



Management of Educational Facilities and Infrastructure Procurement in Supporting Learning Quality in Madrasah

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Abstract

Procurement of educational facilities and infrastructure is a strategic component in education management that contributes to the quality of learning. This study aims to analyze the procurement management of educational facilities and infrastructure in supporting the quality of learning in public madrasahs. The research used a qualitative approach with a case study design. Data were collected through in-depth interviews, observations, and documentation studies involving the madrasah head, deputy head of curriculum, and teachers. Data analysis was done thematically through the stages of data reduction, data presentation, and conclusion drawing. The results show that the procurement of facilities and infrastructure is carried out systematically through the stages of planning, proposing, budgeting, implementing, and evaluating and maintaining which is carried out on an ongoing basis by involving various stakeholders and referring to applicable regulations. The planning and proposal system is integrated with learning needs, while budget management utilizes multi-source funds. Procurement implementation applies a tender mechanism to ensure efficiency, transparency and accountability. The research findings confirm that the implementation of good procurement governance principles contributes to the effectiveness of learning and improving the quality of education services in public madrasahs, and serves as a reference for education unit managers in designing a planned, accountable and quality-oriented facilities and infrastructure procurement system.

INTRODUCTION

Procurement of educational facilities and infrastructure is a series of activities aimed at providing facilities according to the needs of the institution in order to achieve predetermined goals. At the level of educational institutions, procurement is interpreted as a systematic process in the provision of goods and services based on careful planning, with an orientation towards effectiveness, efficiency, and compliance with applicable educational quality standards (Departemen Pendidikan Nasional, 2007). Therefore, the procurement of facilities and infrastructure is not only seen as an administrative activity, but as an integral part of education management that has direct implications for the quality of learning services.

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The sustainability of education services is highly dependent on the availability of adequate facilities and infrastructure. Facilities and infrastructure act as the main support in achieving learning objectives, because without the support of proper facilities, the learning process cannot take place optimally. This is in line with the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System which emphasizes that every formal and non-formal education unit must provide facilities and infrastructure that meet educational needs in accordance with the growth and development of the physical potential, intellectual, social, emotional, and obligations of students.

The urgency of procuring educational facilities and infrastructure is also emphasized through Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, specifically Chapter VII Article 42 paragraphs (1) and (2), which stipulates: (1) every education unit must have facilities in the form of furniture, equipment, books and other learning resources, consumables, and equipment to support the learning process; and (2) every education unit must also have infrastructure such as land, classrooms, leadership rooms, teachers' rooms, libraries, laboratories, canteens, sports and worship facilities, playgrounds, recreation rooms, and other spaces as needed to support a regular and continuous learning process. This regulation emphasizes that the quality of education is not only determined by aspects of the curriculum and human resources, but also by the availability and management of educational facilities in accordance with national standards.

School facilities and infrastructure are important factors in supporting the improvement of the quality of education. The fulfillment of needs is done through purchase, internal production, rental, and renovation, which must then be managed in a sustainable manner. Research Salbiah & Nabilah (2024) shows that good facilities management directly contributes to improving the quality of learning. Meanwhile, Ayusaputri et al., (2024) confirmed that stakeholder involvement and regular maintenance are proven to improve the quality of education services.

However, most of the existing studies still focus on the availability and utilization of facilities and infrastructure in learning. Studies that comprehensively review the management or governance of facilities and infrastructure procurement, starting from the planning stage to evaluation, especially in the context of public madrasahs, are still relatively limited.

State Madrasah Tsanawiyah as a formal education unit has its own characteristics in managing the procurement of facilities and infrastructure, especially because of its attachment to government regulations and state budget management mechanisms (Gusli et al., 2023). This condition requires effective, transparent, accountable, and oriented management of facilities and infrastructure procurement to improve the quality of learning. Therefore, the study of the management of procurement of educational facilities and infrastructure in public madrasahs is relevant to be analyzed scientifically in order to obtain an empirical picture of the management practices applied.

Based on this description, this study aims to analyze the management of procurement of educational facilities and infrastructure which includes the stages of planning, proposing, budgeting, implementing, and evaluating and maintaining, as well as examining its contribution in supporting the improvement of learning quality in public madrasah. The results of this study are expected to make a theoretical contribution to the development of educational facilities and infrastructure management studies, as well as a practical reference for education unit managers in designing an effective, accountable, and learning quality-oriented facilities and infrastructure procurement system.

METHODS

This research uses a qualitative approach with a case study design to gain an in-depth understanding of the management of procurement of educational facilities and infrastructure in supporting the quality of learning in public madrasahs. The qualitative approach was chosen because it allows researchers to comprehensively explore the processes, practices and dynamics of managing the procurement of facilities and infrastructure in the real conditions of education units (Creswell & Poth, 2018; Fadli, 2021; Engkizar et al., 2023; 2025). In this research, the researcher acts as the main instrument in the data collection and analysis process (Sukmawati et al., 2023; Engkizar et al., 2025). This research was conducted at MTs Negeri 3 Sleman, Yogyakarta Special Region, with the consideration that the madrasah is a public education unit that has implemented the procurement of facilities and infrastructure in accordance with government regulations and has a relatively organized facility management system that supports the learning process.

Research data was collected through in-depth interviews, observation, and documentation (Chand, 2025; Yin., 2018; Ath-Thukhi et al., 2025; Sriwahyuni et al., 2025; Kassymova et al., 2025; Faddhia et al., 2025). The research informants included the head of the madrasah, the deputy head of the madrasah for facilities and infrastructure, and teachers of MTs Negeri 3 Sleman. The selection of informants was done purposively by considering the level of involvement and understanding of the informants in the procurement management of educational facilities and infrastructure (Sugiyono, 2022). Data analysis was carried out thematically through the stages of data reduction, data presentation, and inductive inference to identify patterns and themes that represent the practice of procurement management of educational facilities and infrastructure (Miles, Huberman, & Saldaña, 2014). Data validity was maintained through triangulation of sources and techniques to ensure the credibility of the research findings (Moleong, 2021).

RESULT AND DISCUSSION

Definition of Facilities and Infrastructure Procurement

In general, procurement can be understood as a systematic effort to provide facilities and infrastructure that function to support the implementation of tasks (Pramono, 2021). The procurement process can be carried out through various mechanisms, including purchasing, receiving grants, donations, independent manufacture, leasing, and other forms according to the needs of the institution (Nasrudin & Maryadi, 2018). According to Rahmawati & Suryadi (2018) procurement is seen as a managerial activity in providing educational facilities and infrastructure that are relevant to the needs, so as to support the success of educational goals.

Facilities and infrastructure needs include aspects of type, specifications, quantity, time, location, price, and sources that can be responsible (Sutisna & Effane, 2022). In this case, the procurement process is a form of realization of previous planning directed at ensuring the implementation of the educational process effectively and efficiently in accordance with the expected goals. In addition, procurement of school facilities and infrastructure is carried out to meet needs that are in line with the development of educational programs, as well as to replace facilities that are damaged, lost, deleted, or other reasons that can be responsible. Essentially, procurement is a series of activities carried out to add as well as meet the needs of goods and services in accordance with applicable regulations, namely by presenting something that was previously not available to be available. More than that, procurement also includes efforts to maintain existing facilities and infrastructure so that they continue to function optimally within the framework of efficiency (Badaruddin & Ibrahim, 2022).

Taking into account the various definitions and descriptions above, it can be emphasized that the procurement of facilities and infrastructure is not just an administrative activity in the provision of goods and services, but an integral part of education management that has a strategic function oriented towards sustainability, effectiveness and accountability in supporting the achievement of institutional goals. The procurement process requires careful planning, implementation according to procedures, and transparent and accountable supervision so that the results are truly in line with the needs of the education unit. Procurement that is carried out effectively and efficiently not only ensures the availability of adequate facilities to support the learning process, but also makes a real contribution to improving the quality of education services. Thus, a comprehensive understanding of the procurement of facilities and infrastructure is an important foundation for each education unit in realizing educational goals optimally and sustainably.

Purpose of Procurement of Facilities and Infrastructure

Educational facilities and infrastructure play a crucial role in supporting the success of the learning process in every school. The availability and quality of adequate facilities not only support the creation of a comfortable learning environment, but also act as a determining factor in the effectiveness of learning and the achievement of overall educational goals. Therefore, the procurement of facilities and infrastructure needs to be carried out in a planned and optimal manner in order to provide maximum benefits for schools, educators, and students. In this case, the procurement of facilities and infrastructure has several strategic objectives that are important for improving the quality of education, including:

Support the learning process. Procurement of educational facilities and infrastructure aims to provide facilities and equipment that can support the smooth learning process effectively and efficiently, in accordance with applicable standards (Fathurrochman et al., 2021). Adequate facilities such as classrooms, teaching aids, and digital learning media, play an important role in helping MTs Negeri 3 Sleman teachers deliver material optimally and increase student participation. With complete and organized facilities, the learning process becomes more systematic, so that the quality of learning outcomes can be significantly improved. Sahabuddin et al., (2022) emphasized that good management of school facilities is very important to support the smooth running of learning activities and create comfort for students.

Improving Student Achievement. Complete and well-maintained facilities and infrastructure contribute to improving student learning achievement. The existence of practicum equipment, laboratories, libraries, and various other supporting facilities allows students of MTs Negeri 3 Sleman to learn practically and in depth according to learning needs. The availability of these facilities can improve students' understanding of concepts, skills in applying knowledge, and motivation to learn, which in turn has a positive impact on their academic achievement. Therefore, the provision of good facilities can be an important factor in encouraging the improvement of learning quality and student achievement (Juita et al., 2023).

Increased efficiency of resource use. Procurement of educational facilities and infrastructure also serves to increase the efficiency of school resource utilization (Hayati et al., 2025). With proper procurement planning, schools can avoid wasting their budget and ensure that each tool and facility meets real needs. In addition, good facilities management minimizes damage and loss for optimal use of resources. It also helps schools to allocate budget wisely for learning and other school development.

Steps in Procuring Facilities and Infrastructure at MTs Negeri 3 Sleman

The availability of adequate facilities with good quality standards is a major requirement for every organization so that the activities carried out can run effectively and the desired goals are achieved. Without the support of adequate

facilities and infrastructure, the achievement of organizational goals will not be able to run optimally. Therefore, the process of procuring educational facilities and infrastructure is carried out through several important stages, including:

Planning. In the planning stage of procurement of facilities and infrastructure, MTs Negeri 3 Sleman conducts a comprehensive needs analysis, this process includes data collection of facilities and infrastructure needed before the new school year, identification of facilities that are still suitable for use, determination of facilities that need to be repaired due to minor damage, and elimination of facilities that are severely damaged and cannot be repaired (Ananda et al., 2017). This planning process involves various related parties such as the principal, vice-principals (curriculum, student affairs, infrastructure and public relations), head of administration, head of units (such as libraries and laboratories), religious coordinators, teachers, and other employees. Their aspirations are the main consideration to ensure that the procurement meets the needs of the institution and supports the smooth running of educational activities.

This process is then followed by a thorough evaluation and needs analysis. Evaluation is ongoing and aims to accurately identify the needs for procurement of educational facilities, infrastructure and facilities, taking into account aspects of the curriculum, the ratio of students to learning space capacity, and applicable quality standards. Systematic and comprehensive evaluation is a crucial step to ensure the smoothness of the procurement process and the suitability of the results with the institution's strategic goals. Therefore, needs analysis serves as the main foundation in planning the procurement of facilities and infrastructure as well as a strategic instrument in supporting the achievement of the institution's targets that have been set.

Facility needs in schools tend to change every year. Therefore, MTs Negeri 3 Sleman identifies the organization and priority needs that must be recorded systematically. The facility procurement planning process is then adjusted to the school's financial condition and the level of urgency of these needs. Currently, the facilities available at MTs Negeri 3 Sleman are considered adequate and have met the applicable regulatory standards related to facilities, infrastructure, and services.

Proposal. At the proposal stage at MTs Negeri 3 Sleman, teachers or related units propose the need for facilities and infrastructure through the preparation of a program proposal that contains details of the items needed along with estimated costs. The proposal can be submitted through various channels, such as the vice principal for infrastructure, the head of the unit, or directly to the principal. All proposals are then finalized and discussed by the management team to determine the priority scale based on budget capacity and alignment with the Madrasah Work and Budget Plan (RKAM/RKT) and the Medium-Term Work Plan (RKJM) which covers two to four years according to the institution's capabilities. This mechanism allows adjustments between urgent needs and needs that can still be postponed, based on prioritization and budget planning considerations.

In the proposal process, there is no rigid standard format. However, generally, each proposal contains standard information such as number, name of activity, unit cost, volume, amount, and total budget. Sometimes, the proposal is also equipped with the goals and objectives of the use of goods, thus facilitating the evaluation process and ensuring transparency in budget planning.

The prioritization of proposals is carried out through coordination and discussion by the management team, taking into account the results of the SWOT analysis and needs evaluation adjusted to the institution's activity agenda. For example, if in a certain year the madrasah plans strategic activities such as accreditation or academic competitions, then the procurement of facilities and infrastructure that support these activities will be a top priority to be in line with

institutional goals.

According to Mesiono et al., (2024) the proposal stage in the procurement of facilities and infrastructure is an integral part of the planning process which includes analyzing needs through proposal forms, preparing proposals, and determining priority scales based on budget availability and institutional policies. This process is carried out systematically so that procurement can run effectively and efficiently while taking into account the real needs and budget capabilities available. In addition, the proposal mechanism must be flexible but still follow standard procedures to ensure the involvement of all parties and the sustainability of infrastructure procurement (Sambodo, 2019).

Coordination between teachers, principals and the management team in the proposal stage is essential to ensure that the proposed needs are aligned with the work plan and available budget. This is necessary to maintain a balance between actual needs and the institution's funding capabilities, as well as to support the sustainable achievement of education quality (Nugraha et al., 2024).

Thus, the proposal stage in the procurement of facilities and infrastructure at MTs Negeri 3 Sleman is an important foundation in a systematic planning process that is oriented towards the real needs of the institution. Mechanisms that involve the participation of various parties, careful prioritization, and effective coordination with management, are the main keys to ensuring that every procurement truly supports the achievement of educational goals. This process not only emphasizes budget efficiency, but also ensures the relevance of procurement planning to institutional work programs on an ongoing basis.

Budgeting. Budgeting in the procurement of facilities and infrastructure at MTs Negeri 3 Sleman comes from various main funding sources, including School Operational Assistance (BOS) which comes from the State Budget (APBN), Regional School Operational Assistance (BOSDA) which is allocated from the Regional Budget (APBD), Budget Implementation Inlay Fund (DIPA), and participation of funds from the school committee. This multi-source funding scheme shows that the sustainability of madrasah facilities and infrastructure procurement is more assured through support from the central government, local government, and community contributions.

The preparation of the Cost Budget Plan (RAB) is prepared by a team consisting of various stakeholders, such as the head of the madrasah, deputy head of the madrasah (curriculum, infrastructure, student affairs, and public relations), laboratory coordinator, and other related parties. The RAB is prepared referring to market prices, government unit price standards, and the real needs that have been identified previously. The preparation process is outlined in the form of a proposal that contains details of the needs, unit costs, volume, and total proposed budget.

The final decision on the amount of the approved budget rests with the madrasah head as the highest authority at the education unit level. However, not all proposals can be fully approved due to the limited budget available. Therefore, a reevaluation and fixation of the budget is carried out to determine the priority scale, so that urgent needs can be prioritized, while procurement with low urgency can be postponed or adjusted to the madrasah financial capacity (Ananda & Banurea, 2017). Flexibility in budget decision-making is an important strategy in maintaining procurement efficiency.

This is in line with the findings in various studies and literature that state that budgeting for the procurement of educational facilities and infrastructure needs to take into account available resources, cross-unit collaboration and flexibility in financial planning. BOS is one of the main sources but it is not always sufficient to meet all needs, so the role of committees and alternative funding sources is crucial. The entire budgeting process must be conducted transparently, accountably and

based on the results of needs evaluation in order to support the efficient use of funds and the continuous improvement of the quality of education (Shabrina1 & Khoiriyah, 2024).

Thus, budgeting in the procurement of facilities and infrastructure is a strategic and fundamental process. This process includes managing funds from various sources, preparing a needs-based budget, and making flexible and structured decisions. This mechanism plays an important role in maintaining a balance between needs and available resources, and supports the achievement of the goals of educational institutions in a sustainable manner.

Implementation. The implementation of procurement of facilities and infrastructure at MTs Negeri 3 Sleman is carried out through a tender mechanism as the main method, especially for procurement sourced from government funds. This mechanism is in line with the principles of goods and services procurement that prioritize accountability, transparency, and compliance with applicable regulations. Not all procurements are made through direct purchase using the School Procurement Information System (SIPLAH), but follow formal procurement procedures including tender mechanisms to ensure that every expenditure can be accounted for administratively and functionally. In addition, the tender mechanism also allows the provider selection process to be carried out fairly and competitively so as to support budget efficiency and ensure the quality of goods or services obtained.

In principle, tenders are more directed towards domestic products that have certain quality standards, especially those that have met the provisions of the Indonesian National Standard (SNI). This policy is in line with the government's objective of encouraging the use and marketing of domestic products through state spending. Therefore, common types of goods procured through tender mechanisms include laptops, computers, tables, chairs, LCDs, and other supporting facilities.

The implementation of tenders at Mts negeri 3 Sleman is generally applied to procurements with a value above Rp 1,000,000 and uses more BOSNAS or BOSDA funds than committee funds. This is due to the characteristics of state funds which are relatively more certain, scheduled, and reliable because they come directly from the government. Meanwhile, committee funds are uncertain because they depend on the ability and participation of parents. Procurement using BOSNAS or BOSDA funds within this value range must be taxed at 12% and accompanied by official administrative documents, including the use of stamps. In contrast, procurement from committee funds is not taxed, which has an impact on the difference in the price of goods obtained by schools. For example, LCD procurement using state funds with a budget value of around Rp8,000,000 includes tax obligations and tender administration, while procurement of the same item through committee funds can be obtained at a price of around Rp6,000,000 because it is not taxed.

To ensure that the goods or services received are in accordance with the specifications and needs of the education unit, MTs Negeri 3 Sleman implements a strict control management system. Inspection and verification are carried out collaboratively by a team consisting of the deputy head of the madrasah for facilities and infrastructure, the head of administration, and the deputy head of curriculum. This team is tasked with ensuring that the goods received have met the technical standards, relevance of needs, and quality set out in the procurement documents. This stage is crucial in maintaining the quality of procurement results and ensuring that the goods obtained can be used optimally in the learning process.

However, the implementation of procurement is not free from obstacles, especially related to budget limitations. These constraints often result in delays in the procurement process or a reduction in the number of items that can be procured. This condition is common in various educational institutions, so financial management and prioritization are key factors in maintaining the continuity of

procurement. In this context, the ability of education units to make careful budget adjustments determines the success of meeting the needs of facilities and infrastructure.

In line with research Fajartriani & Karsiwan (2021) which emphasizes that the implementation of procurement of facilities and infrastructure in educational institutions should ideally follow a systematic and standardized procedure. The implementation of a tender system is recommended as the main method to ensure transparency, accountability, and efficiency in resource management (Jhoniansyah et al., 2025). In addition, the importance of supervisory management in the goods receipt process is considered essential to ensure compliance with planned specifications. On the other hand, classic problems such as limited funds require strategic planning and continuous evaluation to maintain the sustainability of the procurement program.

Thus, the implementation of procurement of facilities and infrastructure at MTs Negeri 3 Sleman has implemented the principles of good procurement governance, emphasizing aspects of transparency, accountability, efficiency, and quality control. Although there are obstacles related to budget limitations, a careful and coordinated management approach is able to keep the procurement process running according to priority needs and support the achievement of educational goals in a sustainable manner.

Evaluation and maintenance. Evaluation of the results of procurement of facilities and infrastructure at MTs Negeri 3 Sleman is carried out periodically through team meetings, reports prepared by the facilities and infrastructure team, and direct feedback from teachers and students. The evaluation focuses on the quality of the goods, the suitability of the specifications to the needs, and the benefits obtained in supporting the learning process. This evaluation is an important step to assess the effectiveness of procurement and determine the follow-up needed to improve the quality of facilities and infrastructure.

Monitoring the use of new facilities is carried out by the infrastructure team or room attendants on a regular basis through physical checks and recording the condition of goods. The maintenance system includes a routine maintenance schedule, detailed inventory, and periodic repairs to keep the facilities in good condition and fit for use. This practice shows that asset management is organized and oriented towards the sustainable use of facilities and infrastructure.

The results of the previous year's procurement evaluation are used as an important reference in the preparation of the Madrasah Work Plan (RKAM/RKM) for the next procurement period, reflecting the principle of continuous improvement. Monitoring and evaluation is carried out after procurement and periodically as needed, with the main objective of ensuring that facilities and infrastructure are used optimally and have a positive impact on learning. If there are facilities that are not used optimally or are damaged, repairs are carried out first; replacement of goods is only carried out if it cannot be repaired. Removal of facilities is done selectively and infrequently, taking into account the potential for reutilization of items that are still feasible.

Research Putri (2025) emphasizes that evaluation that actively involves various parties, continuous monitoring, and structured maintenance are needed so that facilities and infrastructure can support the learning process optimally and sustainably. Utilizing evaluation results in the preparation of the next procurement budget and the implementation of routine maintenance is an efficient management practice in maintaining the quality and usefulness of educational facilities (Rineza, 2023). Thus, the evaluation and maintenance of facilities and infrastructure at MTs Negeri 3 Sleman not only ensures the functioning of the facilities, but also optimizes their contribution to the quality of learning and the efficient use of funds. This

process is vital for the sustainability and improvement of the quality of education in the madrasah.

CONCLUSION

Procurement of facilities and infrastructure at MTs Negeri 3 Sleman is an integral part of education management that plays a strategic role in supporting learning quality. The results show that the procurement process is carried out systematically through the stages of planning, proposing, budgeting, implementing, and evaluating and maintaining, involving various stakeholders and referring to applicable regulations. The system of planning and proposing procurement of facilities and infrastructure has been integrated with learning needs. Procurement budget management utilizes funds from various sources including BOS, BOSDA, DIPA and committee contributions. Procurement is carried out through a tender mechanism to ensure efficiency, transparency and accountability in the management of educational facilities.

Evaluation and maintenance of facilities and infrastructure are carried out on an ongoing basis through periodic monitoring and utilization of evaluation results as the basis for further procurement planning. This practice shows the application of good procurement governance principles that are oriented towards the effectiveness of resource utilization and improving the quality of educational services. Thus, the procurement management of facilities and infrastructure in MTs Negeri 3 Sleman has been implemented comprehensively and sustainably, and has contributed significantly to the effectiveness of the learning process in state madrasahs. The implications of this study emphasize the importance of strengthening planning based on relevant learning needs, increasing coordination across units, and consistency in evaluating and maintaining facilities and infrastructure so that the procurement of educational facilities is increasingly adaptive to the dynamics of learning needs. Future research is recommended to examine the relationship between procurement management and the achievement of student learning outcomes quantitatively or in the context of more diverse educational unit.

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