

## Management of School Facilities and Infrastructure as a Support for Extracurricular Activities at Junior High School 30 Semarang

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**Abstract:** Schools have the function of providing guidance and development of all the potential of students, both in the form of physical, intellectual and moral potential. Therefore, schools provide physical and non-physical facilities, especially extracurricular activities. This study aims to analyze the management process of educational facilities and infrastructure in optimizing extracurricular activities. This research is a qualitative study with data collection techniques by means of observation, interviews, and documentation. Data analysis was carried out by data reduction, data discussion, and conclusion drawing. The results of the study concluded that the management of facilities and infrastructure at Junior High School 30 Semarang includes planning, procurement, use, inventory, maintenance, and elimination. The process begins with planning needs, followed by procurement through an online shopping system according to Ministry of Education and Culture regulations. The use of facilities and infrastructure is supervised by the deputy head of facilities and infrastructure. Inventory is conducted regularly to reduce the risk of loss, while maintenance involves extracurricular parties in maintaining the condition of the facilities. Items that are not suitable will be removed according to the procedure. Supporting factors include the support of the school community, while inhibiting factors include teachers' workload and limited funds.

**Keywords:** Management facilities and infrastructure; School; Extracurricular

### INTRODUCTION

As Indonesia progresses, it certainly requires an increasingly advanced education system. With the advancements of the global era, education becomes even more crucial. Many countries prioritize education as a fundamental aspect of national development. Similarly, Indonesia places a high level of importance on education as a key priority (Sebayang & Rajagukguk, 2019).

Education is one of the important aspects of human life and cannot be separated from it (Novita & Rusdi, 2021). Education is a conscious and planned effort aimed at providing guidance or assistance to develop the physical and spiritual potential of students, which is given by a teacher to help students achieve specific goals so that they can perform their tasks independently (Hidayat & Abdillah, 2019). In simple terms, education can be understood as a human effort aimed at fostering and developing both physical and spiritual

potentials in accordance with societal values and cultural norms (Rahman et al., 2022).

Education certainly has a very important purpose. This educational purpose has specific goals to be achieved. With education, these goals can be attained. Naturally, achieving these goals requires various supporting factors. One of the supporting factors that can help achieve educational objectives is well-managed and efficient educational facilities and infrastructure. These facilities and infrastructure are essential requirements for any educational institution. Indeed, having proper educational facilities and infrastructure greatly supports and facilitates the educational process.

Schools serve the function of providing guidance and development for all the potential possessed by individuals, particularly in developing the physical, intellectual, and moral potential of students. It is not only teachers and students who contribute to the learning process at school; there are also other factors that help achieve the goals of education (Novita, 2017). One such factor that aids in the learning process is the availability of educational facilities and infrastructure.

Facilities refer to anything that can be used to achieve a specific goal (Sopian, 2019). Ibrahim Bafadal (2003) explains that educational facilities are all the equipment used directly in the educational process. According to Wahyuningrum (2004), educational facilities are any resources necessary for the learning process, including both movable and immovable items, all of which aim to achieve educational objectives (Habibah & Afriansyah, 2019).

Infrastructure refers to tools that are not used directly but support the achievement of a goal. Ibrahim Bafadal (2003) also explains that educational infrastructure consists of all basic equipment that supports the implementation of education in a school, even though it supports indirectly (Sopian, 2019). From the above description, it can be concluded that educational facilities and infrastructure encompass all resources, both direct and indirect, used in the learning process with the aim of achieving the predetermined educational objectives.

Schools really need an organized and directed education, so good management is needed (Muslimin & Kartiko, 2020). The activity of managing facilities and infrastructure is called facilities and infrastructure management. Etymologically, management means leadership of a group to achieve a common goal. Terminologically, management is the science of organizing the use of human resources and other resources in an effective and efficient manner to achieve specific objectives (Machali & Hamid, 2017). According to Stoner, management is a process involving planning, organizing, directing, and

controlling the activities of organizational members as well as utilizing other organizational resources to achieve the organization's goals (Erma Widiana, 2020).

In this context, we refer to the management of educational facilities and infrastructure. Educational facilities and infrastructure management involves organizing the facilities and infrastructure within an educational setting to ensure that educational goals can be achieved. This management process encompasses the planning, procurement, utilization, and oversight of facilities and infrastructure, with the aim of achieving the educational objectives as specified (Rahayu, 2019). Bafadal (2008) explains that a simple definition of educational facilities and infrastructure management is a collaborative process aimed at the effective and efficient use of all educational resources (Suranto et al., 2022).

There are principles of facilities and infrastructure management as explained by Ellong (2018), which include the principles of goal achievement, efficiency, administration, clarity of responsibility, and cohesiveness. The principle of goal achievement ensures that educational facilities and infrastructure are ready for use when needed, with the aim of supporting the learning process at schools. The principle of efficiency means that the procurement of educational facilities and infrastructure must involve careful and accurate planning, which serves as a basis for acquiring these resources and ensuring their proper maintenance to prevent damage. The administrative principle requires that the management of educational facilities and infrastructure adhere to established authorities, such as laws, technical guidelines, instructions, and regulations. The principle of clarity of responsibility involves selecting members of the school community who are capable of responsibly managing the facilities and infrastructure. The principle of cohesiveness requires that the implementation of facilities and infrastructure management involves collaboration among all parties involved (Suranto et al., 2022).

Silaban (2016) explains that the management of educational facilities is certainly one of the drivers of students to carry out learning activities well (Badrudin et al., 2021). The education and learning process will not be able to run well if it is not balanced with educational facilities that support it well (Sabudu et al., 2021). Ellong (2018) explains that there are several management processes for facilities and infrastructure to ensure that these processes run effectively and efficiently. These processes include planning, procurement, utilization, inventory management, maintenance, and disposal (Suranto et al., 2022).

Planning is the first process carried out in managing facilities and infrastructure. Rohiyatun (2019) explains that planning activities are conducted to meet the needs of the school, including the replacement of facilities and infrastructure that are damaged, lost, or otherwise require replacement. These reasons must be justifiable (Suranto et al., 2022).

Procurement is the subsequent process following planning. This procurement process is carried out to realize the plans made in the previous stage. Boko (2020) explains that the government often provides assistance for educational facilities and infrastructure to schools, but such assistance is limited and not always available. This situation requires schools to continue striving to procure resources through alternative means (Suranto et al., 2022).

Utilization is the process of operating facilities and infrastructure to support the implementation of the educational process. Fajartriani & Karsiwan (2021) explain that the school principal is responsible for the use of these facilities and infrastructure. However, the principal can delegate this responsibility to a deputy principal who handles facilities and infrastructure matters (Suranto et al., 2022).

Inventory management must be carried out in an orderly and systematic manner. Ellong (2018) explains that this process is mandatory because it is regulated by the government, and schools must be able to account for it to the government (Suranto et al., 2022).

Maintenance is a process that is just as important as the others. This maintenance process is carried out to ensure that the facilities and infrastructure at the school continually support educational activities. Maintenance also aims to prevent the facilities and infrastructure from becoming non-functional (Suranto et al., 2022).

Disposal is the process of removing facilities and infrastructure from responsibility, and this process also requires justifiable reasons. Ellong (2018) explains that disposal is typically carried out at the beginning of the academic year. Disposal includes items that meet certain criteria, such as books that are damaged or no longer aligned with the current curriculum, items that cannot be repaired, items that require significant repair costs, and others. These criteria must be justifiable to ensure the items can be disposed of properly (Suranto et al., 2022).

To ensure that education within an institution aligns with national educational objectives, one aspect is the extracurricular curriculum. According to the Indonesian Minister of Education and Culture Regulation No. 62 of 2014, Article 2, regarding extracurricular activities in primary and secondary

education, these activities are organized to develop students' potential, talents, interests, abilities, personality, teamwork, and independence optimally, in support of achieving national educational goals (Permendikbud, 2014). Extracurricular activities are development activities conducted outside the classroom, aimed at shaping students' personalities and character. These activities relate to aspects of spirituality, intellect, rationality, and emotions within the students (Neliwati et al., 2024).

Extracurricular activities are activities conducted outside of regular class hours, aimed at developing students' potential. This development pertains to both the knowledge they possess and their inherent talents (Ubaidah, 2014). Extracurricular activities are activities that are carried out outside of learning hours, these activities are carried out at school or outside school, the purpose of this activity is to add and broaden the knowledge insights and abilities that he already has, of course, from various fields of study that he is interested in (Yulyanti et al., 2022). The implementation of extracurricular activities under the guidance of the school, this aims to refer to the self-development of these students (Shilviana & Hamami, 2020). Extracurricular activities must certainly be programmed as well as possible so that they can be conducive in their implementation (Khairiansyah & Wahab, 2019). Suwardi and Daryanto (2017) explain that extracurricular activities at schools have both general and specific objectives. The general purpose of these activities is to support the achievement of school goals, contributing to the effort to shape Indonesians based on the principles of Pancasila in their entirety. The specific objectives of these activities include the development of skills, perseverance, independence, discipline, and hard work through participation in such activities (Subarkah et al., 2023).

In an educational institution, the quality of extracurricular activities is an indicator of the overall quality of education in it. This extracurricular activity is like a brand image for the school, so that it can increase interest in prospective students. Facilities and infrastructure management also plays a crucial role in supporting these extracurricular activities, such as procuring the necessary items for their implementation. Facilities and infrastructure that are not suitable for supporting extracurricular activities can become obstacles to the successful execution of these activities.

In the journal titled "The Impact of Facilities and Infrastructure as Well as School Support on the Implementation of Extracurricular Activities," researched by Fahrud, Jenisa, Renata, and Yessi, it is concluded that extracurricular activities can be effective when the school, as the provider of education, offers sufficient support for their implementation. To ensure that extracurricular activities align with their objectives, the school must provide adequate facilities and infrastructure. This is because the support from the

school and adequate facilities significantly impact the execution of these activities (Alfiyana et al., 2024). Therefore, effective management of facilities and infrastructure is crucial to support the extracurricular activities at schools.

The main problem in this journal is how the role and management of school facilities and infrastructure can affect the success of extracurricular activities. This study analyzes the optimization of facilities available at Junior High School 30 Semarang in extracurricular activities and assesses the effectiveness of management of educational facilities and infrastructure in planning, procurement, use, inventory, maintenance and elimination. In addition, this study also identifies various supporters and obstacles in the management of facilities and infrastructure at Junior High School 30 Semarang. This will certainly affect extracurricular activities. Thus, this study aims to provide recommendations that can improve the management of facilities and infrastructure, so as to increase support for extracurricular activities and have a positive impact on the overall quality of education. Moreover, extracurricular activities have a major contribution to school achievement and integrity. Therefore, the researcher wanted to examine “Facilities and Infrastructure Management as a Support for Extracurricular Activities at Junior High School 30 Semarang”.

## **RESEARCH METHODOLOGY**

This study used qualitative data collection techniques using observation, interview, and documentation methods. Data collection techniques using the observation method were carried out by researchers by directly observing extracurricular activities and management of facilities and infrastructure at Junior High School 30 Semarang. The data collection technique using the interview method was carried out by the researcher by interviewing the resource person in charge of the extracurricular section, in this study the resource person was the Deputy Principal for Facilities and Infrastructure. Data collection techniques using the documentation method were carried out by looking at documents related to extracurricular facilities and infrastructure. This qualitative methodology will produce descriptive data in the form of written words. The author chose the qualitative method because it is in accordance with what was researched. The data observed is not in the form of numbers, but rather a description of an activity by means of observation, interviews and documentation. According to Creswell, (2009) qualitative research is an investigative process to solve a social problem based on thoroughly extracting data in the form of sentences or words, describing the responses given by informants in detail and in accordance with the natural context (Agustianti et al., 2022). Data analysis techniques carried out by researchers are data reduction,

data discussion, and conclusion drawing. In accordance with the explanation of Miles and Huberman that in data analysis there are three types of activities, namely data reduction, data discussion, and conclusion drawing (Fadli, 2021).

## RESULTS AND DISCUSSION

### RESULTS

#### Variety of Extracurricular Activities at Junior High School 30 Semarang

After researchers conducted research at Junior High School 30 Semarang, researchers found that there were several extracurricular activities at Junior High School 30 Semarang. Extracurriculars there are divided into two, namely mandatory extracurriculars and optional extracurriculars.

Mandatory extracurriculars are extracurriculars that must be followed by grades 7 and 8 of Junior High School 30 Semarang, for grade 9 it is not required because they will carry out the exam. Mandatory extracurriculars consist of scout extracurriculars and reading and writing the Qur'an (BTA). Scout extracurriculars are held on Friday every week. While BTA extracurricular is held on Monday every week.

Optional extracurriculars are extracurriculars that can be chosen by students according to their talents and interests. Optional extracurriculars are not required, only for students who want them. There are many extracurricular options that can be chosen by students, including the Youth Red Cross / *Palang Merah Remaja*, Futsal, Gabsimo or Pencak Silat, Classical and Modern Dance, Volly, Karate, Pasbar, and Bridge.

*Palang Merah Remaja (PMR)* is a school organization that serves as a forum for the guidance and development of teenage members. Routine training is always held on Tuesdays and usually starts at 15.30. In this routine training, the coach provides material that supports *PMR* activities such as First Aid, Family Care, Peer Youth Education, Disaster Preparedness and many others. In addition to the material, the *Palang Merah Remaja* coach also holds exciting games so that *PMR* members are not bored with the material. *Palang Merah Remaja* Junior High School 30 Semarang also often wins several competitions.

Futsal is one of the derivative sports of soccer but with fewer players and a smaller field area. Routine training is held every Tuesday starting at 15.30 - 17.00 for the coach, namely extracurricular futsal Mr. Dimas. Futsal extracurricular activities are held with the aim of providing a place for Junior High School 30 students to channel their hobbies and present the traits of sportsmanship.

Gabsimo or Pencak Silat is a game or skill in self-defense with the skill of parrying attacking and defending yourself using or without weapons. Regular training is held on Wednesdays at 15.30-17.00 for the coach himself, Mr. Kamto. This extracurricular activity is a forum for Junior High School 30 students who just want to get to know and who already have abilities in pencak silat martial arts, so that students can develop and express themselves through pencak silat martial arts.

Classical dance is a traditional dance that was born in the palace environment, while Modern Dance can be interpreted as a form of dance with more expressive movements and can become a work. Regular training is held every Thursday starting at 15.30-17.00. This extracurricular activity provides a forum to deepen knowledge and insight for Junior High School 30 students about dance, both classical and modern dance.

Volly is a team game to hit the ball towards the opponent's field to get points, this volleyball game uses hands by bouncing. This volleyball extracurricular is a forum for channeling talents and interests as well as hobbies of Junior High School 30 students in the field of sports. Regular training is held every Monday starting at 15.30-17.00.

Karate is one of the branches of martial arts with bare hands or without weapons. Karate extracurricular activities are a place to channel hobbies and develop the interests and talents of Junior High School 30 Semarang students, especially in the field of martial arts. Regular training is held every Thursday starting at 15.30-17.00.

Pasbar or troop pengibar is the same as paskibra, paskibra is an extracurricular activity that can be a medium for its members to form important values in themselves such as discipline, love for the country, and patriotism. This extracurricular activity provides a forum for Junior High School 30 Semarang students to shape the character of students to carry out their roles both at school and in the community. Regular training is held every Wednesday from 15.30-17.00.

Bridge is one of the card playing sports that requires foresight in seeing opportunities and strategizing that can sharpen the brains of the players. Practices are held every Wednesday at 15.30-17.00.

### **Optimizing Extracurricular Facilities and Infrastructure Management**

The optimizing of facilities and infrastructure management is certainly very important for schools. This is done because in this modern era, schools provide facilities for students to develop their talents and interests. In

accordance with the interview conducted with the Vice Principal for Facilities and Infrastructure.

“In this era, we encourage children to develop according to their talents and interests as well as the knowledge they have” (M, 22/05/24).

The development of talents and interests certainly has facilities and infrastructure that need to be facilitated also from the school. This is done as a form of support provided by the school in carrying out this implementation.

The process of identifying the needs for facilities and infrastructure for extracurricular activities in identifying the needs needed by the extracurricular activities involves the extracurricular coach concerned. In accordance with interviews conducted with the Deputy Principal for Facilities and Infrastructure.

“Identifying the needs for extracurricular activities involves the respective extracurricular coaches. Every year the extracurricular parties are required to deposit what is needed or maybe items that have been damaged or need to be replaced. So every year there is usually a proposal from each extra which will then be followed up by the school by budgeting in the budget for the new school year.” (M, 22/05/24).

The needs depend on each extra. The school does not know what is needed, so the extras must submit what is needed by the extras then from the school that will budget in the new school year.

In meeting the needs of the school's extracurricular facilities and infrastructure, there is a Leadership Assistant Meeting held with the Principal. This is because there are many things that need to be considered in making decisions. In accordance with the interview conducted with the Vice Principal for Facilities and Infrastructure.

“There is usually a Assistant Leader Meeting with the school principal because it is related to the budget. When we propose a lot and the budget is not enough, we also have to use a priority scale” (M, 22/05/24).

This meeting aims to find out the needs that need to be prioritized. This is of course related to the budget owned by the school to hold these needs.

Of course, the school community is involved in the infrastructure process. In accordance with the interview conducted with the Vice Principal for Facilities and Infrastructure.

“Maintenance of extracurricular facilities and infrastructure is left to each extracurricular field in need. Although, in general, the data is held by the facilities and infrastructure” (M, 22/05/24).

The school community is involved in the planning process, namely the process of applying for goods and maintaining facilities and infrastructure. In terms of equipment will be given to each of these fields. The tools will be taken care of by their respective extras.

When there are extracurricular equipment that is no longer suitable for use and does not function properly, the extracurricular party will propose for deletion. In accordance with the interview conducted with the Deputy Principal for Facilities and Infrastructure.

“It is usually proposed for deletion. We can't just do it. We have to propose to the Agency to be abolished and later when there is an instruction, it will be followed up to abolish the goods” (M, 22/05/24)

The removal of extracurricular equipment, of course, cannot be done at will. There are rules that must be carried out to eliminate these tools. After the extracurricular party proposes to the school to eliminate extracurricular equipment that is no longer suitable for use and does not function properly, the school will report it to the Office for deletion. Then the *Dimas* will provide instructions for follow-up, namely the elimination of these tools.

### **Supporting and inhibiting factors**

In the Implementation of Facilities and Infrastructure Management at Junior High School 30 Semarang, there are certainly factors that influence the running of the management process. Of course there are supporting and inhibiting factors that influence it. The supporting factors carried out by the school are of course trying to meet the needs of the extracurricular activities. In accordance with interviews conducted with the Deputy Principal for Facilities and Infrastructure.

“So far, the needs proposed by extracurricular parties, the school can fulfill them in accordance with the existing budget for that year” (M, 22/05/24).

The school certainly tries to fulfill the needs proposed by the extracurricular party by considering the existing budget for that year.

Full support is certainly given by the school to extracurricular activities, which is certainly a supporting factor so that the implementation process runs well. In accordance with the interview conducted with the Vice Principal for Facilities and Infrastructure.

“Because this is related to the school, the school must pay attention. Because inevitably it's part of the school. Extracurricular when they get a championship, the school's good name is also obtained. Secondly, this is

indeed a facility provided by the school for children who have skills in their fields. So, the school's involvement must also be very involved.” (M, 22/05/24).

When extracurricular activities participate in competitions and win championships, of course, they bring the good name of the school. This certainly helps the school's image to be better. Extracurricular is a program provided by the school to facilitate children who have skills in their field of interest, so the involvement of the school is certainly very influential in the implementation of these extracurricular activities.

However, this sarpras management process also has an obstacle in running it. The obstacle that occurs at Junior High School 30 Semarang in carrying out this process is that there are teachers who get two responsibilities. In accordance with the interview conducted with the Vice Principal for Facilities and Infrastructure.

“What hinders me is the double job. Like me being a teacher, plus this kind of task. Things like this are an obstacle. Alhamdulillah, administratively there is someone who handles it, it's not like we used to hold everything by ourselves.” (M, 22/05/24).

The existence of teachers who get two responsibilities can certainly be an obstacle. Sometimes with one of their activities, teachers are also less able to pay attention to other responsibilities. This is certainly very influential in the sarpras management process.

## **DISCUSSION**

### **Facilities and Infrastructure Management for Extracurricular Optimization**

There are aspects that are very crucial in the implementation of extracurricular activities, namely facilities and infrastructure (Indah et al., 2023). Good facilities and infrastructure will certainly greatly support the implementation of extracurricular activities in developing the abilities that students have (Neliwati et al., 2024). Meanwhile, inadequate facilities and infrastructure will hinder extracurricular activities (Bresta et al., 2024). When the support for extracurricular activities is fulfilled, it will certainly affect the process of developing the talents and interests possessed by students. (Pribadi et al., 2023). This certainly requires good and planned management of facilities and infrastructure. In order for the management of facilities and infrastructure to run smoothly. Ellong (2008) explains that there are several processes, namely planning, procurement, use, inventory, maintenance and removal (Suranto et al., 2022).

## **Planning**

The first process carried out in the management of facilities and infrastructure is planning. This planning is done to record the needs required by the school. Facilities and infrastructure that have been damaged, lost, or need procurement will be processed in the planning stage.

In accordance with the results of research that has been done by researchers, in Junior High School 30 Semarang also conduct this process. The results of interviews conducted by researchers to the Deputy Principal of the Sarpras section explained that in the planning process, the needs of facilities and infrastructure needed by extracurricular parties were identified. In this process, extracurricular coaches are involved in each extra. Extracurricular coaches are required to submit items needed in the next year or damaged or lost items. Of course, with reasons that can be accounted for. This submission is carried out every year in accordance with the agreement that has been determined.

After the submission is made, there will be a follow-up from the school. The submission will be discussed in the Assistant Leader Meeting, the meeting is held to select the submission that has been submitted by the extracurricular party and to consider the priority scale of the needs that have been proposed. This is done because it considers the budget owned by the school in the procurement of these facilities and infrastructure. Then, the approved proposal will be budgeted in the new school year budget.

## **Procurement**

The next process is procurement, which is carried out to realize the previous process. One of the factors for the success of school learning is of course supported by adequate facilities and infrastructure along with optimal utilization and management (Lestari & Yusmiono, 2018). The results of the observations made by the researchers showed that Junior High School 30 Semarang conducted this procurement process through an online shopping system.

In accordance with the regulations set by the Ministry of Education and Culture, any transaction that uses the *BOS* budget must go through an online shopping system. This online shopping system is through the SITLAK ecomors, in which there are several online stores, both from within the city and outside the city that can be selected to purchase facilities and infrastructure needs.

Submissions that have been approved by the school will be followed up in the procurement process. Approved facilities and infrastructure needs will be procured by the school through an online shopping system in accordance with Ministry of Education and Culture regulations. The system is SITLAK ecomors.

## Usage

The existence of facilities and infrastructure is of course to be used properly and correctly. There is a process, namely use, in this process it aims that facilities and infrastructure can support the education process properly. Fajartriani & Karsiwan (2021) explained that the person responsible for using facilities and infrastructure is the principal. However, the principal can give this responsibility to the deputy head of facilities and infrastructure (Suranto et al., 2022).

At Junior High School 30 Semarang, there is a deputy head of facilities and infrastructure. Therefore, the principal's responsibility for facilities and infrastructure is transferred to the deputy head of facilities and infrastructure. The use of extracurricular facilities and infrastructure is given to the extracurricular party, but it is the deputy head of facilities and infrastructure who is responsible for the facilities and infrastructure in the school.

## Inventory

The inventory process must be carried out in an orderly and organized manner. The government has given a regulation that this inventory process is something that must be done. The school must be accountable to the government (Suranto et al., 2022). Inventory activities of course also aim to improve supervision and management to be more effective for educational facilities and infrastructure in schools (Yufania et al., 2022). In general, inventory activities are carried out by recording the procurement of goods, maintenance mutations, and placement of goods (Annisa et al., 2023).

Junior High School 30 Semarang, conducts an inventory update every year. This inventory aims to record the facilities and infrastructure owned by the school. This is also done to reduce the risk of loss. The inventory of facilities and infrastructure is carried out by the school then the facilities and infrastructure are stored according to the results of the planning process at the beginning. Such as extracurricular facilities and infrastructure will be given to the extracurricular party.

## Maintenance

The process that takes place in the long term is maintenance. This maintenance process aims to ensure that the facilities and infrastructure owned will be maintained and can support activities in the school.

The results of the researcher's interview with the Deputy Head of Facilities and Infrastructure explained that extracurricular facilities and infrastructure at Junior High School 30 Semarang involve their respective

extracurricular parties in the care and maintenance of these facilities and infrastructure. However, data on facilities and infrastructure is still held by the school's sarpras. The extracurricular parties are responsible for the facilities and infrastructure by giving an appeal to school residents who use them so that they can use them properly and in accordance with their functions.

If there is damage, it will be recorded and reported to the school sarpras and then reported to the principal. If the damage can still be repaired, it will be repaired and if it cannot be repaired or the cost of repair is quite large, it will be proposed to be written off.

### **Abolition**

The process of releasing facilities and infrastructure from applicable responsibilities is called the deletion process. The deletion process has several qualifications of goods that can later be written off, such as damaged books or no longer in accordance with the applicable curriculum, items that cannot be repaired, items that require repairs at a large cost. (Suranto et al., 2022)

The deletion process is also carried out at Junior High School 30 Semarang. Extracurricular facilities and infrastructure that are no longer suitable for use and do not function properly, will be proposed by the extracurricular party for deletion. The elimination of facilities and infrastructure must be in accordance with established rules. The extracurricular party will propose facilities and infrastructure that need to be removed to the school, then the school must report to the Office for removal. If the agency gives approval, it will be followed up to be written off.

### **Supporters and Barriers: School Community Support VS Workload**

An implementation certainly has supporting and inhibiting factors that influence it. Likewise, the implementation of extracurricular facilities and infrastructure management, there are factors that become supporters and obstacles in the running of the implementation.

The supporting factor at Junior High School 30 Semarang is the support provided by the school to the extracurricular party. This support is certainly very influential in running extracurricular activities well. The school also tries to meet the needs of the facilities and infrastructure needed by extracurricular parties to support these activities. The existence of adequate facilities and infrastructure with good and correct management and utilization certainly greatly supports the implementation of extracurricular activities well (Sinta, 2019).

The needs of facilities and infrastructure that are met from schools will certainly provide more optimal results in the development of talents and

interests possessed by students in their respective extracurricular activities. This will return to the school, such as when students win the championship, it will certainly build a better image of the school and make the school proud.

As for the inhibiting factors that exist at Junior High School 30 Semarang, there are several teachers who get two responsibilities. The success of an education is determined by how teachers can play a good role as educators and teachers who provide their experience at school (Wahyudin, 2020). Teachers who get multiple responsibilities certainly interfere with the effectiveness of learning carried out at school (Nurmalasari & Karimah, 2020). For example, subject teachers and extracurricular coaches, with their busy schedules, sometimes teachers are less able to pay attention to other responsibilities.

The school has certainly tried to meet the needs of facilities and infrastructure as soon as possible, but with limited funds the school must of course consider the priority scale of other needs as well. This is certainly an obstacle in the implementation. Prastyawan (2016) explains that one of the inhibiting factors of facilities and infrastructure management is the limited funds allocated to support facilities and infrastructure activities (Khikmah, 2020).

## **CONCLUSION**

Management of extracurricular facilities and infrastructure at Junior High School 30 Semarang involves several stages starting from planning, procurement, use, inventory, maintenance, to deletion. Planning is done by identifying the needs of damaged or missing facilities, involving extracurricular coaches and discussed in meetings to determine priorities. Procurement is done through online shopping platforms in accordance with Ministry of Education and Culture regulations. The use and maintenance of facilities is supervised by the vice principal for infrastructure. Routine inventories are conducted to reduce the risk of loss, while facilities that are severely damaged will be proposed for elimination through procedures involving the relevant agencies. There are supporting and inhibiting factors in the management of extracurricular facilities and infrastructure at Junior High School 30 Semarang. The supporting factor is the support given to the school towards extracurricular activities. The support is that the school tries to fulfill the needs of extracurricular facilities and infrastructure needed. However, there are also inhibiting factors, namely the existence of teachers who have two responsibilities at once, so that they are not maximized in one of their responsibilities, and the availability of funds owned by the school is an obstacle for extracurricular activities.

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