

The Management of Facilities and Infrastructures in Educational Institution

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ABSTRACT

Educational institutions own equipment and resources called facilities and infrastructure that facilitate the delivery of educational services. Infrastructure management is required for successful infrastructure. Inventory is one of the key components of infrastructure management. It involves several steps, including management, implementation, organization, recording, and registration of inventory items. The study employs a qualitative paradigm and literary analysis methods. Primary books and scholarly publications comprising 40 references are used as research sources. The findings indicated that maintaining infrastructure quality and quantity is a goal of the invention focus. Activities involving inventory are fundamentally a continuous process. Additionally, the inventory of educational institutions provides data on the number, quality, wealth, planning, acquisition, and removal of facilities and infrastructure, as well as data on data accountability. Activities related to inventory include tracking purchases and creating reports.

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ABSTRAK

Kata Kunci:

*Inventarisasi,
Manajemen Sarana
Prasarana,
Mutu Layanan.*

Sarana dan prasarana merupakan alat dan sumber daya yang dimiliki lembaga pendidikan sebagai penunjang proses layanan pendidikan. Manajemen sarana prasarana dibutuhkan agar sarana prasarana berfungsi secara efektif. Salah satu aspek penting dalam manajemen sarana prasarana adalah inventarisasi yang terdiri dari serangkaian tahapan yaitu kegiatan melaksanakan pengurusan, penyelenggaraan, pengaturan, pencatatan dan pendaftaran barang inventaris. Penelitian menggunakan paradigma kualitatif dengan teknik kepustakaan. Sumber penelitian antara lain buku primer dan jurnal penelitian yang berjumlah 40 buah referensi. Hasil penelitian menunjukkan perhatian terhadap inventarisasi bertujuan untuk menjaga kualitas dan kuantitas sarana dan prasarana. Esensi kegiatan inventarisasi adalah proses berkelanjutan. Selain itu, inventarisasi lembaga pendidikan sebagai informasi kualitas kuantitas, sebagai informasi aset kekayaan, sebagai informasi perencanaan, pengadaan dan penghapusan sarana dan prasarana, dan sebagai informasi akuntabilitas data. Kegiatan inventarisasi terdiri dari kegiatan pencatatan barang dan pembuatan pelaporan.

INTRODUCTION

School systems around the world are adopting more intellectually ambitious academic content in the hopes of improving their educational productivity ([Shirrell et al., 2019](#)). Education industry management at all three levels: elementary (SD/MI), secondary (SMP/MTS), and postsecondary (SMA/MA) ([Bandur, 2012](#)). Not only are HR (Human Resources) and SDA (Student Data Analysis) crucial for school management, but HR is also an essential ([Bröchner et al., 2019](#)). The success of implementing education is dependent not only on human resources but also on supplementary resources such as land, buildings, learning facilities, and other auxiliary facilities. On the other hand, there are schools that receive aid but lack the resources to properly care for it. ([Prasetyo et al., 2022](#); [Raharjo, 2013](#)).

The process of acquiring and utilizing components that directly or indirectly run the educational process to achieve educational goals efficiently and effectively is referred to as educational facility and infrastructure management. It is the responsibility of educational facilities and infrastructure management to organize and maintain educational facilities and infrastructure so that they contribute as much as possible to the educational process. Planning, purchasing, monitoring, inventory storage, disposal, use/utilization, and accountability are all part of this management activity ([Qomar, 2016](#)).

Facilities and infrastructure are these natural resources, and if it is not managed correctly, facilities and infrastructure will not provide any benefits. If there is a lack of originality and creativity in both the use of the facilities and the management of the infrastructure, the facilities and infrastructure will not be effective. An exposition of how educational facilities management needs to be redefined to accommodate contemporary approaches ([Finch, 2011](#)).

Without the facilities and infrastructure typical of schools and other educational institutions, it is impossible to have a successful educational process or high-quality education. The development of sustainable facilities management (FM) practices requires active and integrated engagement in the FM organization ([Støre-Valen & Buser, 2019](#)). The facilities and infrastructure of an institution have a significant impact on the efficacy of its educational activities. For example, schools and educational institutions in urban areas may already have WiFi and computer labs, allowing students to study computer technology directly ([Muhammad Ilham & Yuniarti, 2022](#)). In contrast, schools and educational institutions in rural areas may not have access to such facilities and may be unable to teach students how to use a computer. This is just one example of the importance of facilities and infrastructure to our society.

In accordance with Ministerial Regulation No. 28 of 1990, the head of an educational institution (principal/principal of madrasah) is accountable for maintaining and upkeep the institution's facilities and infrastructure. The leader of an educational organization is responsible for ensuring that the institution is managed effectively. Because the facilities and infrastructure of educational institutions are institutional assets that are very important in supporting the educational process and one of the causes of the success of educational programs, it is necessary for the conditions of the facilities and infrastructure to be as optimal and efficient as possible ([Indrawan, 2015](#)).

The following formalization references serve as the foundation for the inventory of educational facilities and infrastructure: (a) the instruction of the President of the Republic of Indonesia Number 3 of 1971, dated March 30, 1991; (b) the Decree of the Minister of Finance Number Kep-225/MK/V/41971, dated 13 April 1971; (c) the instruction of the Minister of Education and Culture Number 9 of 1971, dated 23 October 1971; and (d) the Instruction of the Minister of Education and Culture Number 4 .

Because inventory activities need to be carried out in an orderly and regular manner to achieve the goals of managing facilities and infrastructure in schools, it is imperative that inventory activities be based on applicable laws. The legal framework that serves as the foundation for these activities provides the legal protection and activity standards applicable to these activities ([Ochieng et al., 2020](#); [Rowland, 2013](#)).

The funding for educational infrastructure facilities comes either from the government or from the businesses that organize educational institutions themselves. This funding can come from activities such as making their own, purchasing, donating, and so on. This equipment should be inventoried so that the following information can be

understood at an executive level: quantity, type of goods, quality, manufacturing year, size, price, etc ([Pangestu & Hariri, 2022](#)). Facilities and infrastructure that are state-owned or originate from the government must maintain an inventory using one of several predetermined formats or record all inventory items in a separate book designated as an inventory class book.

An inventory of all the items comprising the facilities and infrastructure is one of the routine maintenance activities for the facilities and infrastructure; however, not all educational institutions conduct their inventory correctly. Examining the inventory information data associated with the existing goods reveals discrepancies between the data and the goods in the field. In a perfect world, inventory-related tasks would be performed continuously at least once every few years. This provides the context for the phenomenon of a sense of urgency regarding the inventory of facilities and infrastructure in educational institutions, as it would ensure that the facilities and infrastructure continue to maintain their desirable quality and usefulness.

METHODS

The research method used is known as a qualitative method, and its goal is to determine the level of importance placed on infrastructure management in educational institutions. This is accomplished by conducting literature or book reference research in the form of literature studies, which gather information from published works on inventories, facilities, and infrastructure. This data is compiled from published works in the field, such as books, notes, and journals.

RESULT AND DISCUSSION

Educational Institution Facilities and Infrastructure

According to Qomar, educational infrastructure refers to a facility that indirectly supports the teaching process. Courtyards, school gardens, and roads leading to schools are some examples of educational infrastructure ([Qomar, 2021](#)). Minarti defines educational facilities as equipment and supplies that are directly used for the educational process, particularly teaching and learning processes ([Minarti, 2011](#)). Examples of educational facilities are buildings, classrooms, tables, chairs, and learning materials. In addition, [Mukhtar](#) and [Maisaroh \(2013\)](#) define educational infrastructure as the fundamental school equipment that indirectly supports the field of education ([Mukhtar, 2021](#)).

Facilities and infrastructure are considered educational facilities because they facilitate students' learning and the operation of an educational institution. The term 'educational facilities' encompasses both mobile and immobile educational facilities. When it comes to the provision of facilities and infrastructure to support students' teaching and

learning in both academic and non-academic fields, educational institutions are considered to be "complete" when they provide the highest quality of education.

The Ministry of National Education conceptually differentiates Education Facilities and Educational Infrastructure. Educational facilities are defined as every set of equipment, materials, and furniture directly used in the educational process in schools. In contrast, educational infrastructure refers to every piece of basic equipment that indirectly supports the implementation of the educational process ([Joshi, 2021](#)).

In the meantime, [Mulyasa](#) defines educational facilities as "equipment and supplies that are directly used and support the educational process, particularly teaching and learning processes, such as buildings, classrooms, tables, chairs, and teaching tools and media." In other words, educational facilities consist of structures, classrooms, tables, chairs, teaching tools, and media. The educational infrastructure consists of gardens, school parks, and roads leading to schools. These facilities indirectly support education and the learning process, but their existence adds comfort to the field of education and the learning process ([Juniarni & Ali, 2022](#); [Mulyasa, 2011](#)).

Facilities and infrastructure encompass all the tools and resources that schools, and other educational institutions own. These tools and resources can support and facilitate the success of the teaching and learning process, as well as all activities conducted by educational institutions.

According to their function or role in implementing the teaching and learning process, educational facilities can be categorized into three categories ([Fullan & Watson, 2000](#)).

- (a) Tools used directly in the learning process, such as books, visual aids, writing instruments, and practical tools.
- (b) Teaching and learning aid in the form of actions or objects easily comprehended by students as they progress from the abstract to the concrete.
- (c) Learning media or educational facilities are used as aids in the teaching and learning process to increase the effectiveness and efficiency of achieving educational objectives. There are three different types of media: audio, visual, and audio-visual.

Educational facilities and infrastructure can be divided into two categories: utilized and unused facilities, as well as movable and immovable facilities. Described below are the two types of facilities.

(1) Consumable and inexhaustible

Educational facilities that are used up are all materials or tools that, if used, can run out in a relatively short amount of time, regardless of whether they are used up or not. This can be determined by observing whether they are depleted. Stationery, for example, or chemicals for the instructor and students to practice with. Wood, iron, and cardboard are examples of reshapable educational materials frequently used as classroom learning media. Durable educational facilities, on the other hand, are any materials or tools that can be used repeatedly over a long period of time and have the durability of goods in accordance with the level of care provided for them. Benches,

desks, computers, atlases, globes, and sporting goods are some examples ([Prasetyo & Sukatin, 2021](#)).

(2) Whether or not it moves when used

As educational facilities, goods are divided into two categories based on whether they are mobile when in use: first, movable educational facilities can be moved or relocated based on the user's requirements. Cabinets, school archives, school benches, and so on are examples of mobile educational facilities. Second, educational facilities that cannot be relocated include buildings and wells, which cannot be relocated or are extremely difficult to relocate. These facilities are not considered to be mobile ([Ellong, 2018](#)).

Inventory of Educational Institution Infrastructure

In principle, inventory studies are a part of educational infrastructure management. The management of educational facilities and infrastructure is acquiring and utilizing components that directly or indirectly run the educational process to fulfill educational goals efficiently and effectively. It is the responsibility of the management of educational facilities and infrastructure to organize and maintain educational facilities and infrastructure so that they contribute maximally to the educational process. This management activity involves planning, purchasing, monitoring, inventory storage, disposal, use/utilization, and accountability ([Indrawan, 2015](#)).

Inventorying is recording and compiling an inventory list of items belonging to agencies or work units regularly in an orderly manner in accordance with the applicable provisions and procedures. Inventorying is a process that is carried out in accordance with the applicable provisions and procedures (Tim Dosen UPI, 2007). Inventory is the activity of recording or registering goods in an orderly and regular manner for the purposes of this management and recording administrative instruments must be provided, including goods receipt books, goods purchase books, inventory master books, inventory books inventory class, non-inventory books, and goods stock book ([Roper & Payant, 2014](#)).

Furthermore, inventory is the process of recording and preparing a list of state properties in a methodical, orderly, and regular manner in accordance with the provisions of the applicable guidelines ([Daryanto & Farid, 2013](#)). The inventory is carried out in accordance with the provisions of the relevant guidelines. By using this inventory, the order will be created, financial savings will be made, and supervision and maintenance will be made more accessible.

The inventory of educational facilities and infrastructure is a set of activities that entails the implementation, regulation, and recording or registration of goods belonging to educational institutions into a provided inventory book. The goods, both movable and immovable, are recorded in an orderly and regular manner in accordance with applicable

regulations, making it easier to obtain information about the goods in the institution and achieve educational goals.

Inventory management can begin with recording the year of manufacture, size, price, and so on, with an inventory of goods in an institution or institution can increase the effectiveness of managing these goods, while also saving state funds in the process. Inventory management can begin by recording the year of manufacture, size, and price.

It is important to note that not all items associated with facilities and infrastructure are inventory items. Inventory and non-inventory items are the two types of infrastructure and facilities found in educational institutions. Both groups have advantages and disadvantages. The term inventory items refers to any furniture or other piece of equipment that can be used repeatedly over a reasonable period. Examples of inventory items include tables, benches, blackboards, school library books, and other furniture. Consumable items like chalk, paper, and writing machine tape, as well as items whose status is unknown, are the only things that are not considered inventories.

Guiding Principles, Primary Goals, and Operational Procedures for Conducting an Educational Facilities and Infrastructure Inventory

There are principles that can be considered in an inventory. The following principles should be followed when conducting an inventory of educational facilities and infrastructure (1) Properly storing tools, materials, and equipment; (2) practical and effective storage locations; (3) paying attention to the provisions of the condition of the goods; and 4) continuous. There are also principles that can be considered in an inventory ([Hood, 1987](#); [Murniati & Siregar, 2022](#)).

All materials, tools, and equipment must be stored safely and securely when conducting an inventory. This ensures that the goods are not easily damaged, and quality is maintained. A practical and effective storage location is easily accessible for storing and removing goods or tools. A practical and effective storage location is easily accessible for both storing and removing goods or tools. It can add aesthetic value to the beauty of the layout of the tools and goods, which can be an essential consideration for some people, in addition to simplifying the process of being effective and practical.

Storage of tools and goods in inventory according to the provisions of the condition of the items that the old inventory must be used first to ensure that there is no risk of the tools or goods getting damaged or spoilt as a result of being stored for an excessively long time period. There is the condition of the tools and commodities being of a large or small size, which necessitates that storage be carefully organized so as not to impede passing activities or detract from the aesthetics of the inventory space .

Inventory must be performed regularly, specifically periodically, in order to determine which resources or items have been depleted or are no longer usable, as well as which resources should be planned for procurement and which resources must be written off in the inventory because they are no longer suitable for use, now or in the future. In

order to determine which resources should be planned for procurement and which resources must be written off, it is also necessary to determine which resources should be planned for procurement and which resources must be written off. There are no gaps in the inventory process.

The basic idea behind a goods inventory is that the items in the inventory can be stored in locations that are not only risk-free and free of elements that can cause damage, but also provide convenient access to the items when needed. This inventory is performed regularly to ensure that the utilization of the inventoried facilities and infrastructure will continue for an extended period of time after the inventory is completed. Applying these principles helps ensure that the existing facilities and infrastructure are kept in good condition, contributing significantly to the project's success.

Implementation of Educational Facilities and Infrastructure Inventory

Conducting an inventory of educational facilities and infrastructure, according to Bafadal Ibrahim, entails two activities: first, recording educational equipment, and second, creating item codes for the recorded items ([Ibrahim, 2013](#)). The recording of the equipment, specifically suggestions for what is required or what is required by the establishment at this time, creating a code for the goods and writing them down in the equipment inventory book during this time. Pay close attention to the goods that are labeled as inventory items. A tag stored within the item code indicates the item's ownership. The code is written in a location on the product where it can be easily seen and read. The goal is to make it easier for everyone involved to reacquaint themselves with all of the equipment, both in terms of who owns it and who is in charge of it, as well as the type and class of equipment.

Educational institutions are required to conduct a regular inventory of their facilities and infrastructure. The following activities must be included in any inventory of educational facilities and infrastructure ([Gunawan, 2011](#)):

- (1) Keeping track of all inventory items in the Inventory Master Book and its subsidiary book, the Inventory Class Book.
- (2) Provide coding for the inventory items.
- (3) Every three months, you must submit a report on the movement of goods.
- (4) Design a table of contents and inventory format.
- (5) Create a list that summarizes the events of the previous year.

Based on the description, it is possible to understand what needs to be done to carry out the inventory of educational facilities and infrastructure, which includes recording all of these items in an inventory book, assigning codes to items to make it easier to re-identify items, and reporting on mutations of items that currently exist in the educational institution. Make a list of the various inventory formats and items that need to be

recapitulated. If all of these implementations are completed correctly, the inventory activities will run smoothly in accordance with the current regulations.

Recording educational equipment is the first step in inventorying educational facilities and infrastructure. With this recording, it is easier to obtain information about the items that will be required or sufficient for the institution's needs. The creation of item codes is the second step in the process of inventorying educational facilities and infrastructure. These codes make it easier to identify various types of goods, both in terms of ownership and the person in charge, as well as type and quantity.

The factors contributing to the Educational Facilities and Infrastructure Inventory are explained below.

- (a) As technology advances, inventory management can now use computers equipped with either online or offline applications to serve as a location for inventory recording. This allows for advancements in inventory management and reporting systems, making them simpler, more efficient, and more accurate for educational institutions to account for.
- (b) "Good supervision of educational facilities and infrastructure in institutions" refers to an effort made by institutions to maintain or maintain, and make the best possible use of, inventory of facilities and infrastructure for the success of the process of achieving institutional goals.

Inventory management can use computer technology to support inventory activities in institutions. Furthermore, effective supervision from inventory management staff can help to ensure that inventory activities are carried out in accordance with applicable regulations. Factors that affect the implementation of the inventory of educational facilities and infrastructure: (1) the quality and quantity of human resources; (2) the allocated budget is very minimal; and (3) control and supervision are not strictly implemented when errors and negligence in implementation occur ([Ochieng et al., 2020](#); [Rowland, 2013](#)).

Because of a lack of human resources, a lack of competency in understanding the optimal recording of goods in an institution, and the fact that there are only a limited number of human resources available, there is a shortage of personnel in inventory activities. These are the obstacles to inventorying activities. The lack of sanctions against goods management in the event of errors or mistakes, combined with insufficient funding, can make it difficult for institutions to purchase the supplies they need.

The Urgency of Inventory Management of School facilities and infrastructure

The process of conducting an inventory of educational equipment is done to establish order in the administration of goods, to ease the burden of maintenance, and to strengthen supervision. As a result, the process of planning equipment for good educational institutions is always based on inventory data, the goal of which is to provide information in the context of distribution, maintenance, supervision, and removal of educational

equipment ([Ibrahim Bafadal: 2016](#)). A facility and infrastructure inventory provides several advantages, including the following:

- (a) the availability of data and information that can be used to determine and plan for the need for facilities and infrastructure goods.
- (b) Providing data and information that can be used as material or guidelines in the direction of directing facility and infrastructure procurement.
- (c) Providing data and information that can be used as material or guidelines in the distribution of goods that institutions require.
- (d) Providing data and information to facilitate infrastructure and facility supervision and control. Furthermore, as stated in the online article on Procurement (<https://www.pengadaan.web.id/2021/01/inventaris-jadi.html>), the following are some of the benefits of conducting a facility and infrastructure inventory.

Tabel 1: Inventory Purpose and Benefit

Inventory Purpose	<ol style="list-style-type: none"> (1) Goods administration order is created (2) Financial savings (3) Facilitate the maintenance and supervision of goods (4) Provide data information for planning
Inventory benefits	<ol style="list-style-type: none"> (1) Record and collect data on assets controlled by organizational units/departments. (2) Prepare and provide materials for accountability reports on the control and management of organizational/state assets. (3) Prepare and provide reference materials for the supervision of organizational or state assets. (4) Provide information on organizational/state assets controlled by the department as material for planning needs, procurement, and management of departmental equipment. (5) Provide information about assets controlled by the department to support the planning and execution of departmental tasks.

It is possible to conclude that inventorying facilities and infrastructure is critical to maintain the quality and quantity of facilities and infrastructure that will aid educational institutions' activities or processes. Among these activities or processes are the following:

- (1) As information on the quality and quantity of the institution's facilities and infrastructure.
- (2) To provide information about institutions' facilities and infrastructure, as well as their advantages and disadvantages in this regard.
- (3) In the form of data pertaining to the institution's assets
- (4) As information on infrastructure and facility planning, procurement, and elimination.
- (5) An inventory indicates which facilities and infrastructure should be used first and which should be avoided at all costs. This data is information on the efficiency with which the facilities and infrastructure are used.

- (6) As data on the accountability of facilities and infrastructure, to facilitate supervision. This is done to make supervision easier ([Vanderlinde et al., 2012](#)).

An inventory can provide information on strengths and weaknesses in terms of facilities and infrastructure so that institutions can plan activities according to the facilities and infrastructure they have, avoiding institutional activities that must use facilities that are not owned or the anticipation of using other alternative facilities to make institutional activities successful according to what is required. This is made possible because institutions can plan activities according to the facilities and infrastructure they have when they plan activities according to the facilities and infrastructure they have. held by the organization as its property. According to Novita, having adequate facilities and infrastructure is the most crucial factor in determining the success of an educational institution ([Novita, 2017](#)). In an environment where educational facilities are beneficial in all areas of knowledge, parents can ensure that their children receive appropriate education and training.

To be able to report to other highest institutions, information on assets is very important. Institutional assets that are not properly recorded make it very easy for fraud between managers of the institution through the misuse of expropriation of ownership of goods. Because the identity of the goods inventory is unclear, it will be simple to lose assets before they are used. Because of this, other people may take over the facilities and infrastructure because of this. The inventory provides information about which facilities and infrastructure must be used first, which are not a form of effective use of facilities and infrastructure, and how to avoid wasting goods and causing damage to them in the process of using them. The Web-Based School Goods Inventory System in school also can make educational infrastructure management easier to manage the digital inventory systems ([Fathurahman, 2022](#)).

Facilities and infrastructure must be supervised to prevent misuse; consequently, there must be accountability for collecting data pertaining to facilities and infrastructure to make supervision easier. Additionally, this development will directly impact the data transfer of the goods owned by the institution. According to Annisa findings that the existence of an inventory system of facilities and infrastructure at the Mulawarman University, can simplify and speed up the Administration and Laboratories in carrying out an inventory of goods ([Annisa et al., 2017](#)).

One aspect of managing educational equipment at school is keeping track of all the equipment owned by the school. An inventory of educational equipment is the process of recording all the equipment. This activity is ongoing. Inventory is defined as the systematic, orderly, orderly recording and compilation of lists of state property based on applicable provisions or guidelines ([Hood, 1987](#)). The inventory of educational infrastructure is a continuous process of recording all infrastructure that is the property of the state. According to the Minister of Finance of the Republic of Indonesia's state property

consists of all goods originating or purchased with funds sourced, in whole or in part, from the State Revenue and Expenditure Budget or other funds whose goods are under government control, both central, provincial, and autonomous regions, both inside and outside the country. The legal basis for the inventory of school supplies, namely

- (1) Instruction of the President of the Republic of Indonesia Number 3 of 1971, dated March 30, 1991
- (2) Decree of the Minister of Finance Number Kep. 225/MK/V/4/197, dated 13 April 1971 (3) Instruction of the Minister of Education and Culture Number 9 of 1971, dated October 23, 1971
- (3) Instruction of the Minister of Education and Culture Number 4/M/1980, dated 24 May 1980

How to Take an Inventory of School Facilities

According to Circular No. 20/MPK/1979 issued by the Minister of Education and Culture of the Republic of Indonesia on January 16, 1979, the principal is responsible for managing goods in elementary schools. However, in his capacity as an administrator, the principal may appoint members of his staff or teachers to carry out these responsibilities and duties daily ([Stoop & Johnson, 1969](#)). The activities associated with the inventory of educational equipment are divided into two categories: those related to the recording and coding equipment items and those related to the reporting of inventory results. The following is dissected into its parts.

Items in inventory and items not in inventory must be recorded in the acceptance book when the school receives them. After that, the unique items of special inventory are entered into the inventory master book and the inventory group book. In the meantime, entries for non-inventory items are made in the ledger for non-inventory items and stock cards. Making the code of goods is done by recording the ownership code; code for each type of educational goods or equipment; location code.

Technically, an inventory of educational infrastructure is conducted using the following strategies (a) Improving customer service; (b) encouraging openness and responsibility; (c) lowering business costs; (d) ensuring appropriate decisions are made; (e) ensuring assets are protected; and (f) providing a foundation for determining an organization's assets.

To ensure that educational institutions can meet their objectives, the process of the activities that take place within these institutions necessitates that the facilities and infrastructure of these institutions be modified on an annual basis to correspond with the planning of ongoing activities. It is necessary to engage in activities such as planning, purchasing, and demolition of infrastructure and facilities before an organization can achieve an appropriate efficiency level with the space it possesses or the land it owns.

Activities in planning are being carried out to speed up the institutional planning process to meet the demand for additional facilities ([Sinta, 2019](#)).

This procurement was modified to accommodate the necessary planning to fulfill facilities and infrastructure requirements. Then there is the elimination or destruction of facilities and infrastructure so that items related to unused facilities do not simply fill the room. This will result in a reduction in the total area of space or land owned by the institution. Huda shows that analyzing inventory and writing off facilities and infrastructure is a recording of all assets owned by the school and monitored and controlled in detail so that it makes it easier for needs such as reporting school facilities and infrastructure by recording facilities and infrastructure into the inventory book and creating inventory reports ([Fauzan, 2018](#); [Huda, 2020](#)).

The Effectiveness of Educational Infrastructure Management

It is very important to have information on the quality and quantity of facilities and infrastructure in an educational institution so that it can be utilized in any educational planning, such as one example of laboratory facilities such as a computer. This information can be utilized in any educational setting. and in accordance with the times in its use, you can imagine having a computer laboratory with a computer capacity that is still of the old type in its operation. Of course, it is very incompatible with the use of computers today with new applications when forced to use it, and it will be very irrelevant for example, applications on computers if you are still using old applications, of course, the operation is different from computer applications which are updated every year by different companies.

The next thing that needs to be taken into consideration is the quantity of computers in comparison to the number of people who use computers at the organization ([Gore & Rosser, 2022](#); [Vanderlinde et al., 2012](#)). If it is extremely low, there will, of course, be a decrease in the performance of at least one of the institution's workers; on the other hand, if there is an excessive number of people using the computer, there will undoubtedly be a waste, to the point where it will appear as though it is wasting goods, which, in the end, are only these facilities that will not be used and will eventually be damaged and wasted.

Educational facilities also include facilities and infrastructure, which can be broken down into four categories: land, buildings, equipment, and equipment for educational institutions. Sustainable school buildings hold much promise to reduce operating costs, improving occupant well-being, and, ultimately, teacher and student performance ([Magzamen et al., 2017](#)). All these buildings have the potential to offer significant benefits to the process of providing educational services, and they need to have proper management. Facilities and infrastructure management includes: (1) procurement planning, (2) procurement implementation, (3) inventory, (4) storage, (5) arrangement, (6) use, (7) maintenance, and (8) deletion ([Elpina et al., 2021](#); [Shirrell et al., 2019](#)).

Barnawi disclosed the activities involved in managing facilities and infrastructure, which are as follows: first, planning to determine what will be required at the school in the future; second, procurement of facilities and infrastructure in accordance with what was originally planned; and third, arrangements, including inventory, storage, and maintenance (Barnawi & Arifin, 2012). Fourth, the utilization of educational facilities and infrastructure to support an effective and efficient educational process; fifth, the decommissioning of educational facilities and infrastructure from the inventory list.

CONCLUSION

Facilities and infrastructure are the tools that support the process of activities in educational institutions, allowing them to run smoothly and successfully. An inventory of facilities and infrastructure aims to obtain the necessary information and data, as well as to serve as a reference for procuring the necessary goods and facilitating the management of goods within the institution. These objectives can be met through the collection of information and data. The critical need for an inventory of institutional assets, including information on the quality and quantity of facilities and infrastructure owned by institutions, information on institutional assets, information on effective planning, procurement, and removal of facilities and infrastructure, and information on accountability for data on facilities and infrastructure. However, to carry out this inventory, they must be willing to implement it. Furthermore, educational institutions must have sufficient funds and high-quality human resources to carry out the inventory.

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