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RESEARCH ARTICLE

INFRASTRUCTURES AND FACILITIES MANAGEMENT IN THE MADRASAH ALIYAH PESAWARAN, LAMPUNG PROVINCE, INDONESIA

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Abstract

Educational infrastructure is an essential factor in improving learning efficiency and the quality of education. This study aimed to analyze and describe the management of infrastructures which includes planning, implementation, and evaluation in Madrasah Aliyah, Pesawaran Regency, Lampung, Indonesia. This study is field research using a qualitative approach. The research data were collected through observation, interviews, and documentation. The research locations were Madrasah Aliyah Negeri 1 Pesawaran and Madrasah Aliyah Mathla'ul Anwar Pesawaran. The results showed that the planning of educational facilities and infrastructures in Madrasah Aliyah Negeri 1 Pesawaran and Madrasah Aliyah Mathla'ul Anwar Pesawaran have been carried out in several stages, namely school coordination meetings, determining school programs, and determining the needs for educational facilities and infrastructures. The facilities and infrastructures at Madrasah Aliyah Negeri 1 have been obtained through purchasing, manufacturing, grants or assistance, loans, recycling, exchanging, and repairing or reconditioning. There are two funding methods for infrastructures, namely the APBN DIPA and from the committee. On the other hand, Madrasah Aliyah Mathla'ul Anwar is an autonomous Madrasa that has its own budget, namely the funding that comes from the Madrasah itself and the funding from the government, BOS funds, and donors. The facilities and infrastructures have been obtained based on the principal's decision by coordinating with the treasurer. The facilities and infrastructures have been procured through the collaboration between several suppliers and large shops. The facilities and infrastructures inventory data at Madrasah Aliyah Negeri 1 Pesawaran and Madrasah Aliyah Mathla'ul Anwar Pesawaran have been registered using symbols or codes as the substitutes for the name or description for each item groups.

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Introduction:-

Education is the core of a nation's progress. Proper national education will produce proper next generations. Whether or not education in a nation is good can be seen from the implementation and orientation of the education system. The clearer the education, the more visible the development and progress of a nation will be. The national education system is the entire education component that is interrelated in an integrated manner to achieve national

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education goals. Education is the most important investment for the nation, especially for a developing nation. Development can only be done by humans who are prepared through education[1].

An orderly and directed manner of educational implementation requires management. Management is the art of getting work done through people because management achieves organizational goals by managing other people[2]. Management is an integral component and cannot be separated from the education process as a whole. Without management, educational goals cannot be realized optimally, effectively, and efficiently. The concept applies to all educational institutions or institutions that require effective and efficient management. The purpose of effectiveness and efficiency in achieving goals by saving energy, time, and costs.

Educational facilities are equipment and supplies to be directly used in the teaching and learning process, such as buildings, classrooms, tables, chairs, and teaching media. Educational infrastructures are facilities that indirectly support the teaching process, such as yards, gardens, school gardens, and roads leading to the schools[3]. If the infrastructures are used directly for the teaching and learning process, such as using a school garden to teach biology or using the schoolyard as a sports field, then the component is considered as educational facilities. When infrastructures function as facilities, it becomes a basic component. However, if the infrastructures are independent or separate, its position is to support the facilities. Educational infrastructures are a very important factor in increasing the efficiency of teaching and learning. According to Bafadal, the management of educational facilities and infrastructures is defined as a collaborative process to utilize all educational facilities and infrastructures effectively and efficiently[4]. Educational infrastructures are all basic equipment that indirectly supports the implementation of the educational process. However, educational facilities are all equipment, materials, and furniture that are directly used in the teaching and learning process. Bafadal adds that the purpose of infrastructure management is to provide professional services to implement the educational process effectively and efficiently[5].

Based on the thoughts above, it is interesting to intensively study the management of existing infrastructures at Madrasah Aliyah Negeri 1 Pesawaran and Madrasah Aliyah Mathla'ul Anwar Pesawaran and its determination factors to produce accurate, valid, and objective data. It is expected to answer problems with a value-free scientific spirit, especially in Madrasah Aliyah Negeri 1 Pesawaran and Madrasah Aliyah Mathla'ul Anwar Pesawaran.

Madrasa institutions are required to have the independence to regulate and manage household interests according to their own needs and abilities and based on the aspirations and participation of madrasa members by referring to the applicable national education laws and regulations. It is intended to improve the quality of education at all types and levels of education, especially in secondary education.

To realize and regulate the infrastructures and facilities, the government issued Government Regulation No. 19 of 2005 concerning national education standards. The standards for educational facilities and infrastructures can be found in Chapter VII Article 42 which explicitly states that 1) "each education unit is required to have facilities which include furniture, equipment, educational media, books, and other learning resources, consumables, and other equipment needed to support an orderly and continuous learning process" and 2) "each education unit is required to possess infrastructures which include land, classrooms, principal's room, teachers' room, administration room, library, laboratory, workshop space, production unit, canteen, power, service installation, sporting sites, places of worship, recreational sites, and other spaces/places needed to support an orderly and sustainable learning process"[6]. Madrasah Aliyah Negeri 1 Pesawaran and Madrasah Aliyah Mathla'ul Anwar Pesawaran are madrasahs that have become public attention from observers and people who care about education. Those schools have complete facilities that have met the standards. In the last two years, Madrasah Aliyah Negeri 1 Pesawaran and Madrasah Aliyah Mathla'ul Anwar Pesawaran focus on fulfilling and improving the quality of infrastructures and facilities.

The educational process requires facilities and infrastructures that must be provided according to needs. If the facilities have been provided, they must be utilized through an optimal process. In the education system, process is as important as instrumental and environmental inputs. Everything is essential in achieving the educational outputs and outcomes. To improve the quality, many components must also be fulfilled besides infrastructures. Improving the quality of education is not simple. We need to understand what quality is and how to make it happen.

All facilities should be used optimally and managed properly in the educational process. Management issues are directly related to the management function in quality improvement, namely planning, implementation, and

evaluation. The implementation of infrastructure management includes planning, procurement, supervision, storage, inventory, and elimination and structuring activities. Good facilities and infrastructure management is expected to create pleasant conditions for the teachers and students. It is also hoped that the facilities and infrastructures are adequate quantitatively, qualitatively, relevant to the needs, and can be used optimally for the benefit of the education and learning process.

Optimum facilities and infrastructures management can be achieved by recruiting certified management personnel who understand the management, the purpose, and the inventory of existing facilities and infrastructures. The inventory is also equipped with a list of users of facilities and infrastructures so that the condition and existence of the facilities and infrastructures can be controlled. Some several facilities and infrastructures need to be discarded if they are no longer used.

The environmental situation is full of dynamics. Educational management must create an organization to provide services that satisfy the community in general and the object of education (students) in particular. At the same time, they can compete effectively in local, national, and even global contexts. In improving educational services in this millennial era, it is necessary to provide proper facilities and infrastructures. However, the facilities and infrastructures of Madrasah Aliyah Negeri 1 Pesawaran and Madrasah Aliyah Mathla'ul Anwar Pesawaran are inadequate in terms of learning media and other educational supporting facilities. Therefore, it is necessary to improve the facilities and infrastructures of those schools. The reality provided a strong desire for researchers to conduct research with the title "Infrastructures and Facilities Management of Madrasah Aliyah in Pesawaran Regency"

Research Method:-

This study used the interpretive paradigm with descriptive qualitative method. The approach used was naturalistic phenomenology. The qualitative-descriptive method aims to reveal facts, circumstances, phenomena, and variables occurring during the research[7]. The research data were obtained from the predetermined informants. The informants were 1) the principals, 2) The Head of Facilities and Infrastructures Divisions, 3), the vice-principal of public relations. 4). homeroom teachers and 5) general teachers. The data were obtained using observation, interview, and documentation methods. The data analysis steps applied in this study were collecting existing data, arranging it systematically, and then presenting the results. The steps were in line with Miles who states that qualitative data analysis is an activity performed simultaneously and intertwines between data reduction, data presentation, and drawing conclusions or verification[8]. To obtain the data validity, the researchers conducted investigation techniques on four criteria: 1) credibility degree of confidence, 2) transferability, 3) dependability, and 4) confirmability/certainty[7].

Results and Discussion:-

Planning for educational facilities and infrastructures is the first step in educational facilities and infrastructure management. Planning is the preparation of procurement activities through a series of processes with careful calculations. The planning process for educational facilities and infrastructures is intended to meet the effective and efficient needs for facilities and infrastructures[9].

Facilities and infrastructures management is essential for educational institutions to maintain and use the facilities and infrastructures. School management must be responsible for the facilities and infrastructures, especially the principal who directly handles them. The school must maintain and pay attention to the existing school facilities and infrastructures so that students can learn optimally and efficiently. There must be someone responsible for the management of the facilities and infrastructures. Through the facilities and infrastructure management at the school, the principal can plan and record what facilities and infrastructures must be used. If all the management steps have run well as expected, it will impact the teaching and learning process to achieve educational goals effectively and efficiently. Therefore, education providers, be it the government, principals, teachers, other school personnel, and the community, need to continue improving the quality of education based on the demands of the times [10].

In fulfilling the infrastructures, Madrasah Aliyah Negeri 1 Pesawaran and Madrasah Aliyah Mathla'ul Anwar Pesawaran have met the standards set by the Government. It has been mentioned previously that there are two types of infrastructure work programs: periodic work programs the non-periodic work programs. The schools always

strive for additional facilities and infrastructures, especially in the field of infrastructures due to the increasing public interest in Islamic-based educational institutions.

The planning at the two schools has been carried out so that the schools can determine the need for educational facilities and infrastructures that support the school programs. The planning for educational facilities and infrastructures has been carried out through a series of stages, namely school coordination meetings, determining school programs, and determining the need for educational facilities and infrastructures for the implementation of education. Like planning in general, planning for educational facilities and infrastructures in schools is also very general because it involves other components. Planning for facilities and infrastructures refers to the entire process of compiling a list of needs, purchasing/procuring, inventorying, storing, maintaining, and eliminating educational facilities and infrastructures.

The planning at Madrasah Aliyah Negeri 1 Pesawaran and Madrasah Aliyah Mathla'ul Anwar Pesawaran has been carried out by following the rules. The planning of educational facilities and infrastructures needed by students and teachers to support the teaching and learning process has been planned and agreed upon in advance by the principal, vice-principal of facilities and infrastructures, administrative employees who regulate facilities and infrastructures, teachers, and school committees during the joint meetings. All the teaching and learning needs are discussed together by the school. In procuring the educational facilities and infrastructures, the schools go through several steps: analyzing the school's needs for teaching and learning activities as well as for physical education, arranging and recording school property into the inventory list regularly, selecting the facilities and infrastructures by looking at the available funds. After going through the above process, the school determines the final procurement plan that will be carried out.

The main objectives to be achieved through the planning of educational facilities and infrastructures in schools are to a) avoid ordering and purchasing errors, b) prevent delays in meeting school needs which have a direct impact on delaying the delivery of certain learning materials due to the unavailability of practicum materials, and c) raise the teachers' courage and enthusiasm in conducting experiments or testing the use of certain learning models. In short, planning for educational facilities and infrastructures is intended to guaranty the needs of the entire school community[11].

The facilities and infrastructure planning always refers to the existing needs, both learning needs and office needs. Besides, it also looks at existing facilities and infrastructures by checking the rest of the properties upon purchase or used properties and add them as needed [12]. The facilities and infrastructure planning are also carried out if there are damaged, lost, or need to be replaced properties. Furthermore, a needs analysis is carried out to be arranged and managed. Therefore, to find out when the facilities and infrastructure planning is needed, the schools must first identify and analyze the needs and then adjust them to the budget they have [13]. In planning the procurement of infrastructures and facilities, the initial year budget is prepared by consulting with the vice-principal of facilities and infrastructures. In the planning, several things have to be identified regarding the need for infrastructures, in terms of buildings and other facilities.

The procurement of facilities and infrastructures is based on the planning that has been determined in the preparation of programs and budgets. The procedures in procurement consist of planning, implementation, and reporting. In procuring the infrastructures and facilities, MAN 1 Pesawaran prepares the priority needs, submits a proposal to the PPK (Commitment Making Officials) and BPK (The Audit Board of Indonesian), calculates follow-up needs to be submitted to KPPN (State Treasury Service Office). The sources of procurement funds are the DIPA APBN and the committee, which come from the students. The funding from the committee is usually used for maintaining computers and machines. On the other hand, the APBN (State Budget) fund is used to complete students' learning facilities, building maintenance, benches maintenance, sanitation, and so on. The infrastructures and facilities at MAN 1 Pesawaran are obtained through purchasing, producing, receiving grants or assistance, loans, recycling, exchanging, and repairing or reconditioning.

In procuring the infrastructures and facilities, MA Mathla'ul Anwar uses student development funds and donors. The household facilities and infrastructures are obtained based on the principal's decision by coordinating with the treasurer. The facilities and infrastructures are purchased and then distributed to each class and workspace. The procurement of educational facilities and infrastructures at MA Mathla'ul Anwar is already following the theory. Procurement of educational facilities and infrastructures is the school's autonomy using its own budget that comes

from student development funds. The facilities and infrastructure needs are determined by the principal by coordinating with the treasurer who previously went through the planning process in school coordination meetings. Then, vice-principals of facilities and infrastructures provide needed properties. The facilities and infrastructures are obtained by purchasing and then distributing to each class and workspace[11].

MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran provide the best infrastructure and facilities quality. In meeting the infrastructure standards, the schools refer to the Regulation of the Ministry of Education concerning the National Standard for infrastructures. There, the infrastructures are standardized based on the specifications, for example, the standardized size of the secondary schools' benches must be larger than elementary schools. Therefore, the building must comply with the standardization of each item by still considering the schools' abilities.

The procurement of educational facilities and infrastructures in schools is an effort to realize the procurement plan that has been prepared previously. The educational facilities and infrastructures can also be obtained from grants by providing facilities free of charge to the other party. Grants must be done by making a report. Facilities and infrastructure can also be obtained through assistance, donations, grants, and usufructuary rights.

MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran also use a rental system by temporarily utilizing other party's property for the benefit of the school-based on a rental agreement. Fulfilling the need for educational facilities and infrastructures should be done if the need for facilities and infrastructures is temporary.

All infrastructure facilities must be inventoried periodically and in an orderly manner based on applicable provisions or guidelines. Through the inventory, it is hoped that the administration of properties, financial savings, and maintenance and supervision can be created. In terms of inventory, MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran automatically register every item obtained into the inventory data. The inventory consists of several procedures. After KPPN has approved the proposal, the fund can be spent and reported to the BMN Administration (State-Owned Properties). Then, the properties are recorded or inventoried according to their classification and code. The properties in the government-owned schools are divided into three categories, self-own properties, third-party properties, and loan properties. The loanable properties can be categorized as third-party property. As a comparison, Madrasah Tsanawiyah Negeri Pucaanglaban has three different types of properties: inventory/self-own property, *waqf* properties, and third-party properties. The *waqf* belongs to the foundation but can also mean that the properties belong to a third party. Therefore, it can be concluded that the properties owned by the schools are self-own properties and also third-party properties.

MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran store the properties in special storage areas where each item is stored separately. For example, the teaching infrastructures and the school infrastructures are stored in different places or separate warehouses. The laptops are stored in the computer laboratory and science practice tools are stored in the classroom by the subject teachers[14].

The schools' supplies can also be stored. The distribution of school supplies is the activity of transferring properties and responsibilities from a person in charge of storage to units or people who need them. There are three steps in the distribution of educational equipment in schools, namely allocating, delivering, and receiving the properties. Related to the equipment distribution, several principles need to be considered and adhered to, namely the distributed properties' accuracy, the target distribution accuracy, and the properties' conditions accuracy. In allocating the properties, four things need to be determined, namely the recipient, time of distribution, types of properties, and the number of properties[11].

Maintenance is an activity to continuously maintain schools' properties so that they are ready for use. Maintaining educational facilities and infrastructures is important because properly maintained properties will make the education process run well. Educational facilities and infrastructure maintenance is an activity to carry out the management and regulation so that all facilities and infrastructures are always maintained and ready to be used efficiently and effectively in achieving educational goals[11]. The supplies that have been distributed to the classroom, library, laboratory, administration, or school personnel are under the responsibility of the receivers. The schools' personnel have the right to use it for the benefit of the educational process in their school.

Infrastructures and facilities maintenance at MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran Regency is carried out by collecting data or labeling to check and record the number of damaged properties. In maintaining the

infrastructures and facilities, MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran apply routine programs issued by the government and other programs (from time to time). If there is damage that requires handling, then accidental funds can be used (funds from the student's guardian).

Educational facilities and infrastructure maintenance are done to make sure the facilities and infrastructures can be used whenever needed. Maintenance of educational facilities and infrastructures is essential because it affects teaching and learning activities[11]. MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran carry out facilities and infrastructure maintenance using different handling methods between the schools' facilities and schools' infrastructures.

Two principles must always be considered regarding educational properties, namely the principle of effectiveness and the principle of efficiency. The principle of effectiveness means that all use of educational equipment in schools should be aimed solely at facilitating the achievement of school educational goals, either directly or indirectly. Meanwhile, the principle of efficiency makes sure that all educational equipment is used sparingly and carefully so that all existing equipment will not easily run out, be damaged, or be lost. To fulfill the two principles mentioned above, there are at least three main activities that need to be carried out by school personnel who will use educational equipment at school, namely understanding the instructions, arranging the educational equipment, and maintaining all educational equipment continuously and periodically.

Supervision of facilities and infrastructures is an activity of observing, examining, and assessing the administration of educational facilities and infrastructures in schools to avoid deviation, embezzlement, and misuse. Supervision is carried out to optimize the use of educational facilities and infrastructures. Supervision must be carried out objectively based on existing evidence. If the supervision found several deficiencies, then the principal is obliged to take corrective and settlement actions. The function of supervisory activities is to determine the data that causes irregularities, the data to improve organizational development, and the data about the obstacles encountered by all members of the organization [15].

The facilities and infrastructure supervision at MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran Regency is delegated to the Head of Administration as the head of household. The Head of Administration is assisted by the vice-principal of infrastructures and the BMN (State-Owned Property) operator who runs the application data.

In treating damaged, unsuitable for use, and unrepairable properties, MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran store the properties in warehouses that specifically store state-owned properties. However, if the properties can still be used, they should be repaired as much as possible to be used again.

The teaching and learning process will be more effective if it is supported by adequate facilities and infrastructures. The teaching and learning process is a series of activities carried out by teachers and students by utilizing available facilities and infrastructures to obtain optimal learning outcomes. The indicator that the infrastructures and facilities in MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran have been used properly can be seen during the National Examination. The students can carry out the exam honestly, independently, and without fatigue and panic. It means that the infrastructures and facilities have been used optimally. The facilities and infrastructures are essential for the smooth teaching and learning process. With complete facilities and infrastructures, the need for media and learning tools will be fulfilled. The teaching and learning process can be interesting. The teachers can easily carry out their duties and obligations while the students can easily understand the lessons. The comfort of the classroom can make students feel at home and not bored while carrying out their activities at school[16].

One interesting thing to note is that when MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran cannot provide the urgently-needed facilities, they will collaborate with the community. The students will be sent to practice in one of the residents' houses that have *gamelan* equipment. According to the principals, when the schools cannot provide proper equipment for students in need, the students will be sent to a training place that has adequate facilities. It is a step that must be taken by the schools to develop students' potential. Thus, without adequate educational facilities and infrastructures, it can be said that the educational process is less meaningful. The infrastructures and facilities have been utilized according to their respective functions. The largest allocation is for the use of infrastructures, especially for the needs of teaching and learning processes and administration.

Based on the discussion regarding the implementation of facilities and infrastructure management in Madrasah Aliyah in Pesawaran Regency, the researchers propose the following recommendations. 1) Madrasah institutions need a special infrastructure procurement team to procure educational infrastructures. Facilities and infrastructures related to educational needs should be planned together with all components so that all aspirations can be accommodated. 2) For the teachers and students, the infrastructures and facilities are expected to contribute to all school members and should be adjusted to the needs. All components should utilize the infrastructures owned by the school properly and optimally. All school facilities are used to provide the best service to all components of the schools. 3) For students' guardians and stakeholders, the participation of the community or students' guardians is not only in the form of financial support or physical donations but can be more than that. Community participation can be considered property if it can be involved in the school management, especially if it can enter the academic field. Therefore, all policies and decisions taken are joint policies to achieve common educational goals[17].

Conclusion:-

Based on the research findings, the Implementation of facilities and Infrastructures Management in Madrasah Aliyah in Pesawaran Regency can be concluded as follows: 1) the planning is carried out by the principals through school coordination meetings attended by school leadership, teaching staff, teacher councils, and administrative staff. The meeting is held at the beginning of the semester. The planning is carried out in several stages, namely school coordination meetings, determining school programs, and determining the needs for educational infrastructures. 2) The procurement of facilities and infrastructures at MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran is the schools' autonomy by using their own budget, namely the budget that comes from the school budget and the government's budget, BOS funds, and donors. The procurement of facilities and infrastructures is carried out in cooperation between several suppliers and large shops. The facilities and infrastructure inventory process at MAN 1 Pesawaran and MA Mathla'ul Anwar Pesawaran consists of recording, classifying, and coding. The facilities and infrastructure maintenances are carried out periodically and repairs are performed based on the condition of the properties/buildings. The maintenance of school facilities is the responsibility of the teacher council and employees who use the facilities.

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