

Inventory Management of Educational Facilities and Infrastructure

Afiful Ikhwan^{1)*}, Fina Kholij Zukhrufin²⁾, Syamsul Arifin³⁾, Muhammad Muhson⁴⁾,
Anisah Triyuliasari⁵⁾

^{1,3)} Universitas Muhammadiyah Ponorogo, Indonesia

²⁾ Letiges, Turkey

^{4,5)} Sekolah Tinggi Ilmu Tarbiyah (STIT) Muhammadiyah Bangil, Indonesia

e-mail Correspondent: afifulikhwan@umpo.ac.id

Received: 16-10-2024

Revised: 09-01-2025

Accepted: 20-01-2025

Info Artikel

Abstract

Keywords:

Inventory Management,
Infrastructure,
Education

This study aims to describe the management of educational facilities and infrastructure inventory at Muhammadiyah Elementary School (SD) Ponorogo. This study uses a descriptive qualitative approach to gain an in-depth understanding of the management process carried out. Data were collected through direct observation techniques at school and in-depth interviews with teachers and staff responsible for managing facilities and infrastructure. Data analysis was carried out with the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that the management of facilities and infrastructure at Muhammadiyah Elementary School Ponorogo is carried out through a series of systematic steps. The planning stage involves a joint meeting to analyze the needs comprehensively. Procurement is carried out through budget sources such as School Operational Assistance, grants, Muhammadiyah foundation funds, and school cash. Inventory is carried out with structured recording by special officers. Distribution and maintenance of facilities and infrastructure involve cooperation between the school and teachers. The deletion process is carried out by sorting items that are no longer suitable for use, followed by supervision and accountability through the preparation of administrative reports. The originality of the findings of this study lies in the identification of collaborative practices in the management of facilities and infrastructure that involve all parties in the school. This approach has been shown to increase the effectiveness of the use of school facilities and create an optimal learning environment. With good management, students get a more interesting learning experience, teachers can make maximum use of facilities, and the school's image improves in the eyes of the community. This study provides an important contribution as a model for effective facility and infrastructure management practices for other schools facing similar challenges.

Kata kunci:

Manajemen
Inventarisasi, Sarana
Prasarana, Pendidikan

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pengelolaan inventarisasi sarana dan prasarana pendidikan di Sekolah Dasar (SD) Muhammadiyah Ponorogo. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk memperoleh pemahaman mendalam terkait proses pengelolaan yang dilakukan. Data dikumpulkan melalui teknik observasi langsung di sekolah dan wawancara mendalam dengan guru serta staf yang bertanggung jawab atas pengelolaan sarana dan prasarana. Analisis data dilakukan dengan tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pengelolaan sarana dan prasarana di SD Muhammadiyah Ponorogo dilakukan melalui serangkaian langkah sistematis. Tahap perencanaan melibatkan rapat bersama untuk menganalisis kebutuhan secara menyeluruh. Pengadaan dilakukan melalui sumber anggaran seperti Bantuan Operasional Sekolah, hibah, dana yayasan persyarikatan

Muhammadiyah, dan kas sekolah. Inventarisasi dilakukan dengan pencatatan secara terstruktur oleh petugas kbusus. Pendistribusian dan pemeliharaan sarana prasarana melibatkan kerja sama antara pihak sekolah dan guru. Proses penghapusan dilakukan dengan sortir barang yang sudah tidak layak pakai, diikuti dengan pengawasan dan pertanggungjawaban melalui pembuatan laporan administrasi. Originalitas temuan penelitian ini terletak pada identifikasi praktik kolaboratif dalam pengelolaan sarana dan prasarana yang melibatkan seluruh pihak di sekolah. Pendekatan ini terbukti meningkatkan efektivitas penggunaan fasilitas sekolah dan menciptakan lingkungan belajar yang optimal. Dengan pengelolaan yang baik, siswa mendapatkan pengalaman belajar yang lebih menarik, guru dapat memanfaatkan fasilitas secara maksimal, dan citra sekolah meningkat di mata masyarakat. Penelitian ini memberikan kontribusi penting sebagai model praktik pengelolaan sarana dan prasarana yang efektif untuk sekolah lain yang menghadapi tantangan serupa.

INTRODUCTION

Education is a pivotal aspect of human development that shapes and improves the quality of students, aiming to produce a golden generation ready to face the challenges of globalization. The current era of globalization demands not only intellectual competence but also adaptability and innovation to thrive in a competitive world (Arif et al., 2024; Pristiwanti et al., 2022). This places education as one of the primary instruments in preparing students for intense global competition. Consequently, the education system must integrate various elements to create transformative and positive outcomes, including the availability and management of quality infrastructure. Infrastructure in education is a critical success factor that supports daily learning processes and ensures the achievement of educational goals (Hasanah et al., 2024; Rizandi et al., 2023).

Infrastructure management in education encompasses planning, procurement, inventory, distribution, utilization, maintenance, and disposal of educational facilities and infrastructure. These processes are aligned with government regulations that stipulate minimum infrastructure standards, such as Government Regulation No. 22 of 2023, which outlines the criteria for educational infrastructure in each educational unit (Kemedikbud-ristek, 2023). Effective and efficient management of infrastructure facilities enhances the learning environment, optimizes resource utilization, and contributes to achieving educational objectives.

Planning involves identifying and recording the needs of the educational unit to support the learning process. Procurement ensures the availability of infrastructure based on the planned requirements, while inventory management involves documenting the number, condition, and status of resources (Rocmania, 2021). Distribution ensures equitable allocation of resources, and maintenance focuses on preserving the functionality and longevity of infrastructure. Finally, the disposal process removes items that are no longer useful or have become obsolete, ensuring that resources are utilized effectively (Ikhwan, 2016, 2018).

Research on infrastructure management in educational settings has demonstrated its critical role in supporting the learning process. For instance, studies by (Yahya et al., 2023) highlight that well-managed facilities contribute significantly to student engagement and academic performance. Similarly, (Enes et al., 2024; Nurhuda et al., 2023) emphasize the importance of systematic inventory processes in ensuring transparency and accountability in resource utilization. Despite these advancements, challenges persist in achieving optimal infrastructure management, particularly in resource-limited settings.

Previous studies often focus on infrastructure planning and procurement but overlook the critical aspect of inventory management, including disposal practices. For example, (Mulyadi et al., 2022; Muslimin & Kartiko, 2020; Mustafa et al., 2024; Sutrisno et al., 2023) noted that schools

in rural areas often face difficulties in maintaining and replacing outdated facilities due to budget constraints and lack of technical expertise. Moreover, research by (Kuboni & Mawila, 2024) found that many schools fail to utilize existing infrastructure optimally due to a lack of awareness and training among staff.

While existing literature provides valuable insights into various aspects of infrastructure management, there remains a significant gap in understanding the practical challenges and solutions specific to inventory management in educational institutions. Studies often neglect the role of community involvement and the integration of modern technologies in optimizing inventory processes. Additionally, there is limited research addressing the issue of underutilized or mismanaged infrastructure in schools with relatively adequate facilities, such as Muhammadiyah Elementary School Ponorogo. This research aims to fill these gaps by exploring the inventory management practices at Muhammadiyah Elementary School Ponorogo, focusing on identifying challenges, evaluating current practices, and proposing actionable solutions.

Muhammadiyah Elementary School Ponorogo, located at Jalan Batoro Katong Number 6, Noloagaten Village, Ponorogo Regency, spans a land area of 4,777 m². The school is equipped with comprehensive infrastructure facilities, including 30 classrooms, computer laboratories, Al-Islam laboratories, MIPA laboratories, a principal's office, two teacher's rooms, administrative offices, 20 toilets, a mosque, a cooperative, school health unit rooms, counseling guidance rooms, learning tools, and other supporting resources. Despite this adequacy, observations reveal gaps in infrastructure management, particularly in maintenance, utilization, and inventory processes. For instance, several facilities remain underutilized due to time constraints or new regulations, while others are no longer functional yet remain part of the school inventory.

Effective inventory management in schools is crucial for maintaining transparency, accountability, and resource optimization. The inventory process facilitates supervision and maintenance, simplifies reporting, and provides valuable data for future planning and procurement. It also ensures that obsolete or unused items are identified and removed, reducing unnecessary maintenance costs. Schools that neglect proper inventory management risk resource wastage, inefficient allocation, and diminished educational outcomes.

The inventory process at Muhammadiyah Elementary School Ponorogo faces several challenges. First, the lack of systematic procedures for identifying and recording infrastructure conditions leads to discrepancies in inventory data. Second, there is limited involvement of the school community in maintaining and utilizing infrastructure, despite the presence of janitorial staff. Third, outdated or unused facilities remain part of the inventory, consuming space and resources without contributing to educational goals. Finally, time constraints and regulatory changes further complicate the efficient use of available infrastructure.

METHODS

The research used by researchers in this study uses qualitative research methods. The condition occurs because the research sources obtained will be formed in the form of detailed or explanatory descriptions. A qualitative approach is a research method based on clear habits or culture. Qualitative methods depend on how the questions' words and sentences are formed. Qualitative research centres on the meaning of the results and the research process (Fadli, 2021).

Qualitative research is also more focused on the elements or elements of an object, which can be humans, bodies or institutions, and a combination of two or more collaborations of elements or elements in order to attempt to master or understand a phenomenon, event, or

behaviour (Kaharuddin, 2021). This qualitative research thoroughly provides a report or final results of opinions from sources or informants, analyzes words, studies are carried out scientifically, and researchers form a complete and detailed picture, developing all abilities harmoniously.

This research uses qualitative research methods because researchers want to understand the whole about managing available educational inventory infrastructure in schools. The researcher acts as an observer or observer directly in the assessment process; this is carried out using a narrative story of classroom arrangements in a lesson that cannot be measured or expressed quantitatively. The research here contains all the details of what you want to research (Mustakim et al., 2023). Judging from its function, this research includes basic research, which aims to increase knowledge about science and find new research results without any purpose, meaning only for sources of knowledge and insight.

The researcher conducted a study located at Muhammadiyah Elementary School Ponorogo. The subjects of this study consisted of teachers who served as administrators of infrastructure facilities at the school. Data collection in this study used observation methods carried out directly at the school and interviews conducted in a structured manner with relevant sources who take care of infrastructure facilities at the school (Ikhwan & Qomariyah, 2022). Data processing is done using data triangulation by summarizing all the data obtained according to what is needed and eliminating unnecessary data reduction, presenting the data, checking the correctness of the data and drawing conclusions from the overall results of obtaining research data.

RESULT

Based on research findings, infrastructure management at SD Muhammadiyah Ponorogo has been implemented in accordance with educational facilities and infrastructure standards. The infrastructure planning process begins with a joint meeting involving the principal, homeroom teacher, and subject teachers to analyze the school's needs to support learning. The principal said, "We always hold joint meetings to discuss the school's facility needs. All teachers are involved, including homeroom teachers and subject teachers, to ensure that every learning need can be properly identified" (Principal, 2024). One of the infrastructure management teachers added, "At the beginning of each semester, we evaluate existing facilities and determine procurement priorities. This process involves all parties, so the results are more accurate and according to needs" (Infrastructure Teacher, 2024).

The budget for procuring these facilities comes from various sources, such as *Bantuan Operasional Sekolah (BOS)* funds, grants, donations, Muhammadiyah Foundation funds, and school cash. The principal explained, "We are very careful in using the procurement budget. Every item purchased must be in accordance with educational standards and student learning needs" (Principal, 2024). The homeroom teacher also said, "Textbooks and teaching aids are the main priority, because they are very important to support classroom learning. In addition, we also ensure that there are digital facilities such as computers and LCDs for technology-based learning" (Homeroom Teacher, 2024).

The infrastructure inventory process is carried out periodically by recording and compiling a list of facilities owned by the school. The teacher in charge of the inventory section explained, "We record all the facilities owned by the school in the inventory book. This recording not only helps in management, but also as a form of transparency to the community" (Inventory Teacher, 2024). The principal added, "This inventory process is important so that we can monitor the

condition of existing facilities and know when these facilities need to be repaired or replaced” (Principal, 2024).

Distribution of learning facilities is carried out by involving subject teachers and homeroom teachers. After use, facilities such as books, teaching aids, computers, and LCDs are well maintained to maintain their durability. One subject teacher said, “After using teaching aids or LCDs, we always ensure that all equipment is returned to its original place. We also routinely clean these facilities to prevent damage” (Teacher, 2024). The infrastructure management teacher added, “If there is damage to the facilities, we immediately report it to the technical department. If it can still be repaired, we will repair it. However, if the damage is too severe, we replace it with a new facility” (Infrastructure Teacher, 2024).

Removal of facilities is carried out if the goods or learning tools can no longer be used or are badly damaged. The teacher responsible for managing the facilities explained, “We carry out routine checks on learning facilities. If there are books, the Qur'an, or teaching aids that are damaged, we note them down and report them to the principal to decide on further action” (Infrastructure Teacher, 2024). The principal also added, “We always ensure that the facilities that are removed are truly no longer usable. This removal process is carried out transparently and in accordance with applicable operational standards” (Principal, 2024).

Supervision of infrastructure management is carried out routinely to ensure that all processes run in accordance with educational standards. The principal explained, “We have a strict monitoring mechanism to ensure that every process, from planning to maintenance, is carried out correctly. We also involve the school committee to monitor the use of the budget” (Principal, 2024). A member of the school committee said, “As representatives of parents, we are pleased with the transparency provided by the school. Every procurement and maintenance of facilities is always reported clearly, so we know where the funds are used” (Committee, 2024).

Based on the findings contained in the research location related to the management of infrastructure inventory for education at Muhammadiyah Elementary School Ponorogo, infrastructure management has been carried out by the standards of facilities and infrastructure in elementary school-level education. The management process, per this school's criteria, consists of the planning process, procurement, inventory, distribution, maintenance, elimination, supervision, and accountability. Muhammadiyah Elementary School Ponorogo places teachers or human resources competent in the management of infrastructure; at the school, the principal and teachers work together to manage existing educational infrastructure to support the learning process to run optimally and with quality. The principal conveyed that trying to assign human resources has been placed based on the competence of their expertise, one of which is managing facilities such as goods and equipment for learning. Homeroom teachers work with subject teachers to manage the overall facilities needed for learning, improving the quality of learning in and outside the classroom. The procedures for managing the infrastructure by the standards at Muhammadiyah Elementary School Ponorogo include the planning, procurement, inventory, distribution, maintenance, elimination, supervision, and accountability processes that continue to be carried out correctly.

The infrastructure management teacher conveyed that the planning process for learning facilities and infrastructure at Muhammadiyah Elementary School Ponorogo held a joint meeting to analyze the overall needs in schools that support learning. The principal and all teachers work together to list needs, compile the necessary budget, and procure infrastructure facilities according to educational and operational standards (Torismayanti et al., 2023). To improve learning and run it optimally, the school submits a budget proposal for learning needs by mapping them first. For

this procurement, the funds come from the School Operational Assistance (*Bantuan Operasional Sekolah/BOS*) budget, grants or donations, Muhammadiyah Association Foundation funds, and the school's own treasury. The learning infrastructure obtained through this procurement contains subject books taught at school, reading books, teaching aids, computers, LCDs, and various things connected to learning at Muhammadiyah Elementary School Ponorogo.

The distribution and inventory process is carried out together with the maintenance of infrastructure facilities by routinely maintaining cleanliness and caring for books, teaching aids, LCDs, and computers. also, after use, they are turned off and returned to their original position to prevent damage. If damage occurs, the school checks and repairs first. If it is damaged, cannot be repaired, or costs much money, the infrastructure facilities will be replaced with new ones to support learning. The teacher of the infrastructure management section conveyed that the inventory is carried out by recording and compiling a list of infrastructure facilities periodically according to government regulations. Each school must be accountable to the state, the community, or users with records in the inventory book. The operational standards in education carry out the process of deleting learning facilities at Muhammadiyah Elementary School Ponorogo. Officers routinely conduct regular checks to determine the continued use of these facilities. If the books, Al-Qur'an, and teaching aids are damaged, the manager records the details and reports them to take action for the removal of the items or tools used in the learning.

DISCUSSION

Inventory Management of Infrastructure Facilities

Inventory is a process that carries out activities to count, record, code, and classify infrastructure facilities as fixed and movable goods into a detailed list, which can then be used as a management report by applicable procedures or regulations. Facilities are all things that function as equipment and equipment to obtain education objectives (Anwar et al., 2022, 2022; Yuliana et al., 2023).

Facilities in schools consist of learning tools, learning materials, and equipment. Infrastructure is an essential facility or accommodation needed to carry out or realize the functions of an educational unit. Infrastructure in each school consists of land, space, and buildings (Kemedikbud-ristek, 2023), so the management of infrastructure inventory is a series of activities that start from recording to reporting goods or objects or intangible infrastructure facilities.

Infrastructure facilities must be equipped to facilitate and help organize learning activities that are interesting and exciting, even though they cannot fulfil the facilities and infrastructure properly. Elementary school levels must at least have infrastructure facilities such as land, space, educational tools and media, furniture, books or learning materials (Purnomo & Aulia, 2018). At Muhammadiyah Elementary School Ponorogo, all school members take part in the management of educational infrastructure according to their respective roles and portions; besides that, Muhammadiyah Elementary School Ponorogo has a teacher who is given the mandate to manage and be responsible for the infrastructure in the school.

Based on direct observation, Muhammadiyah Elementary School Ponorogo has adequate infrastructure such as books, teaching aids, tables, chairs, blackboards, cupboards, bookshelves, computers, LCD projectors, classrooms, libraries, computer laboratories, principal's rooms, teacher's rooms, mosques, School Health Unit (*Unit Kesehatan Sekolah/UKS*) rooms, bathrooms,

warehouses, circulation rooms, playgrounds, fields, libraries, meeting rooms, canteens, cooperatives, and parking lots.

Managing infrastructure facilities per the standards at Muhammadiyah Elementary School Ponorogo consists of planning, procurement, inventory, distribution, maintenance, elimination, supervision, and accountability and continues to be done well. Inventory is one process from other processes that are fairly basic in a series of infrastructure management processes; the primary purpose of this inventory is an effort to perfect the management and management of infrastructure facilities effectively; otherwise, it is possible that the achievement of learning objectives cannot be done optimally (Amini et al., 2024). Before inventorying, infrastructure facilities must go through a planning and procurement process.

The planning process begins with a meeting between the principal, all teachers, staff and employees in charge of the school to discuss the needs of facilities and infrastructure that still need to be created or run out so that they must be repurchased. Planning in the management of infrastructure facilities is a process that must be considered before deciding on the formation of a program. Planning for procuring facilities and infrastructure at Muhammadiyah Elementary School Ponorogo begins with accommodating all proposals and input regarding school equipment needed by each teacher or other staff and inventorying the lack of school infrastructure equipment.

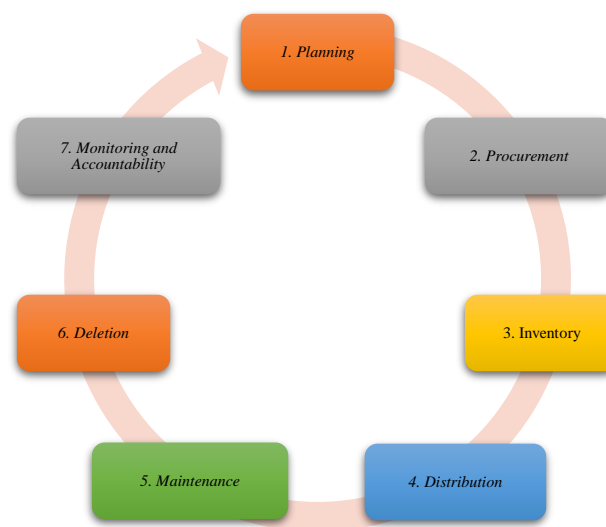


Figure 1. Educational Infrastructure Management Process

Match the needs plan that has been prepared with the equipment that has been available before. Match the list of tools and materials needed with the available costs. In a situation where the costs do not meet the procurement of all the necessary tools and materials, it is necessary to eliminate everything that has been listed by looking at how important the item or tool is needed to be owned now or later and for the long or short term (Mulyadi et al., 2022). All equipment that is essential and must be available for learning purposes is listed.

The procurement process needs to be carried out to prepare much-needed educational facilities; procurement must be carried out based on a plan that has been designed and compiled,

and considering several things must make procurement according to the most critical needs first (Rocmania, 2021). Procurement of infrastructure facilities can be obtained from the government providing limited assistance, directly buying or ordering yourself first, submitting proposals to institutions that can be invited to work together and donations from student guardians, or borrowing or renting to other places (Pusparini et al., 2020).

The following most crucial process is inventorying. Inventory activity is an activity carried out to write and make records in the form of a list of materials, tools, and goods in schools, both owned and state-owned, both movable and immovable goods, durable goods and consumables based on applicable provisions and details (Fathurrahman & Dewi, 2019). This inventory process begins with recording all inventory items in the inventory master book, then providing a code or symbol that is easy to remember for items according to their class or classification. The code is written on the part of the item that is easy to read.

Giving codes can make it easier to find items needed at any time. For now, the data collection of inventory items is done electronically. However, you still have to make an overall recapitulation list with the help of the goods receipt book, the goods purchase book, the inventory master book or the book where all state-owned inventory items in the school are recorded, the inventory class book or the auxiliary book where the inventory items of the goods class are recorded. The stock book has a quarterly report on the mutation of goods, which is a report on the increase or decrease of existing goods during the quarter or year.

Several processes, such as distribution, maintenance, deletion, supervision, and accountability, follow the inventory process. This is a process where the school distributes goods to the parts that need it and the utilization of space into a place that should be by its function at school. Then, the maintenance of infrastructure facilities is a series of efforts carried out by maintaining, caring for, and storing equipment based on different types and categories (Lutfiyah et al., 2023). Maintenance is carried out for infrastructure that minimizes severe damage, and the equipment can continue to be used optimally.

There are several types of maintenance of school education equipment, namely maintenance carried out by checking the good and bad condition of the equipment (Elizasri et al., 2024). Then, preventive maintenance is carried out so that the equipment is always in the right condition; minor and heavy repairs are needed if the item or equipment is damaged. Equipment maintenance is based on its repair; every day, easy examples include sweeping, mopping, and cleaning furniture that all school members can do. Maintenance is only done sometimes, at a specific period, or periodically, for example, controlling walls, roof tiles, or things that need extra repair or maintenance.

The supervision process must be routinely carried out in addition to maintenance; schools are required to carry out maintenance activities to provide facilities and infrastructure for learning purposes that can be appropriately used at any time without significant damage constraints by teachers and students from these activities is hoped that facilities and infrastructure that have been appropriately codified will be able to help improve the learning process. So, periodic supervision is one way to minimize the additional costs sometimes required to purchase new learning facilities if they are damaged or need repair (Marie & Aini, 2021).

The supervision process is followed by deletion and accountability. The elimination of infrastructure facilities leads to removing and evaluating certain facilities from the inventory list because they have lost their use value in the context of learning at school. The elimination of facilities and infrastructure is an activity that removes or eliminates the school's goods or

equipment from various sources of acquisition from the results of records owned, based on records and guided by the provisions of the procedure or applicable law (Ibrahim et al., 2022).

This deletion aims to reduce or prevent these losses from occurring in schools, and there will be no waste of costs if the equipment is no longer needed but continues to exist or is even used daily. The purpose of educational facilities and infrastructure in schools is to improve and optimize the learning that teachers do with students and reduce the number of students and teachers who experience obstacles or disruptions due to the condition of facilities and infrastructure that are incomplete or do not meet standards (Jannah & Sontani, 2018).

Items and equipment that are no longer usable or have reduced value are the main reasons for deletion. For example, if the school is in poor financial condition, repairs that need many renovations can incur different costs. Therefore, the benefit of this deletion process is an effort to improve strategies that are no longer effective. In addition to reducing educational space and savings, deletion can reduce the work responsibilities of teachers, employees, and students in schools that manage it (Kusnan & Ilam, 2021).

The accountability process is the final activity that must be carried out as a form of school responsibility, especially for infrastructure managers at school. This accountability is done by reporting. Reporting can be done with quarterly reports or once a year during the new school year, also called the mutation of inventory items, to the Head of the District Education Office and as its archive. Then, there is an annual inventory report, which is made or filled in the mandatory inventory book and recapitulation of goods (Fauziah & Permana, 2022).

The Impact of Infrastructure Inventory Management

Schools must carry out inventory management of their infrastructure facilities in an orderly, neatly arranged and complete manner. At Muhammadiyah Elementary School Ponorogo, the principal actively carries out and bears everything for implementing the inventory of infrastructure facilities. Inventory is carried out to complete management and management that affects the exemplary facilities and infrastructure in schools (Bararah, 2020). Muhammadiyah Elementary School Ponorogo has adequate infrastructure, so it is enough to provide a variety of positive impacts for the school.

The first impact is that with good inventory management of infrastructure facilities and optimal utilization, students get complete and total learning so that their learning achievements continue to increase. The holding of infrastructure facilities will affect academic achievements, such as learning students or non-academic achievements if infrastructure facilities are not fulfilled (Padlan et al., 2022). Then, the learning process will experience obstacles, and learning objectives cannot be achieved optimally.

The second impact is that managing a good inventory of infrastructure can help teaching and learning occur regularly and well. When students feel bored and bored, teachers can take advantage of existing or previously managed infrastructure to attract the attention and interest of students so that learning activities in the classroom can return to normal and run smoothly to achieve the learning objectives that were originally planned to be achieved. Then, if the problems or conditions mentioned are left alone and continue to recur, it is small enough to cause students not to focus, and the learning process does not run normally.

The third impact is that implementing a good process in inventorying infrastructure facilities will have an impact not only on students, teachers, and schools. Good inventory management of infrastructure facilities will improve the quality and accreditation of schools by

having a detailed administration or data collection of facilities and infrastructure. So, when the school has good administration, it will help the school save finances in the procurement process for its maintenance.

The fourth impact is based on the effective and efficient inventory management of infrastructure facilities, and complete results will attract public attention and interest in schools. To realize that learning is achieved optimally, it needs to be supported by adequate educational facilities. The completeness and feasibility of infrastructure facilities are among the factors that become the reference and consideration of the community when entrusting students to send their children to school. So, it must be accepted that the completeness of infrastructure facilities can be separated from learning activities that are useful for the success of education in schools (Pamuji, 2022), so that it becomes the primary support that must be done in promoting the school to prospective students for the completeness of infrastructure.

CONCLUSION

Inventory management of infrastructure facilities is an activity that starts from recording and reporting goods or objects and intangible infrastructure facilities. Managing infrastructure facilities per the standards at Muhammadiyah Elementary School Ponorogo consists of several planning actions, followed by procurement, inventory, distribution, maintenance, deletion, supervision, and accountability, which continue to strive to be done well. Inventory becomes a series of processes that are very important in the series of infrastructure management processes; the primary purpose of this inventory is to perfect the management and management of infrastructure facilities effectively. Otherwise, the achievement of learning objectives cannot be done optimally. Good inventory management of infrastructure facilities will have an impact on schools. Among them are students getting optimal learning so that achievement increases, teachers can utilize infrastructure to attract the attention of bored students, improving school quality with good administration, and attracting community attention and interest in the school.

REFERENCES

- Amini, S., Halimah, A., R.B, Z., Rohman, U., Fadhilah, A., Royani, A., & Padilah, D. (2024). Implementasi prinsip prinsip manajemen Sarana dan Prasarana di sekolah luar biasa ABC Yayasan insan sejahtera Tasikmalaya. *An-Nabdhliyyah: Jurnal Studi Keislaman*, 3(1), 99–107. <https://doi.org/10.70502/ajsk.v3i1.125>
- Anwar, K., Hendrik, M., Waruwu, Y., Suyitno, S., & Dewi, C. (2022). Pengaruh Sarana Prasarana Pendidikan dan Kompetensi Guru Terhadap Mutu Pendidikan di Sekolah Menengah Kejuruan. *Al-Mada: Jurnal Agama, Sosial, Dan Budaya*, 5(3), Article 3. <https://doi.org/10.31538/almada.v5i3.2659>
- Arif, M., Kartiko, A., Rusydi, I., Zamroni, M. A., & Hasan, M. S. (2024). The Existence of Madrasah Ibtidaiyah Based on Pesantren: Challenges and Opportunities in The Digital Era. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(4), Article 4. <https://doi.org/10.31538/munaddhomah.v5i4.1401>
- Bararah, I. (2020). Pengelolaan Sarana Dan Prasarana Pendidikan Dalam Meningkatkan Kualitas Pembelajaran. *Jurnal Mudarrusuna*, 10(2), 351–370. <https://doi.org/10.22373/jm.v10i2.7842>
- Committee. (2024). *Interview with the committee member of Muhammadiyah Elementary School Ponorogo*.

- Elizasri, Putra, J., & Fadriati. (2024). Manajemen Sarana Prasarana dalam Meningkatkan Akreditasi Madrasah Ibtidaiyah Negeri 2 Kota Sawalunto. *Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam*, 7(1), 184–192. <https://doi.org/10.58401/dirasah.v7i1.1066>
- Enes, U. O. R., Asha, L., & Wanto, D. (2024). Optimization of Facilities and Infrastructure Management in Improving the Quality of Learning at Madrasah Ibtidaiyah. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 3(2), Article 2. <https://doi.org/10.59373/kharisma.v3i2.54>
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1.38075>
- Fathurrahman, & Dewi, R. O. P. (2019). Manajemen Sarana dan Prasarana Pendidikan Dalam Mendukung Proses Belajar Siswa di SDN Puter 1 Kembangbahu Lamongan. *Reforma: Jurnal Pendidikan Dan Pembelajaran*, 8(1), 178–187. <https://doi.org/10.30736/rfma.v8i1.141>
- Fauziah, L., & Permana, H. (2022). Tata Kelola Manajemen Sarana dan Prasarana Dalam Meningkatkan Mutu Pendidikan di MI YAPINK 1 Bekasi. *Jurnal Pendidikan*, 10(2), 151–159. <https://doi.org/10.36232/pendidikan.v10i2.1993>
- Hasanah, M., Arafat, Y., Barni, M., Raya, A. T., & Aprilianto, A. (2024). Teachers' Strategies for Managing Disruptive Behavior in The Classroom During The Learning Process. *Nazhruna: Jurnal Pendidikan Islam*, 7(3), Article 3. <https://doi.org/10.31538/nzh.v7i3.7>
- Homeroom Teacher. (2024). *Interview with the Homeroom Teacher of Muhammadiyah Elementary School Ponorogo*.
- Ibrahim, I., Adi Prasetyo, Choirun Niswah, & Zulkipli, Z. (2022). Sarana Dan Prasarana Pendidikan Di Madrasah Ibtidaiyah. *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora*, 2(3), 170–181. <https://doi.org/10.55606/khatulistiwa.v2i3.578>
- Ikhwan, A. (2016). Manajemen Perencanaan Pendidikan Islam. *Jurnal Edukasi*, 4, 128–155.
- Ikhwan, A. (2018). Penerapan Manajemen Hubungan Sekolah dan Masyarakat dalam Perspektif Islam. *Al-Hayat: Journal of Islamic Education*, 2(1), 1–16.
- Ikhwan, A., & Qomariyah, S. N. (2022). Manajemen Sarana dan Prasarana di Era Disrupsi Sebagai Pendukung Proses Pembelajaran Pasca Pandemi Covid-19. *JIE (Journal of Islamic Education)*, 7(1), 100–114. <https://doi.org/10.52615/jie.v7i1.253>
- Infrastructure Teacher. (2024). *Interview with the teacher managing the infrastructure of Muhammadiyah Elementary School Ponorogo*.
- Inventory Teacher. (2024). *Interview with the teacher in charge of the inventory section of Muhammadiyah Elementary School Ponorogo*.
- Jannah, S. N., & Sontani, U. T. (2018). Sarana Dan Prasarana Pembelajaran Sebagai Faktor Determinan Terhadap Motivasi Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 3(1), 63–70. <https://doi.org/10.17509/jpm.v3i1.9457>
- Kaharuddin. (2021). Kualitatif Ciri dan Karakter Sebagai Metodologi. *Jurnal Pendidikan*, 9(1), 1–8. <https://doi.org/10.26618/equilibrium.v9i1.4489>
- Kemedikbud-ristek. (2023). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 22 Tahun 2023 tentang Standar Sarana dan Prasarana pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah*.
- Kuboni, S., & Mawila, D. (2024). 'This environment will change you': Risk factors faced by newly qualified teachers in special education needs schools for learners with physical disabilities. *Journal of Research in Special Educational Needs*. <https://doi.org/10.1111/1471-3802.12729>

- Kusnan, K., & Ilam, K. (2021). Pengelolaan Sarana dan Prasarana Pendidikan di Madrasah Tsanawiyah Nurut-Taqwa Manado. *Journal of Islamic Education Leadership*, 1(1), 10–24. <https://doi.org/10.30984/jmpi.v1i1.78>
- Lutfiyah, B., Fauzan, A., Junaidah, J., Masayu, S., Wuryan, S., & Anwar, M. S. (2023). Manajemen sarana prasarana pendidikan dalam meningkatkan kepuasan civitas akademik MI Roudlotul Huda Lampung Tengah. *Indonesian Journal of Educational Management and Leadership*, 1(1), 118–134. <https://doi.org/10.51214/ijemal.v1i1.543>
- Marie, H., & Aini, N. (2021). Analisis Manajemen Sarana Prasarana Efektif Meningkatkan Kreativitas Anak. *Jurnal Tunas Silwangi*, 7(1), 14–23. <https://doi.org/10.22460/ts.v7i1p%0p.2412>
- Mulyadi, T., Pranawukir, I., Sovianti, R., Fadil Mediwinata, A., Afif Alfiyanto, & Hidayati, F. (2022). Pelaksanaan Pemeliharaan Sarana dan Prasarana Pendidikan pada Madrasah Ibtidaiyah. *At-Tafkir*, 15(1), 98–117. <https://doi.org/10.32505/at.v15i1.4357>
- Muslimin, T. A., & Kartiko, A. (2020). Pengaruh Sarana dan Prasarana Terhadap Mutu Pendidikan di Madrasah Bertaraf Internasional Nurul Ummah Pacet Mojokerto. *Munaddhomab: Jurnal Manajemen Pendidikan Islam*, 1(2), Article 2. <https://doi.org/10.31538/munaddhomah.v1i2.30>
- Mustafa, F., Nguyen, H., & Gao, A. (2024). The challenges and solutions of technology integration in rural schools: A systematic literature review. *International Journal of Educational Research*, 126, 102380. <https://doi.org/10.1016/j.ijer.2024.102380>
- Mustakim, S., Isnaini, R., Mulyawan, A., & Fitria, F. (2023). Pengelolaan Sarana Dan Prasarana Pembelajaran Pendidikan Agama Islam. *Jurnal Ilmiah Pendidikan Citra Bakti*, 10(4), 928–939. <https://doi.org/10.38048/jipcb.v10i4.2240>
- Nurhuda, A., Fajri, M. Al, & Rahman, T. E. S. bin E. A. (2023). The Concept of Facilities and Infrastructure Management in Schools: A Literature Review. *IJECA (International Journal of Education and Curriculum Application)*, 6(3). <https://doi.org/10.31764/ijeca.v6i3.19655>
- Padlan, P., Nurmahmudah, F., & Nasaruddin, D. M. (2022). Manajemen Pemanfaatan dan Pemeliharaan Sarana dan Prasarana Pendidikan di SD Muhammadiyah Tanjung Redeb. *Jurnal Pendidikan Tambusai*, 6(2), 16319–16328. <https://doi.org/10.31004/jptam.v6i2.5065>
- Pamuji, Z. (2022). Pengelolaan Sarana Prasarana Dalam Proses Pembelajaran Di Madrasah Ibtidaiyah Untuk Mendukung Penanaman Karakter. *JMIE (Journal of Madrasah Ibtidaiyah Education)*, 6(2), 234–245. <https://doi.org/10.32934/jmie.v6i2.363>
- Principal. (2024). *Interview with the Principal of Muhammadiyah Elementary School Ponorogo*.
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 7911–7915. <https://doi.org/10.31004/jpdk.v4i6.9498>
- Purnomo, B., & Aulia, F. (2018). Pelaksanaan Pengelolaan Kelas Di Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 3(1), 73–91. <https://doi.org/10.22437/gentala.v3i1.6765>
- Pusparini, K. D. C., Suma, K., & Suswandi, I. (2020). Hubungan Motivasi Intrinsik, Persepsi Siswa, Motivasi Intrinsik dan Persepsi Siswa terhadap Pelajaran Fisika dan Prestasi Belajar Fisika Siswa Kelas X MIPA SMA. *Jurnal Pendidikan Fisika Undiksha*, 10(1), 12. <https://doi.org/10.23887/jjpf.v10i1.26719>
- Rizandi, H., Arrazi, M., Asmendri, & Sari, M. (2023). Pentingnya Manajemen Sarana dan Prasarana Dalam Meningkatkan Mutu Pendidikan. *Akademika: Jurnal Manajemen Pendidikan Islam*, 5(1), 59–66. <https://doi.org/10.51339/akademika.v5i1.745>

- Rocmania, Z. A. (2021). Perencanaan Manajemen Sarana Dan Prasarana Di Sekolah Dasar Islam. *Jurnal Mahasiswa Manajemen Pendidikan Islam*, 3(1), 133–150. <https://doi.org/10.32478/leadership.v3i1.882>
- Sutrisno, S., Hayati, H., Saputra, N., Arifin, S., & Kartiko, A. (2023). The Influence of The Head of Madrasah and Infrastructure Facilities on The Quality of Education Through Teacher Competence. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(2), Article 2. <https://doi.org/10.31538/tijie.v4i2.423>
- Teacher. (2024). *Wawancara dengan guru mata pelajaran Sekolah Dasar Muhammadiyah Ponorogo*.
- Torismayanti, T., Zohriah, A., & Muin, A. (2023). Implementasi Manajemen Sarana dan Prasarana Dalam Meningkatkan Mutu Pendidikan di MTs Negeri 1 Lebak. *Journal on Education*, 6(1), 7200–7213. <https://doi.org/10.31004/joe.v6i1.3962>
- Yahya, D., Rahman, K. A., & Mulyadi, M. (2023). Management Of Educational Facilities And Infrastructure: Literature Review On Educational Management: Manajemen Sarana dan Prasarana. *Indonesian Journal of Educational Development (IJED)*, 4(3), 380–387. <https://doi.org/10.59672/ijed.v4i3.3221>
- Yuliana, A. T. R. D., Nurita, F. W., Hafida, M., Ningsih, K., & Wahidah, L. N. (2023). Manajemen Sarana dan Prasarana Pendidikan Islam dalam Mendukung Proses Belajar Siswa. *Jurnal Pendidikan Tambusai*, 5(3), 6897–6905.