

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

STRATEGY OF THE MADRASAH PRINCIPAL IN IMPROVING FACILITIES AND INFRASTRUCTURE AT MADRASAH ALIYAH NEGERI 2 PARIGI

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Abstract

Educational facilities and infrastructure are among the key elements that promote the efficiency of the teaching and learning process in madrasahs. This study aims to examine the madrasah principal's strategies for enhancing facilities and infrastructure at MAN 2 Parigi, Mepanga District, Parigi Moutong Regency. This study employs a qualitative methodology with a descriptive research design. Data were gathered through observation, in-depth interviews, and documentation, while data analysis involved data reduction, data display, and drawing conclusions. The findings reveal that the principal's strategy for enhancing facilities and infrastructure involves planning facility requirements based on a priority scale, procuring facilities and infrastructure through government assistance, developing a Madrasah Activity and Budget Plan (RKAM), and conducting ongoing maintenance and supervision. In its execution, the principal involves several stakeholders, including the head of laboratories, the deputy principal for facilities and infrastructure, and administrative staff, to support efficient facility management. The findings also indicate that although certain facilities still require improvement, the overall infrastructure at MAN 2 Parigi is in adequate condition to support learning. Ultimately, the principal's strategy plays a crucial role in supporting facility administration and raising the standard of education in the madrasah.

Keywords: Principal Strategy; Educational Facilities and Infrastructure; Educational Management; Madrasah Leadership; Educational Facilities.

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INTRODUCTION

Education is paramount to generating high-quality human resources (Dowansiba, 2022). In this regard, the provision of adequate facilities and infrastructure is as critical as the quality of teaching staff and the educational process itself (Novita & Kale, 2024). Educational facilities and infrastructure play a vital role in supporting the learning environment and ensuring that the process runs successfully, efficiently, and in alignment with established educational goals (Akoso & Tjandra, 2025). Well-maintained educational facilities can enhance student enthusiasm, foster a comfortable learning atmosphere, and enable teachers to conduct learning activities as effectively as possible (Ilham, 2023).

While educational infrastructure refers to the supporting facilities that enable the educational process to take place, educational facilities encompass all types of equipment and supplies directly utilized in the learning process (Yahya & Rahman, 2023). A primary indicator of educational quality enhancement is the availability of adequate facilities and

infrastructure (Thibyan, 2023). To maximize the utility of these assets in supporting instructional activities, all educational institutions must manage them in a planned, methodical, and sustainable manner.

The madrasah principal serves as a key agent in initiatives aimed at upgrading the standards of educational facilities and infrastructure. Beyond acting as an administrator, the principal is responsible for organizing, planning, implementing, and evaluating various projects for facility improvement (Esmilinda, 2024). The effectiveness of infrastructure management in a madrasah heavily relies on the principal's capacity to formulate appropriate plans. This strategy is operationalized through planning facility requirements, procuring facilities and infrastructure, maintaining assets, and supervising the utilization of existing infrastructure (Suranto et al., 2022).

Numerous prior studies have underscored the critical role of principals in managing educational facilities and infrastructure. (Wulandari, et al., 2023) asserted that through the planning, procurement, management, and disposal of educational facilities, the principal functions as a manager, administrator, and leader in upgrading educational infrastructure. Concurrently, (Arifin, 2023) noted that efficient infrastructure management facilitates a successful learning process and helps students attain their full potential. Furthermore, (Zahirah, 2023) demonstrated that to foster better student achievement, the principal's strategy in developing facilities and infrastructure is executed through planning, purchasing, storing, maintaining, and rehabilitating educational facilities.

Although extensive research has investigated infrastructure management, most studies continue to focus on the role of school principals and facility management in general. There remains a noticeable gap in research that explicitly examines the strategies deployed by principals in enhancing facilities and infrastructure within Islamic senior high schools (*Madrasah Aliyah*), particularly in the Parigi Moutong Regency. While effective leadership and strategic management generally yield better services and accommodate learning needs, each educational institution possesses unique characteristics, local contexts, and specific infrastructure challenges that necessitate a more thorough investigation.

Consequently, this study was conducted to provide a comprehensive analysis of the strategies employed by the madrasah principal in organizing, procuring, maintaining, and supervising educational buildings and infrastructure at MAN 2 Parigi, Mepanga District, Parigi Moutong Regency. It is anticipated that these findings will advance research in educational management, specifically in the field of facilities and infrastructure administration, and assist educational institutions in upgrading the quality of their learning environments.

RESEARCH METHOD

This study employs a qualitative approach with a descriptive research design. It comprehensively investigates the madrasah principal's strategies for upgrading facilities and infrastructure at MAN 2 Parigi, located in Mepanga District, Parigi Moutong Regency.

The primary informant for this research is the madrasah principal, supported by the deputy principal for facilities and infrastructure as the secondary informant. A purposive sampling technique was applied to select these informants based on their direct roles and responsibilities in the planning, procurement, maintenance, and management of the madrasah's infrastructure.

Both primary and secondary data sources were utilized in this study. Primary data were gathered directly through interviews with the research informants, whereas

secondary data were obtained from relevant institutional documents, including inventory records, planning sheets, and activity logs concerning the administration of the madrasah's facilities and infrastructure.

Data collection techniques comprised observation, in-depth interviews, and documentation. Initial observations were conducted to gain an overview of the current condition of the facilities and infrastructure. Subsequently, in-depth interviews were held with the informants to explore the principal's specific strategies in infrastructure management. Relevant documentation, including administrative records, photographs, and archives, was also examined to corroborate and enrich the gathered data.

Data analysis followed an interactive model consisting of three distinct phases: data reduction, data display, and drawing conclusions. Data reduction involved selecting and simplifying data pertinent to the research objectives. The reduced data were then presented in a descriptive format to facilitate interpretation. The final step involved systematically drawing meaningful conclusions from the analyzed findings. To ensure data trustworthiness and validity, this study employed source and technique triangulation by cross-examining data obtained from observations, interviews, and documentation. This study employs a descriptive method combined with a qualitative approach.

RESEARCH RESULTS AND DISCUSSION

Research Results

This study was conducted at MAN 2 Parigi. The research data were obtained through observation, documentation, and interviews with the madrasah principal, the vice-principal for facilities and infrastructure, and teaching staff. The primary focus of this investigation is the strategies implemented by the madrasah principal in upgrading the institutional facilities and infrastructure.

MAN 2 Parigi is a state Islamic senior high school established in the 1980s. It has undergone several leadership transitions and is currently led by Ery Somantri, S.Pd., M.M. The institution is located on Sumber Agung Street, Mepanga District, Parigi Moutong Regency, Central Sulawesi.

The madrasah's vision is *"to cultivate an intellectual generation characterized by noble character, discipline, and environmental awareness"*. To realize this vision, the institutional mission encompasses improving academic and non-academic quality, shaping moral character, enhancing discipline, and developing student potential through extracurricular activities.

Tabel 1.1 : Student populations MAN 2 Parigi

Academic year	Grade X		Grade XI		Grade XII		Totally (Grade X+XI+XII)	
	Total students	Jlh rombel	Jlh siswa	Jlh Rom bel	Jlh Siswa	Jlh Rom bel	Total student	Total room class
2022/2023	98	4	113	4	136	6	347	14
2023/2024	100	5	94	4	109	5	303	14
2024/2025	103	5	96	5	132	5	331	15
2025/2026	105	4	100	5	147	5	352	14

MAN 2 Parigi employs approximately 53 teachers and educational personnel, the majority of whom hold a bachelor's degree (S1). In the 2025/2026 academic year, the total student enrollment was recorded at 352 students, distributed across three grade levels (Grades X, XI, and XII).

Tabel 1.2 : Facilities and infrastructure MAN 2 Parigi

No.	Type of infrastructure	Total rooms	Rooms in good conditions	Damage category		Requirements
				Moderate damage	Severe damage	
1.	Class room	14	14	3	-	-
2.	Lab	1	1	-	-	-
3.	Library	1	1	-	-	-
4.	Toilet	4	2	-	2	2
5.	Health unit school	1	1	-	-	-

In general, the madrasah's facilities and infrastructure are relatively adequate. The school features classrooms, a science laboratory, a language lab, a computer lab, a library, and various supporting study rooms. However, certain limitations persist, such as sub-optimal restroom facilities (WC) and several specialized supporting rooms that have not been fully optimized.

The informants for this study consisted of the principal of MAN 2 Parigi, the vice-principal for facilities and infrastructure, and teachers. These individuals were purposively selected due to their direct roles and active involvement in the management of the madrasah's facilities and infrastructure.

Discussion

The findings indicate that the planning of facilities and infrastructure at MAN 2 Parigi is conducted through collaborative meetings involving the madrasah principal, the vice-principal for facilities and infrastructure, and the faculty board to determine the institution's priority needs. This demonstrates that the principal implements a participatory management strategy in the planning phase. Such an approach aligns with contemporary principles of educational management, which emphasize collective decision-making to ensure that planned outcomes directly accommodate the actual needs of the institution. Furthermore, the vice-principal for facilities and infrastructure ensures that every facility requirement is systematically recorded and continuously adjusted to match current instructional conditions and learning demands.

The procurement of facilities and infrastructure is executed by capitalizing on government assistance programs through the official facility and infrastructure management application. Additionally, the madrasah actively mobilizes external resources to reinforce its internal institutional demands. The active involvement of various stakeholders, including laboratory heads and administrative staff, underscores a well-coordinated coordination mechanism throughout the procurement process.

In terms of maintenance, the madrasah implements a continuous maintenance strategy based on situational needs and a priority scale rather than relying on a strictly specialized schedule. The primary maintenance focus is directed toward the science, language, and computer laboratories. This focus reflects the madrasah's strategic commitment to preserving the functionality of the core facilities that most directly sustain student learning activities.

Based on empirical observations, no significant structural obstacles were found in the overall management of facilities and infrastructure. However, field observations highlight persistent limitations, particularly concerning student restroom facilities (WC) and several supporting rooms that are not yet fully optimal. This indicates that while current asset management is operating reasonably well, incremental development remains necessary to upgrade the quality of the learning environment. The madrasah principal maintains a strong commitment to ensuring that infrastructure development is carried out annually, with an emphasis on facilities that directly support instructional processes. This

continuous effort underscores a long-term institutional commitment to upgrading educational quality through sustainable facility improvement.

CONCLUSION

In conclusion, the madrasah principal's strategy for upgrading facilities and infrastructure at MAN 2 Parigi is executed through three main phases: planning, procurement, as well as maintenance and supervision. During the planning phase, the principal determines facility requirements based on a priority scale and institutional needs by utilizing various funding sources, particularly government assistance that is systematically aligned with the madrasah's activity and budget plans. In the maintenance and supervision phase, the principal involves multiple stakeholders, including the vice-principal for facilities and infrastructure, laboratory heads, and administrative personnel, to ensure that all institutional assets are utilized optimally.

The overall condition of facilities and infrastructure at MAN 2 Parigi is generally adequate to support the instructional process. Nevertheless, certain facilities still require further development to upgrade the quality of educational services. Therefore, the madrasah principal's strategies—which are executed in a planned, sustainable manner and through active stakeholder involvement—play a critical role in supporting infrastructure management and enhancing the overall quality of learning within the madrasah.

SUGGESTIONS/RECOMMENDATIONS

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