can be used to analyze the factors that influence the intentions of teachers and students to improve quality education ?

2) Research Problem 2:

How does the management of educational infrastructure at MTs Ma'arif NU 1 Patikraja influence the organizational learning process, and how can Organizational Learning (TOL) theory be used to examine how the management of educational infrastructure influences the effectiveness of educational infrastructure management in encouraging organizational learning and improving the quality of education?

3) Research Problem 3:

How does the availability and utilization of resources (such as facilities, equipment and personnel) at MTs Ma'arif NU 1 Patikraja affect the quality of education, as well as how the Resource-Based View (RBV) theory can be used to analyze the main resources and capabilities that are very important for improve the quality of education and inform strategies for managing educational infrastructure effectively?

Opinions and Argumentation in Results and Discussion

1) Opinion 1: Management of Educational Infrastructure as the Main Determinant of Improving the Quality of Education at MTs Ma'arif NU 1 Patikraja

Argument: Based on the Theory of Planned Behavior (TPB), the management of educational infrastructure will influence the attitudes of teachers and students towards the quality of education. If infrastructure is managed well, teachers and students tend to have a positive attitude towards their educational environment, which in turn will increase their motivation and intention to achieve better quality education. For example, if school facilities are well maintained, students are likely to feel comfortable and motivated to learn, which can improve their academic results.

2) Opinion 2: The Importance of Organizational Learning in Improving the Quality of Education through Management of Educational Infrastructure

Argument: Based on Organizational Learning Theory (TOL), management of educational infrastructure can be the key to fostering an effective learning environment. If the management of educational infrastructure at MTs Ma'arif NU 1 Patikraja is based on TOL principles, such as building an inclusive organizational culture and facilitating effective communication, then the organizational learning process will be more efficient and effective. Thus, the quality of education can be improved through increasing continuous organizational learning.

3) Opinion 3: Resource Optimization as the Key to Competitive Advantage in Improving Education Quality

Argument: Based on the Resource-Based View (RBV) Theory, management of educational infrastructure must be focused on optimizing the resources and capabilities of the school. If MTs Ma'arif NU 1 Patikraja is able to manage resources such as

facilities, equipment and personnel effectively in accordance with RBV principles, then they can create a competitive advantage in providing quality education. For example, by using existing resources more efficiently, schools can improve the effectiveness of teaching and learning, which will ultimately improve the quality of their education.

Interest in learning achievement cannot be separated from the process of a student achieving what he hopes for. However, it can also be said that the assessment results obtained by students within a certain time are then included in the report card. Through school-based management, this is one of the appropriate education systems in responding to various challenges in the era of globalization. With this, teachers are able to innovate in creating learning methods and strategies that are active, creative, and of course fun. However, low student learning is also influenced by two factors, namely internal and external factors (Khikmah, 2020).

As previously explained, facilities and infrastructure are important in education. Likewise at MTs Ma'arif NU 1 Patikraja, this really supports the achievement results achieved by students. There are several self-development programs in order to provide opportunities for students to express their interests and talents according to their respective potential. The meaning here is that MTs Ma'arif NU 1 Patikraja provides a forum for its students. However, this does not weaken the main task of a student in developing academic abilities. In this program, students are expected to have the ability to foster nationalism, nationhood and culture, foster a spirit of learning to work and appreciate in accordance with applicable regulations. The school also holds creativity competitions, creative works. Then the effort is to make literacy madrasas like facilitating libraries with complete and A-accreditation. Real work from teachers and staff in student anthology books, support for students in the field of literacy at both local and provincial levels.

This explanation is designed to be madrasah research like scientific work. In which a student literacy team will be formed. Then it is assisted by the vision and mission of the madrasah, namely the realization of graduates of MTs Ma'arif NU 1 Patikraja who are religious, intelligent, environmentally aware, creative, innovative and accomplished. There are also superior programs provided by the madrasa branding education unit. This program is the hallmark of the madrasa. Then, with the aim of the madrasah, it can form students who are faithful, devout, by developing religious attitudes and behavior in the

madrasah environment and in society.

Furthermore, there are several student achievements at MTs Ma'arif NU 1 Patikraja that have been achieved, including: a fashion show competition in the framework of women's day with the theme Kartini Day by the hijable community by bringing the genci photo champion, MSQ, MHQ, dai-daiyah competitions and many more. much more. Every year, almost every month, they take part in competitions, both internal and external. This shows that the influence of educational management facilities and infrastructure in schools is working well in supporting student learning achievement.

CONCLUSIONS AND RECOMMENDATIONS

Educational facilities are all the equipment and equipment needed by the school to meet teaching and learning needs, such as tables, chairs, blackboards and so on. While infrastructure is a component that aims to support the teaching and learning process of students, facilities are more about the tools needed by students and the school, while infrastructure is more about the environment, a sense of comfort, security and order. Of course, if the facilities and infrastructure can be implemented well in the school environment, it will be a special attraction for students and prospective students. For example, this infrastructure includes yards, buildings, road access at schools and so on, these are usually what attract students when they are in that environment. The teacher's role in managing educational facilities and infrastructure begins with the planning, utilization and monitoring stages of the infrastructure.

The quality of education cannot be separated from the name of a student's process in achieving what he hopes for. However, it can also be said that the assessment results obtained by students within a certain time are then included in the report card. Through school-based management, this is one of the appropriate education systems in responding to various challenges in the era of globalization. The meaning here is that MTs Ma'arif NU 1 Patikraja provides a forum for its students. However, this does not weaken the main task of a student in developing academic abilities. In this program, students are expected to have the ability to foster nationalism, nationhood and culture, foster a spirit of learning to work and appreciate in accordance with applicable regulations. The school also holds creativity competitions, creative works. Then it is assisted by the vision and mission of the madrasah, namely the realization of graduates of MTs Ma'arif NU 1 Patikraja who are

religious, intelligent, environmentally aware, creative, innovative and accomplished. There are also superior programs provided by the madrasa branding education unit. This program is the hallmark of the madrasa. Then, with the aim of the madrasah, it can form students who are faithful, devout, by developing religious attitudes and behavior in the madrasah environment and in society.

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