The Concept of Facilities and Infrastructure Management in Schools: A Literature Review

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ABSTRACT

Keywords:
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Education is a long-term investment in human resources and aims to produce quality generations. One way to guarantee the achievement of this goal is to require standards for facilities and infrastructure that schools must have and how to manage this, because there are still many schools that don't know about it, plus there are inadequate facilities, which creates a quality gap between schools themselves. So this research aims to describe the concept of management of facilities and infrastructure in schools. The method used is a literature study with a descriptive qualitative approach, then the relevant content is analyzed and conclusions are drawn. The results of the research show that the concept of infrastructure management in schools includes 3 important things, namely the planning concept, then the procurement concept which consists of purchasing, self-manufacturing, renting, borrowing, receiving grants, exchanging, recycling, and repairing, finally the regulatory concept which consists of inventory, storage, maintenance, and use. The hope is that these concepts can optimize the educational process and make learning in schools more effective and efficient.

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A. INTRODUCTION

Education is an investment in human resources for the long term and is an indicator of the nation's progress, so consistent movement is needed to continue to move towards something better, especially in the current education sector. So in the process, education strives to continue to improve its quality so that its graduates and alumni are qualified and able to compete closely with other educational institutions when looking for jobs (Gogan, 2014). Meanwhile, to produce quality graduates, good coaching and management are needed, which includes class management, personnel management, resource management, student management, financial management, curriculum management, and infrastructure management to enable them to emerge as winners in the competition.

The increasingly tight competition is marked by the emergence of every school advertising its superior programs either directly by going to other schools or through social media to provide a positive signal to continue to improve the quality of education at an affordable price (Kaplan & Haenlein, 2016). Apart from that, to make it attractive to students and the community will be

interested in them, some schools have even opened international curriculum programs where the curriculum is interpreted as a curriculum model that refers to one of the leading countries in the world regarding education, such as Finland and others (Opertti et al., 2018). Apart from that, it is also supported by complete facilities and infrastructure to support students in teaching and learning activities so that students can learn, can be formed. whose potential develops both cognitively, affectively, and psychomotorically so that it is beneficial not only for himself but also for religion, society, nation, and state (Murjazin et al., 2023). So, to ensure the achievement of this goal, the Government issued Law Number 32 of 2013 concerning National Education Standards, Article 1 Paragraph (9), which includes one of the Facilities and Infrastructure Standards.

Facilities and infrastructure standards in schools can be met if they are managed well by professional human resources while also understanding the priority scale in procurement and implementation (Ahsan & Rahman, 217AD). However, there are still many schools that do not know how to manage the facilities and infrastructure in their schools, resulting in a gap in the quality of education between schools, where one of the factors is inadequate infrastructure (Pasaribu et al., 2020). Even though the government has required every educational unit to have minimum educational facilities including books, educational media, consumable materials, educational equipment, learning resources, laboratory space, canteen space, classrooms, library space, places of worship, and other things that support the learning process, sustainable and regular. With the smooth learning process, the state's goal of making the lives of its people more intelligent will be achieved optimally (Ford & C. W. Nichols, 2019).

The minimum standardization of facilities and infrastructure in schools in this law can be said to be divided into three main topics, namely buildings, land, and equipment (Shaturaev, 2021). So with these categories, an educational institution needs to carry out mature management so that it can provide optimal contributions to the educational process, whether through projects, development, business, and so on (Sallis, 2014). Apart from that, thorough infrastructure management aims to ensure that all processes can be accounted for to minimize obstacles that occur in the education process. This is because, if the facilities and infrastructure are not managed well but instead are managed haphazardly, then the quality of a school or educational institution can decline, and even the existing facilities at the school will easily be lost due to management negligence such as theft, vandalism, and other things (Cosgrove & Loucks, 2015). So the leadership of educational institutions must appoint officials who are experts so that they can manage and continue to improve the quality of schools through complete infrastructure, including needs planning, maintenance, inventory, utilization, and reporting.

Apart from the expertise of the authorized officials in managing the facilities at the school, in a study, it was also revealed that the State has prepared quite a lot of fantastic funds and budgets for each educational institution to support the facilities in schools, both those in urban and rural areas, it's just that at the implementation level, there are still schools that don't have toilets, libraries, warehouses and other things like that (Marishane, 2013). From this background, the author is interested in discussing the concept of good management of facilities and infrastructure in schools with the aim that all education providers from low to high levels can adjust existing infrastructure to a minimum point that can meet the standards that have been set.

B. METHODS

This research uses a qualitative method with a library study approach, which means that the data collected by the author includes e-books, books, journals, articles, websites, or other sources relevant to the theme (Staiger, 2012). After collecting both primary and secondary data, careful analysis is carried out by reducing and presenting various discussions to reveal and answer the problems in the introduction. Then, finally, conclusions are drawn to make it easier for readers to understand the results of the research study and make it something new in science.

C. RESULT AND DISCUSSION

1. Understanding Infrastructure Management

Management can be interpreted as a series of activities or management carried out by humans together and the results are returned to them for certain purposes. So to create harmony, there must be cooperation between the various existing elements. Apart from that, the aim of management activities is so that the desired and expected goals can be achieved efficiently and effectively (Heilemann et al., 2021). Meanwhile, in another opinion, it is said that management is an art carried out by people to carry out an activity or job. In a broad sense, management means planning, organizing, implementing supervising, and evaluating.

Meanwhile, management in the narrow sense means planning, organizing, implementing, monitoring, and evaluating in the form of the art of utilizing all existing components to achieve predetermined goals. Meanwhile, if it is associated with the word education, it has a very comprehensive meaning where all components try to work together as closely as possible to develop the potential of students by the law so that the learning process can be more active, innovative, creative and enjoyable (Strauß & Zecher, 2013).

Facilities and Infrastructure in education or schools are interpreted as all facilities, whether in the form of furniture, materials, equipment, or other things that are used directly in the learning process at school so that everything runs well and smoothly as expected. Meanwhile, in another opinion, it is said that facilities and infrastructure are devices that support education in schools indirectly, such as parks, gardens, fields, or other things. Those directly related to learning include buildings, desks and chairs, classrooms, tools, and learning media (Delsah, 2019).

From the opinions above, it can be said that infrastructure management is the activity of managing, organizing, and preparing everything by working together so that the education process in schools can be carried out well, starting from planning, organizing needs, utilizing, procuring, distributing, storing, maintaining, inventorying, to the removal of buildings, furniture, and equipment. Then, if it is related to schools or educational institutions, it has the meaning of a process to achieve goals by working together through the utilization of all the facilities available to create a sense of mutual respect between educators, comfort, harmony, and the most important thing is the emergence of a sense of pride among the school community. and community members (Mahlangu, 2020). Apart from that, it is also said that the infrastructure in the school itself is divided into 2, namely the first is the infrastructure which is used up in a short time. Such as chalk, teacher's pens, school wall clock batteries, and other things. Both infrastructure facilities have been relatively durable for a long time even though they have been used continuously. Such as tables, chairs, balls, atlases, computers, and so on.

2. Goals and Principles in Infrastructure Management

Ibrahim believes that the purpose of Facilities and Infrastructure Management in schools is firstly to provide relevant facilities and infrastructure in the interests of the school so that they are good and adequate both quantitatively and qualitatively. Second, to please the school community by arranging a clean, beautiful, and neat place. Third, to provide education effectively and efficiently by providing professional services to all. Fourth, to provide educational facilities and infrastructure carefully by funding requirements so that they are efficient. Fifth, to utilize all the infrastructure facilities owned by the school appropriately, and finally, to strive for careful selection of facilities and infrastructure so that they will always be ready to use when they are to be used without having to search for them (Bafadal, 2003).

From this explanation, it can be said that facilities and infrastructure management aim to provide, maintain, maintain, and please the school community with facilities for the implementation of optimal, professional education by current developments so that educational goals in schools can be achieved effectively and efficiently. As for managing and arranging school facilities, several principles must be adhered to so that everything can run as desired, (Suhelayanti, 2020): *first,* the principle of achieving goals, where the facilities and equipment in schools must always be in ready-to-use condition to achieve learning goals. *Second,* the principle of efficiency where in using school facilities we must be careful to avoid waste, and procurement must be planned carefully. *Third,* administrative principles, must pay attention to various regulations that have been stipulated by the authorities in law. *Fourth,* the principle of clarity of responsibility where each school has personnel with their job desk, especially in the school infrastructure section which requires collaboration with various parties. *Fifth,* is the principle of cohesiveness, where managing school facilities and infrastructure requires a cohesive collaborative process.

3. Standards for Facilities and Infrastructure in Schools According to Law

Standards can be interpreted as something that must be met at a minimum so that it will be possible to know the quality of a school that achieves minimum quality or even higher quality than the standards that have been set (Dumond & Johnson, 2013). It is stated in Article 2 of Law No. 24 of 2007 that the provision of education for a group of less than 100 people in remote and permanent settlements can be combined and connected with other groups within a distance of 3 kilometers. The conditions that must be met are that it does not endanger the route that will be traversed and meets the following infrastructure standards.

An elementary school (SD)/MI at least has the infrastructure of a science laboratory, classroom, library room, teacher's room, place of worship, UKS room, warehouse, management room, toilet, play/sports area, and circulation room. Meanwhile, Junior High Schools (SMP)/MTs must have at least the infrastructure of administrative rooms, classrooms, student organization rooms, library rooms, UKS rooms, leadership rooms, latrines, teachers' rooms, play/sports areas, places of worship, Counseling room, warehouse, circulation room, and science laboratory room. High Schools (SMA)/MA must have at least the infrastructure of a physics laboratory room, a computer laboratory room, a teacher's room, an administrative room, a student organization room, a classroom, a biology laboratory room, a library room, a UKS room, a language laboratory room, Leadership room, Latrines, Counseling room, Place of worship, Warehouse, Play/exercise place, and circulation room. So it can be said that articles 2 and 1 of the Law above are the minimum criteria for Facilities and Infrastructure Standards in Schools (Damanik & Yahfizham, 2023).

4. Parts of Facilities and Infrastructure in Schools

The Ministry of National Education believes that facilities in an educational institution/school mean all the furniture, equipment, supplies, materials, and furnishings that are directly used in the learning process in schools such as classrooms, chairs, tables, buildings, tools, library rooms, and rooms. Practice, laboratory space, and learning media. Infrastructure in an educational institution/school is defined as all devices or equipment that support the educational process, even if not directly, such as gardens, courtyards, gardens, office space, teachers' rooms, canteens, mosques, land, roads to the institution, the principal's office, restrooms, health unit rooms, vehicle parking, and other things (Williamson, 2016). So it can be said from the information above that what differentiates between facilities and infrastructure is their nature.

Meanwhile, in another opinion, it is said that what is meant by parts of the infrastructure of educational institutions/schools are school buildings and furniture, teaching aids and laboratories, followed by teaching tools, and finally educational media (Cohen, 2017). More specifically, it is said that educational facilities that function to facilitate students in the learning process are classified into 3 corners, namely: its relationship to the teaching and learning process, whether it is used up or not, and whether it moves or not when used (Ainscow, 2020).

a. Infrastructural facilities in schools in terms of their relationship to the teaching and learning process, include learning tools, namely tools that are materials and are usually used during learning, such as books, ballpoint pens, chalk, blackboards, markers, erasers, and other tools used. In practice and sports. Then, props are all tools used to demonstrate material or objects in a subject that seems difficult to abstract, so in its development it was divided into 2, namely direct props using the teacher showing the actual object and explaining the object he brought in the classroom. Meanwhile, indirect teaching aids involve the teacher creating or changing real objects and then replacing them with artificial objects, photos, sketches, drawings, charts, and so on. Then teaching media is something that becomes an intermediary between teachers and students to achieve educational goals more effectively and efficiently. Apart from that, it also makes it easier for students to capture lesson material and it is divided into 3 types, namely audio, visual, and audiovisual. Such as films, videos, sound recordings, and so on.

b. School infrastructure is viewed from whether or not it wears out when used, it is divided into 2 main focuses, namely long-lasting infrastructure which is still able to last for a relatively long time, even if used continuously and frequently, such as tables, chairs, computers, and besides. Then the infrastructure that is used up is all equipment that can run out when used in a relatively short time, even at any time, such as ballpoint pens, typex, markers, wood, cardboard, lamps, balls, erasers, and so on.

c. School infrastructure is viewed from whether it moves or not when used (Fisher, 2001), it includes movable infrastructure where it can be moved and can be moved according to a person's wishes and needs, such as chairs, balls, books, and other things that can be moved anywhere. Then the infrastructure is not moving, where it is equipment or equipment that is very difficult to change and move, such as water wells, school buildings, electricity poles, water channels, CCTV, LCD, PDAM, land, and so on.

5. Concept of Management of Facilities and Infrastructure in Schools

Concepts related to the management of infrastructure in schools have been put forward by many experts, one of whom is Barnawi who stated that it must consist of planning, procurement, arrangement, and finally use (Mishra & et al, 2022).

a. Planning

Planning in KBBI is interpreted as a framework or design. So it is something that is used to achieve the goals that have been outlined, so you have to do several things for the present and the future. Apart from that, planning can also be interpreted as several activities in a certain period to achieve set and determined goals. Meanwhile, in another opinion, it is said that planning is a process of preparing various things to achieve certain goals systematically. It is also stated that planning is interpreted as calculating and determining what will be carried out to achieve the stated goals (Fahmi & Ali, 2022).

Thus, it can be said that planning is a process that takes the form of formulation, calculations, thinking, and research regarding the actions that will be carried out to achieve the goals that have been set. This can include various operational activities such as management, organization, use, procurement, and control. Theoretical ones such as student management, personnel management, character education management, and various other management cannot be mentioned because there are so many, including those related to the management of facilities and infrastructure.

So in this case, if it is related to the concept of management of infrastructure in schools, planning means carefully detailing the plans for purchasing, borrowing, rehabilitating, procuring, renting, exchanging, distributing, and making equipment/equipment independently by the school's needs so that it functions to participate. Optimizing the course of the educational process in schools also aims to satisfy the service to the school community so that the decisions taken by the leadership of educational institutions must be of high quality when it comes to planning that must be implemented (Sasidharan et al., 2022). Apart from that, when making plans for school infrastructure, you must pay attention to the following things, namely:

1) Planning in the management of school infrastructure must be seen as an inseparable part of efforts to continue to improve the quality and quality of educational institutions and their teaching and learning processes.

2) The planning must be formulated, including the goals and objectives to be achieved, the personnel in the field, what activities will be carried out, what materials and materials are needed as well as the time and place of the activities.

3) Follow the guidelines by placing a priority scale according to type, quality, and quantity while also being required to follow existing procedures that are in effect at that time.

4) Planning must be guided by the provisions and results of cooperation that have been agreed upon by all parties involved, including parents and the school community.

5) Planning in the procurement of infrastructure in schools must be by the budget ceiling provided.

6) Planning is flexible so that when circumstances change and unexpected situations arise, it can easily be adjusted.

7) You can imagine the results of the planning in the short term (1 year), medium term (4-5 years), and even long term (10-15 years).

b. Procurement

Procurement is defined as the process of activities to provide various types of infrastructure in schools to support the smooth running of the educational process according to the needs and ideals set. Meanwhile, in another opinion, it is said that, if procurement is related to school infrastructure, it can be interpreted as all activities or

methods to provide all needs including services, goods, and objects based on the results of joint planning of all parties involved to support the running of the educational process. effective and efficient by the stated objectives (Fertika et al., 2022). Apart from that, the procurement of infrastructure should be transparent in the budget so that problems do not occur in the future, whether it is held independently from the school or in collaboration with third parties, namely the government or the private sector (Cruz & Marques, 2012).

Procurement in the management of facilities and infrastructure in schools is something that must be held accountable because it is closely related to the first operational function in education management. Because in essence, this includes the dimensions of need, price, place, specifications, type, quantity, time, place, source, and price. Apart from that, the provision of infrastructure in educational institutions/schools can be done in various ways. For example, acquiring land by purchasing, then you can also receive a grant, then you can also receive use rights, and so on. As for the procurement of buildings and structures, you can buy them, you can also rent them, build new ones, exchange them, or then receive a grant. Meanwhile, in procuring equipment and furniture as school infrastructure, this can be done by buying new, then you can also buy second, then you can also make it yourself, then you can also receive assistance from various parties, such as individuals, the government, and the community. or other people who can provide equipment according to school needs (Rolfe et al., 2022).

Meanwhile, in a study, it was revealed that the procurement of infrastructure in schools depends on the conditions of their geographical location because the budget received between schools located near urban areas and schools located near rural areas will be different. Likewise, schools with superior accreditation will certainly receive more budget from the government and the state than schools with only good accreditation (Thomas et al., 2014). According to Barnawi, several ways can be done to provide infrastructure in schools, including:

1) Purchase

Purchasing is interpreted as an agreement between both parties, namely the buyer and seller at a certain price, which can meet the school's infrastructure needs. However, you must pay attention to the available budget so that you can determine which priorities should be prioritized, such as cupboards, benches, tables, chairs, whiteboards, and so on. In the current era, this method has become one of the most dominant methods used by schools because it is known to be very simple.

2) Own creation

Making your own is an alternative for creativity and innovation in meeting the needs for school infrastructure, if possible, this means that employees, students, teachers, and other school residents make their production with cheap and simple notes, such as teaching aids for teachers learners. Apart from that, you must also consider the level of effectiveness and efficiency if you procure infrastructure using other methods.

3) Rental

Leasing is one way to meet the interests and needs of school infrastructure by paying based on a rental agreement. This will certainly be very effective and efficient if the facilities and infrastructure needed are temporary.

4) Borrowing

Borrowing is one way to meet infrastructure needs by using them based on a temporary loan agreement from another party free of charge for the benefit of the school, but of course here you have to consider the image and good name of the school concerned.

5) Receipt of grants or assistance

Receiving grants is one way to meet school infrastructure needs, where the school is given free assistance from other parties. And of course, all of this requires important notes so that it runs optimally, so an event report is made.

6) Exchange

Exchange is one way to meet the needs of school infrastructure by exchanging what is owned for something that is needed by the school or organization. So, in implementing this system, what must be taken into account is the existence of a mutually beneficial symbiosis between both parties. Apart from that, the facilities and infrastructure being exchanged must no longer be very useful.

7) Recycling

Recycling is one way of providing school infrastructure where items that have been used and do not have high usability are reused to become items that are more useful for the benefit of the school.

8) Repair or recondition

Repairing or reconditioning is one way to meet the needs of school infrastructure, where facilities that have been damaged must be replaced or renewed so that good school infrastructure is formed that can be operated and functioned again.

In another opinion, it is said that the provision of facilities and infrastructure in schools should be recorded by the circumstances and conditions at the start, whether provided by the school itself or outside the school. This aims to make it easier to check the entry and exit of goods that form school facilities and infrastructure as well as make it easier to control them. Records related to the above should be presented in table format and form so that they can be used as a reference for schools whenever needed, especially when carrying out activities to procure facilities and infrastructure for schools in the new school year (Puspitarini et al., 2019).

c. Arrangement

In the concept of infrastructure management in schools, after planning and procurement, arrangements need to be made so that what has been provided is maintained and does not go to waste. Barnawi himself said that there are 3 basic important things in managing facilities and infrastructure in schools, namely inventory, storage, and maintenance. The following is an explanation of each of the main basics above in detail:

1) Inventory

Inventory is linguistically interpreted as a list of materials, goods, and so on. As for the term inventory of educational institution/school infrastructure, it can be interpreted as the orderly and orderly registration and recording of school belongings into an inventory list of goods according to the applicable rules, regulations, and procedures. Thus, inventory is an activity of regularly registering, compiling, and recording a list of existing goods and materials according to applicable regulations, making it a preliminary activity that must be carried out by the recipient.

Meanwhile, from a global perspective, it is said that inventory is an effort to manage, manage and supervise educational goods or infrastructure owned by the school effectively so that it is very valuable and useful if it can be implemented well, and the inventory itself is also carried out with several objectives, including other (Fidler, 2002): (a) To order, maintain, and create facilities and infrastructure owned by educational institutions/schools; (b) To save and make the school budget more efficient so that it is not misused in the procurement, elimination, and management of facilities and infrastructure in schools; (c) To serve as a guide in procurement, management, and calculations so that it is very easy to add up material wealth even though it cannot be valued in terms of money, or the condition of the school; (d) To make it easier for schools to monitor and manage their infrastructure.

Meanwhile, an orderly, sustainable, complete, and consistently compiled inventory list of goods can provide many benefits for schools, including: (a) Providing information and data as a guide in planning and compiling goods requirements; (b) Providing information and data as materials for procurement of goods; (c) Providing information and data as materials when distributing goods; (d) Provide information and data as a basis for continuing to improve it or determine its deletion; dan (e) Providing information and data as a form of monitoring and controlling goods easily.

The activity of inventorying infrastructure in educational institutions/schools includes two main things, namely recording equipment and creating item codes.

a) Equipment recording

   The manager's task is to record all inventory or non-inventory equipment or items at an educational institution, and then write them in an inventory book. Some examples of inventory items are benches, tables, cupboards, whiteboards, and so on. Meanwhile, examples of non-inventory items are items that run out immediately when used, such as markers, paper, chalk, carbon, ballpoint pens, and so on. The implementation of this recording activity usually involves a special administration book, inventory item transfers, a quarterly report list, a book with inventory item groups, a non-inventory item record book, and finally a recap list of inventory items.

b) Generating item codes

   The item code is usually in the form of a password or code which is used as a sign as well as a symbol that indicates ownership of the item and describes the group/type of item according to a certain pattern in the form of a number (numeric) so that it is easy to remember and recognize, as well as providing instructions regarding the name form that must be used accordingly. With its arrangement as a place to record certain types of goods. Apart from that, the preparation of these code numbers in recording inventory of infrastructure facilities should continue to be developed to make it easier for all parties to become familiar with the ownership, type, class, and person responsible for all existing equipment. Meanwhile, the aim of classifying goods is to be efficient in finding goods physically or in lists so that it helps in remembering, seeing, and finding them according to the form of symbols, codes, or codes used as substitutes for names or descriptions for each class, group or types of goods so that everyone can quickly and precisely get the goods they want.

2) Storage

Storage is the activity of storing so that the quality and quantity are maintained in a place related to school infrastructure. These storage activities include: receiving, distributing, issuing, and storing. So, in this activity, a good storage place is needed, namely a warehouse to store goods, provided that there is a warehouse plan, an appropriate position for placing the goods, electricity and administrative documentation tools, and finally the warehouse's security conditions are free from flood disasters. Theft, fire, and so on.

3) Maintenance

Maintaining infrastructure in educational institutions/schools means organizing and managing them properly so that all facilities and infrastructure are always ready to be used optimally to achieve educational goals. Essentially the purpose of maintenance is to prevent damage and loss of an item so that the item remains fit for use. Maintenance includes all efforts made consistently to ensure that the equipment remains fit for use and that means taking care of it from the time it starts to be used by being careful when using it. One of the maintenance efforts that can be carried out is by setting aside a budget provided by the government, apart from that, it can also collaborate with private educational institutions to support the successful process of maintaining infrastructure (Herath et al., 2023). Special maintenance is usually carried out by officers who have certain skills according to the type of goods or school equipment in question and should be a routine activity that must be carried out so that the goods remain in good condition and function properly. Some of the objectives of the process of maintaining infrastructure in schools are as follows: (a) To optimize the length of time it is used so that if you look at it from the perspective of costs it will be more economical when maintaining it than buying the equipment again new; (b) To ensure operational readiness of equipment so that all work carried out is expected to run smoothly and optimally; (c) Ensure the availability of the required equipment by checking it regularly so that it is ready to use whenever desired; (d) To ensure the safety of users of school goods or equipment, both educational staff and students.

4) Use

After arrangement, the next infrastructure management process is used, namely handling related to use, the responsibility of which must be delegated to the leadership of the educational institution/school. Apart from that, it can also be delegated to representatives in the field of facilities and infrastructure or officers directly who are related to people who are authorized to use infrastructure.

Use is the activity of utilizing school infrastructure in the educational process to achieve predetermined goals. Meanwhile, when using it, you must pay attention to two main principles, namely effectiveness, which is related to the ease of achieving school education goals, either directly or indirectly. Efficiency is closely related to the use of infrastructure economically and carefully so that it will not be easily damaged, lost, or used up.

Meanwhile, Endang Herawan and Sukarti Nasihin said several important things that must be considered when using infrastructure in educational institutions or schools, namely: (a) Schedule preparation should not conflict with other groups when using infrastructure; (b) It should be prioritized if there are main school activities; (c) The time or structure of the usage schedule must be prepared well in advance, such as at

the start of the new school year and other things; (d) The assignment and appointment of personnel in a field of infrastructure must be by their skills and abilities. Such as library staff, laboratories, computer operators, and so on; and (e) Scheduling for the use of educational facilities must be clear and detailed between intracurricular and extracurricular activities.

D. CONCLUSION AND SUGGESTIONS

From the explanation above, it can be said that the concept of management of infrastructure in schools must meet the minimum standards as stated in the law relating to the national education system with the aim that the educational process carried out by the school can run optimally as expected and can support the process. More effective and efficient learning for students. Apart from that, the management of infrastructure in schools must also include the concept of planning, then the concept of procurement which consists of (purchase, self-manufacture, rental, borrowing, receiving grants, exchange, recycling, and repair), and then finally the concept of regulation which consists of (Inventory, storage, maintenance, and use).

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