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DEVELOPMENT OF SUPERIOR AND QUALITY ISLAMIC PRIMARY SCHOOLS: A REVIEW OF THE LEARNING PROCESS AND PROVISION OF INFRASTRUCTURE

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Abstract

A excellent madrasah is certainly a madrasah that is not only present with all its luxury, but must also be based on a quality learning process in order to produce quality output and be able to compete with other educational institutions. Madrasah is an Islamic Educational Institution that is able to maintain its existence in carrying out its functions. Madrasah is also obliged to improve its quality to maintain its sustainability. Therefore, the management of facilities and infrastructure is aimed at improving the services of the madrasah. This study aims to describe the infrastructure management activities carried out by the Al-Azhar Superior Madrasah in order to improve education services and quality, what obstacles are found in the implementation process, and solutions taken to anticipate existing obstacles. This research is qualitative in nature, a case study type in the excellent madrasah al-Azhar. This research uses participatory observation methods, in-depth interviews and documentation studies in data collection. Data analysis uses the Miles, Huberman and Saldana Techniques. To achieve and build superior madrasahs, learning in madrasahs must be differentiated and facilities must be provided and managed well. This can make the inequalities in madrasahs overcome comprehensively. Differentiated learning is learning that is able to appreciate students and differentiate students according to their portion. Meanwhile, it should not be forgotten, namely the management of effective facilities and infrastructure so that it is in sync with learning in madrasahs that is differentiated. The role of each stakeholder determines the quality of education in terms of facilities and infrastructure at the Al-Azhar Superior Madrasah.

Keywords: *Building Excellent, Quality Madrasah*

INTRODUCTION

In an era of increasingly tight competition, every institution is forced to face other institutions in the competitive arena. All institutions generally want to be able to perform at their best in order to attract market attention. To win the competition, education providers must have the spirit of always being at the forefront of change with the guarantee that they will arrive at the finish line first, because competition is a race to reach the finish line (Juharyanto et al., 2021). In developed countries such as the United States, excellent schools are defined as schools that are able to process low-quality students when they enter the school (low input), into high-quality graduates. Excellent madrasahs are schools that are developed to achieve excellence resulting from (output) of their education. This means that excellent schools are developed like other conventional schools that have developed so far by providing standard treatment to all students.

Excellent madrasahs are Excellent schools are defined as quality schools in which there are implied great hopes from parents of students, the government, society, and even the students themselves, to what extent the output of the school has intellectual, moral and skill abilities that can be useful for society. Excellent schools were born in order to answer the challenges of today's world, where developments in various aspects of life are so rapid. So that we as people involved in the world of education must be able to improve ourselves, so that our education can advance and develop along with the progress of the times (Atiqullah, 2024).

Excellent madrasahs can be formed from the learning process and the provision of adequate facilities and infrastructure in all aspects of the madrasah. Facilities and infrastructure are not only provided, but also managed well. Meanwhile, a good learning process is the increase in students' abilities due to the process and education during learning in the classroom, both in the form of habituation and formal learning. Learning is usually called teaching. The definition of teaching is the process of transferring knowledge carried out by educators to students.

In this modern era, the perspective of teaching which is only limited to conveying knowledge is considered no longer appropriate to the situation. This is due to three important reasons (Nuzulul Qur et al., 2024). These reasons then demand the need for a change in the teaching paradigm from teaching only as a means of conveying lesson material to teaching as a process of regulating the environment.

The first reason is that students are not miniature adults, but rather they are developing organisms. In order for them to carry out their developmental tasks, adults are needed who can direct and guide them to grow and develop optimally. Therefore, the advancement of science and technology, especially information technology, which allows every student to easily obtain various information, the duties and responsibilities of teachers are not getting narrower but rather more complex. Teachers are not only required to be more active in seeking the information they need, but they must also be able to select various information, so that they can show students information that is considered necessary and important for their lives (Dwijonagoro & Suparno, 2019). Teachers must keep students from being influenced by various information that can be misleading and interfere with their growth and development, so that they are able to develop their potential properly and correctly. Therefore, technological advances demand a change in the role of teachers. Teachers no longer position themselves as learning resources tasked with conveying information, but must act as managers of learning resources to be utilized by the students themselves. In terms of directing the development of students, teachers should not train students to become passengers, but teachers should train students to become drivers because only someone who is able to become a driver is able to make changes, who is able to innovate to develop the potential that exists in him. It is said, said an expert, if someone has awakened and developed 30% of his potential, then that person becomes a genius. So, a student will become a critical, genius and creative person if he is able to develop 30% of his potential. The second reason, the explosion of science has resulted in the tendency that every person cannot possibly master every branch of science. The development of biology, economics, law and so on is so great. What was once unimaginable is now a reality. In the field of technology, people are so great at creating mechanical objects that are not only still, but move, and can even fly through outer space. Likewise, the greatness of experts working in the health sector who are able to transplant human organs so as to increase human life expectancy, to making tissue cultures from the remains of living cells (Simbolon & Koeswanti, 2020). All behind these greatnes-

comes from what we call knowledge. The age of knowledge is what should be the basis for change. That learning is not just memorizing information, memorizing formulas, but how to use that information and knowledge to hone thinking skills so as to foster critical thinking, creative thinking and innovation. This ability to think critically, creatively and innovatively is what is needed to develop the world of science in this millennium era.

The third reason, new discoveries especially in the field of psychology, have resulted in a new understanding of the concept of changing human behavior. Today, the assumption of humans as passive organisms whose behavior can be determined by the environment as explained in the behaviorist school, has been abandoned by many people. People now believe more that humans are organisms that have potential as developed by the holistic cognitive school (Kolb & Kolb, 2009). That potential is what will determine human behavior. Therefore, the education process is no longer providing stimulus, but an effort to develop the potential that is owned. Here, students are no longer considered as objects, but as learning subjects who must seek and construct their own knowledge. That knowledge is not given, but is built by students. This view is what causes the paradigm shift in learning from teacher-centered to student-centered.

The three things above require a change in the meaning of teaching. Teaching is not only interpreted as the process of delivering learning materials, or providing as much stimulus as possible to students, but also teaching is seen as the process of organizing the environment so that students learn according to their abilities and potential. Environmental management is the process of creating a good climate such as environmental planning, providing learning tools and resources, and other things that allow students to feel at home and enjoy learning so that they can develop optimally according to their talents, interests and potential. The term teaching has shifted to the term learning which is often used today.

A manager is someone who works through others by coordinating their activities to achieve organizational goals (Setia & Nasrudin, 2020). In an educational institution, the person who carries out the managerial function is the leader/chairman/head of the educational institution (Farooq et al., 2007). This means that a leader of an educational institution must be a source of activities and responsible for the results achieved in learning activities, working together with other parties involved in the learning process (Yamin, 2023).

One of the things that a manager must pay attention to is the quality of an educational institution. Because all management of educational components is always oriented towards achieving quality (Nurmayuli, 2022). All educational and learning programs and activities in educational institutions are essentially directed at achieving quality (Chandra et al., 2018). In essence, the goal of educational institutions is to create and maintain customer satisfaction and in TQM customer satisfaction is determined by the stakeholders of the educational institution (Al-rsa'i et al., 2024). However, the quality of an educational institution is not only determined by the quality of learning alone, but is also influenced by how the educational institution is able to manage its human resources (Sinta, 2019).

Schools and madrasah are educational institutions as a place where educational activities take place or are carried out (Bilgiler et al., 2023). One of the components that is very important for the implementation of the education process in the independent curriculum era is the teacher, namely as a facilitator in the learning process (Wibowo et al., 2023), where the teacher is able to act as a director and also facilitate learning. In organizing education to produce an effective and efficient teaching and learning process,

facilities and infrastructure are needed (Rizki & Fahkrunisa, 2022). Equipment in the form of buildings, libraries, and tools used when studying in class are closely related to the quality of the school. Especially when using teaching aids, aids such as in teaching physics, biology, anatomy, or geography. Infrastructure is an indirect tool that functions to achieve goals in education, including location, place, school buildings, while facilities such as direct tools that function to achieve educational goals, including rooms, books, libraries, laboratories. The education process does require facilities or equipment, and all equipment or facilities must be provided according to needs. According to Ananda and Banurea, as quoted by Manurung (2020), there are two types of maintenance of facilities and infrastructure in schools, namely daily maintenance and periodic maintenance. Daily maintenance is usually carried out by staff who are assigned tasks and responsibilities for the facility. For example, for facilities at SDI which must be maintained every day so that their performance is maintained when used by students. Periodic maintenance is maintenance that is carried out periodically according to a programmed schedule. The schedule is made based on the interests of the treatment of the maintenance object, for example, the need for oil changes, how many working hours, resetting moving parts every how many months and so on. In this periodic maintenance, we know that there is weekly, monthly, and annual maintenance (Chkheidze, 2023). The activity carried out to monitor school facilities and infrastructure is evaluation. The process of evaluating facilities and infrastructure is a process of collecting and presenting information for consideration in making decisions about the facilities and infrastructure used (Al Faruq et al., 2024). Through this method, it will be known which facilities or infrastructure need to be repaired, purchased new, or deleted.

The minimum criteria that must be possessed by formal schools, both from Elementary Schools/Islamic Elementary Schools (SD/MI), and especially in the Al-Azhar Superior Madrasah include classrooms, library rooms, computer laboratory rooms, MIPA laboratory rooms, leadership rooms, teacher rooms, administration rooms, places of worship, counseling rooms, UKS rooms, student organization rooms, toilets, warehouses, circulation rooms, and sports areas. So far, infrastructure management activities have not been carried out consistently considering that from year to year, infrastructure management activities seem to only flow following the previous year's flow (Pribudhiana et al., 2021; Yuniarti et al., 2023). There are management functions that are not carried out due to time and cost constraints (Imaduddin et al., 2022; Kolesar, 2008). In addition, the rare involvement of school residents in the procurement process is one of the problems in infrastructure management in this madrasah.

This study aims to describe the infrastructure management activities carried out by the Al-Azhar Superior Madrasah in order to improve education services and quality, what obstacles are faced in the implementation process, and solutions taken to anticipate existing obstacles.

METHODS

The research that the researcher conducted was located at the Al-Azhar Pagerwojo Excellent Madrasah with an interpretive or post-positivist paradigm (Bogdan & Biklen, 1997). This research is the nature of interpreting data in the form of words or expressions that are not in the form of numbers. This research uses a qualitative approach which has narrow and in-depth characteristics and characteristics. So researchers try to explore data in depth regarding a research problem (Mar, 2003). This qualitative also has the characteristic of the important role of the researcher as the key instrument of this

research. So, in this case, the researcher, in addition to his role as a data extractor, also acts as a data interpreter during the research and also as a data mining instrument (Sherman & Webb, 2005).

This research has a type of case study research with a single case study type with the characteristics of the case studied (Bassey, 1999), namely build excellent and quality madrasah: review of learning processes and provision of facilities and infrastructure which is carried out in depth. This particular case is at the Al-Azhar Pagerwojo excellent Madrasah because that Madrasah is sufficient to have adequate facilities and be able to support improving the quality of education because it can be used to improve educational services.

This research was located at the Al-Azhar Pagerwojo excellent Madrasah because of the various unique features contained in it. The Al-Azhar Pagerwojo excellent madrasah is a fairly good and effective madrasah and also has many facilities that support the implementation of learning. The implementation of the learning system uses a full day system.

The data source in this research is in the form of a place, namely the Al-Azhar Pagerwojo excellent Madrasah, the person, namely the ustadzah Yamini and Ustadz Mudi'in, a paper, namely a document about the Al-Azhar Pagerwojo excellent Madrasah such as the Al-Azhar Pagerwojo excellent Madrasah bulletin, a website that discusses the Al-Azhar Pagerwojo Leading Madrasah. It is hoped that this data source will be able to become an accurate and strong data source and be able to become the main informant in this research (Daymon & Holloway, 2005).

This research was carried out using data mining techniques in the form of in-depth interviews (Seidman, 2006) which are useful for extracting data regarding the expressions and words of madrasah headmaster and ustadz regarding management of facilities and infrastructure in improving services and quality of education. Participatory observation was also carried out to explore data regarding the phenomenon of Al-Azhar Pagerwojo excellent Madrasah culture which is able to survive amidst the quite sad developments in society. The next technique is documentation study which functions to strengthen data about the building excellent and quality madrasah: review of learning processes and provision of facilities and infrastructure Al-Azhar Pagerwojo excellent Madrasah.

This research uses data analysis techniques developed by Miles, Huberman and Saldana (2014), with the sequence of condensing data, presenting data, drawing conclusions. Data condensation is carried out by simplifying, abstracting and selecting and sorting the data that has been obtained and then displaying the data that is considered correct. Data presentation is carried out by presenting data, both the results of in-depth interviews, participant observation and also condensed documentation studies (Kumar, 2016). Conclusions are drawn by generalizing the data that has been obtained and then processing it into research findings.

The data that has been obtained is then filtered by checking the validity of the research data, namely 1) Credibility which is carried out by triangulation, both technical triangulation and data source triangulation (Cresswell, 2014). Technical triangulation is carried out by cross-checking data taken using in-depth interviews, participant observation and documentation studies. Does the data obtained produce findings or generalizations of findings that are the same or almost the same? Triangulation of data sources was carried out by cross-checking data sourced from Headmaster, with that sourced from ustadz, and also from management of facilities and infrastructure in improving services and quality of education administrators. 2) Dependability is carried

out through discussions with dependent auditors, namely friends of researchers and senior researchers. The researcher's friend who became the discussion partner was Dr. Muhammad Fathurrohman, M.Pd.I, while the senior researcher who became a discussion partner and dependent auditor was Prof. Dr. H. Munardji, M.Ag. 3) Transferability is carried out by checking whether the research results obtained can be applied to locations that have similar characteristics (Mertens, 2009). 4) Confirmability is carried out with the researcher together with the research team (Patton, 2015). Return again to the **management of facilities and infrastructure in improving services and quality of education** to confirm whether the research findings that have been obtained are appropriate or not.

RESULTS AND DISCUSSION

Differentiated Learning Process

The diversity of learner abilities in a class requires a teacher to think creatively so that learning objectives can be achieved. The question is, how to divide time, appropriate teaching materials and teacher attention to all learners so that learning becomes effective and can maximize the talents of each learner has been a question that has been continuously expressed by all teachers since 100 years ago.

In addition, the differences in learning styles possessed by students have not received appropriate learning, so that all talents possessed by students cannot be optimally accommodated. The level of readiness of students is considered specifically, so that students' ability to connect the relationship of one material with another is still low. As a result, learning outcomes are not optimal, even mathematics becomes a subject that is avoided and feared (Fuad et al., 2017). Therefore, learning needs to consider differences in character in students, including differences in: learning style, readiness, and interest. In the context of education in Indonesia, differentiated learning is absolutely necessary. Because the reality of Indonesian society is very multicultural, both in terms of ethnicity, cultural background, socio-economic status, and even geographically. Of course, a more comprehensive learning strategy is needed to be able to cover this multiculturalism, so that it becomes a social capital for the formation of creative, critical-thinking, globally diverse, cooperative and independent students, and based on faith and devotion to God Almighty and noble morals (Nurgabyl et al., 2023).

Differentiated learning is a series of common sense decisions made by teachers that are oriented to student needs. Differentiated learning must be rooted in meeting student learning needs and how teachers respond to those learning needs. The rationale for the Differentiated Learning strategy is that students have different psychological growth and development. Differentiated Learning is essentially learning that views students as different and dynamic (Andini, 2022). Therefore, schools must have a plan for differentiated learning, including: reviewing the current curriculum that is in accordance with students' strengths and weaknesses, designing school plans and strategies that are in accordance with the curriculum and learning methods that can be used to meet students' needs, explaining the form of teacher support in meeting students' needs, reviewing and assessing the achievement of school plans periodically. The Differentiated Learning approach requires teachers to be flexible in their approach when teaching, adjusting the curriculum, and presenting information to students.

Differentiated Learning is urgent or absolutely necessary, in the midst of students who are very multicultural or plural, both in terms of ethnicity, cultural background, socio-economic status, and even geographically (region). So that with this

will be born creative and innovative students, in accordance with the Pancasila Student Profile (Gjak, 2015).

Differentiated learning is a series of common sense decisions made by teachers that are oriented towards student needs. The decisions made are related to: 1) A curriculum that has clearly defined learning objectives. So it is not only teachers who need to be clear about learning objectives, but also their students. 2) How teachers respond to or respond to their students' learning needs. How will they adjust the learning plan to meet the learning needs of these students (Andini, 2022). For example, do they need to use different resources, different methods, and different assignments and assessments. 3) How do they create a learning environment that "invites" students to learn and work hard to achieve high learning goals. Then also make sure every student in their class knows that there will always be support for them throughout the process. 4) Effective classroom management. How teachers create procedures, routines, methods that allow for flexibility. But also a clear structure, so that even though they may be doing different activities, the class can still run effectively. 5) Continuous assessment. How the teacher uses the information obtained from the formative assessment process that has been carried out, to be able to determine which students are still behind, or conversely, which students have already achieved the learning objectives that have been set.

To differentiate instruction is to acknowledge the diversity of student backgrounds, readiness levels, languages, interests and learning profiles (Jhon & Alfiandra, 2024). Differentiated instruction views the learning experience as a social and collaborative experience, the responsibility for what happens in the classroom is primarily the teacher, but also the students. In building on this definition differentiated instruction merges in the context of an increasingly diverse student population (Siahaan et al., 2022). Within the learning environment permitted by the differentiated instruction model, teachers, support staff and professionals collaborate to create optimal learning experiences for students. Also in this environment, each student is valued for his or her unique strengths, while being offered the opportunity to demonstrate skills through a variety of assessment techniques (Heny Nirmayani et al., 2021). The principles of Vygotsky's learning theory, namely grounded learning, which argues that reciprocal social interaction and collaborative relationships between teachers and students are the history of how the learning process accommodates students' learning needs. The learning context of the grounded learning model is a social context that encourages the development of cognitive functions and communication skills in teacher and student learning (Sasution et al., 2022).

Differentiation learning uses multiple approaches in content, process and product. In differentiation class, teachers will pay attention to 3 important elements in differentiation learning in class, namely: (1) Content (input) which is about what students learn, (2) Process (Process) which is how students will get information and create ideas about what they learn, (3) Product (output), how students will demonstrate what they have learned. The three elements above will be modified and adapted based on the assessment carried out according to the level of student readiness, interest and student learning profile (Gusteti & Neviyarni, 2022).

The impacts of classes that implement differentiated learning include; (a) every student feels welcomed; (b) students with various characteristics feel appreciated; (c) feel safe; (d) there is hope for growth; (e) teachers teach to achieve success; (f) there is justice in real form; (g) teachers and students collaborate; (h) students' learning needs are

facilitated and served well. From some of these impacts, it is hoped that optimal learning outcomes will be achieved.

In implementing differentiated learning, of course we will experience various challenges and obstacles. Teachers must remain positive. To remain positive even though there are many challenges in implementing differentiated learning are:

1. Continue to learn and share experiences with other colleagues who have the same problems as us (forming a Learning Community)
2. Support and encourage each other with fellow colleagues.
3. Implement what we have obtained and can apply even though it is not optimal.
4. Continuously strive to evaluate and improve the learning process that has been implemented (Sulistiyosari et al., 2022)

Differentiated learning is closely related to the philosophy of education according to Ki Hajar Dewantara, the values and roles of the driving teacher, the vision of the driving teacher, and positive culture. One of the educational philosophies according to Ki Hajar Dewantara is the "among" system, teachers must be able to guide students to develop according to their nature, this is very much in line with differentiated learning.

The teaching and learning process must be able to develop students' learning methods to obtain, manage, use and communicate the information needed. Students must be actively involved in the process both individually and in groups. This activity can be seen from: (1) doing something to understand the subject matter with full confidence; (2) studying, understanding, and finding out for themselves how to obtain a knowledge situation; (3) feeling for themselves how the tasks given by the teacher are; (4) learning in groups; (5) trying out certain concepts themselves; (6) communicating the results of thoughts, discoveries and appreciation of values orally or in appearance. Therefore, in the context of differentiated learning, the teaching and learning process must vary according to the level of individuality of students, so that students can learn without being accompanied by boredom, saturation and frustration (Naibaho, 2023).

The differentiated learning process must provide ample space for students to demonstrate what they have learned. This is very useful for: First, students learn to convey or communicate their findings and information; Second, students learn to appreciate the work or information conveyed by others (friends); Third, students learn to get input, criticism and rebuttal to the findings or information conveyed to others (Faiz et al., 2022).

Students' readiness and learning development must be evaluated to be used as a basis for decisions on determining the material and learning strategies to be applied. One person's learning capacity is different from another person's. Therefore, not all students need one activity or a particular part of the learning process the same way (Herwina, 2021). Teachers need to continuously evaluate students' readiness and interests by providing support when students need additional interaction and guidance, and expanding students' exploration, especially for those who are ready to get a more challenging learning experience.

Effective Use of Infrastructure

The planning phase of facilities and infrastructure at the Al-Azhar superior madrasah is a step to determine the need for facilities and infrastructure based on existing conditions. The planning phase goes through several series of activities such as madrasah coordination meetings, determining madrasah programs, and determining the need for madrasah facilities and infrastructure. Madrasah coordination meetings must be attended by the head of the madrasah, teachers, and TU staff. The coordination meeting process is

led by the head of the madrasah and continued with teachers and TU staff who provide input to each other in order to reach an agreement.

The phase of organizing facilities and infrastructure (organizing) carried out by the madrasah based on the documentation data obtained is known the structure of the management design and job descriptions that are adjusted according to the Decree of the Head of Madrasah No. 427/2024 concerning the Allocation of Tasks for the Al-Azhar superior madrasah and details of each task given. In the Decree, there is an explanation of staff and teachers.

The next phase is procurement. Procurement at the Al-Azhar superior madrasah is carried out by identifying the needs that will be held. When the research was conducted, the school's priority was madrasah sanitation.

The maintenance phase of facilities and infrastructure in the superior madrasah al-Azhar environment functions to ensure that the facilities and infrastructure in the madrasah are durable. Through routine maintenance, it will be possible to save expenses to replace facilities and infrastructure that can be damaged if not maintained. In the end, funds can be diverted to other more urgent needs. So far, maintenance has been carried out by staff where the staff is directly responsible to the head of TU. Maintaining the cleanliness of facilities and infrastructure every day is carried out by cleaning staff. This activity is one of the routine activities carried out by the madrasah so that facilities and infrastructure remain in good condition. The process of removing facilities and infrastructure in the superior madrasah al-Azhar is carried out by removing obsolete items so that there is no accumulation of goods resulting in a lack of space or storage space. The sale of goods and the selection of goods are the phases of removal in the superior madrasah al-Azhar. The removal is carried out by the school itself. Based on an interview with one of the staff, it was stated that usually the removal of goods is carried out internally, namely by announcing it in the WhatsApp group first so that if there are school residents who might need it, they can buy it at a relatively affordable price. The inventory phase at the superior madrasah al-Azhar was carried out based on the decision of the Education Personnel of the Ministry of National Education in 2007 and the Directorate General of Improving the Quality of Educators. This activity already has a kind of SOP itself so that it only needs to follow the rules and procedures.

The inventory activity is carried out by checking the condition of the goods and counting the goods in the madrasah. The last is to make a report the number and condition of facilities and infrastructure to the education office. Based on the presentation of the results of information through interviews, documentation, and observations, information was obtained about several problems. First, regarding the repair and maintenance of facilities and infrastructure which require relatively large funds so that sometimes the previous year's plan is still lacking. Furthermore, regarding the lack of administrative staff who understand the regulations related to facilities and infrastructure due to the lack of training organized by the office.

Based on the research results, the implementation of infrastructure management at the Al-Azhar Superior Madrasah has four phases, namely planning, organizing, implementing, and controlling (Setiaji et al., 2023). The planning phase is the beginning of every activity, including in infrastructure management. Good planning will anticipate problems that can arise, such as purchasing errors or waste. The infrastructure planning process begins with a coordination meeting. This meeting is held at the beginning of each semester involving representatives from several elements, namely internal and external parties. Internal is represented by teachers and external is usually attended by the

madrasah committee. Through this activity, work procedures can be determined to procure the required infrastructure. Organization in infrastructure management activities is led by the head of the madrasah or coordinator. In this madrasah, the infrastructure coordinator who organizes includes managing the needs of facilities and infrastructure and reporting the results to the head of the madrasah. This coordinator will of course also be responsible for his work to the highest leader in the madrasah, namely the head of the madrasah. The role of the head of the madrasah is important because his job is to ensure that the strategic activities of the madrasah infrastructure run smoothly (Nasiruddin et al., 2024). The implementation phase in this context is the procurement process for facilities and infrastructure that has been previously decided by a plenary meeting involving various elements (Hasnadi, 2021; Rahayu & Fitria, 2024). The head of the madrasah and the treasurer, as well as the goods manager or facilities and infrastructure officer, report to the facilities and infrastructure coordinator to immediately purchase or make a tender for the goods that are needed.

The inventory phase is carried out based on the rules or regulations that have been set by the relevant education office so that the madrasah only needs to follow the procedure so that the inventory process of facilities and infrastructure meets standard (Elfina, 2022). The latest application developed by the Ministry of Education and Culture has also currently accommodated inventory interests, namely the Dapodik application (Bararah, 2020). The obstacles during the implementation of planning for facilities and infrastructure improving services are that materials for the needs analysis are still very limited so that planning for facilities and infrastructure has not been optimal so far. In terms of organization, several staff who are assigned tasks have not carried them out with their respective duties (Khairani Afiefa & Santosa, 2024). In terms of implementation, there is still a lack of funding sources in the process of implementing facilities and infrastructure at the Al-Azhar Leading Madrasah, as well as administrative staff who are lacking in personnel (especially personnel in managing facilities and infrastructure). Facilities and infrastructure are a support for the activeness of the teaching and learning process. These items will not remain in good condition, but over time will lead to damage, destruction and even extinction. However, so that these facilities and infrastructure do not quickly become damaged or destroyed, good maintenance efforts are needed from the users (Rosnaeni, 2019). Maintenance is a continuous activity to ensure that existing educational facilities and infrastructure remain in good condition and ready for use. Maintenance is an activity with the provision of costs included in the overall school budget and is intended for the continuity of "building", "equipment", and "furniture", including the provision of costs for repair and restoration purposes, as well as replacement (Amelia et al., 2022; Sutisna & Effane, 2022). The need for good maintenance of buildings, furniture and school equipment is due to the damage actually starting from the first day the building, furniture and equipment were received from the contractor, seller or buyer of the facilities, then followed by the extinction process, even though good maintenance has been carried out on the facilities during their use (Zurainan et al., 2021). According to the time of maintenance activities on buildings and equipment and school furniture can be divided into maintenance that is carried out every day and maintenance that is carried out periodically (Almaida & Fahmi, 2023).

The paradigm contains basic attributes, namely relevant to the needs of society and users of graduates, having an academic atmosphere in the implementation of study programs (Setiawan et al., 2022), institutional commitment from leaders and staff towards effective and productive organizational management, sustainability of study programs,

and selective program efficiency based on feasibility and adequacy (Norfatin et al., 2024). These dimensions have a very strategic position and function to design and develop efforts to organize quality education that is oriented towards the future.

CONCLUSION

To achieve and build superior madrasahs, learning in madrasahs must be differentiated and facilities must be provided and managed well. This can make the inequalities in madrasahs overcome comprehensively. Differentiated learning is learning that is able to appreciate students and differentiate students according to their portion. Meanwhile, it should not be forgotten, namely the management of effective facilities and infrastructure so that it is in sync with learning in madrasahs that is differentiated. The role of each stakeholder determines the quality of education in terms of facilities and infrastructure at the Al-Azhar Superior Madrasah. The role of each stakeholder determines the quality of education in terms of facilities and infrastructure at the Al-Azhar Superior Madrasah. For example, parents of students do not only play a role in providing financial support or physical donations, but must be able to do more. Community participation is considered good if it is involved in the management of the madrasah. Synergy between all parties in the madrasah needs to be realized in order to work together to improve services to students so that in the end they can improve the quality of education.

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