



STANDARDIZATION OF FACILITIES AND INFRASTRUCTURE BASED ON ISO 9001:2015 (CASE STUDY OF ATTAQWA PUTRA ISLAMIC BOARDING SCHOOL-BEKASI)

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Abstract:

This study aims to understand the development of facilities and infrastructure at the At Taqwa Putra Islamic Boarding School.** This research uses a descriptive qualitative approach with interactive or case study methods. Data collection techniques employed include interviews, observation, and document studies supporting the research. The study findings indicate that At Taqwa Putra Islamic Boarding School has a facility management and maintenance program called BSA (Clean Under One Roof). This program manages all facilities at At Taqwa Putra, including those at the Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah. To support this program, the boarding school has established a BSA team consisting of 20 staff members and 2 managers. In addition, At Taqwa has other facilities such as sports fields, science laboratories, computer labs, libraries, and other amenities.

Keywords: *Management, Facilities and Infrastructure, Islamic Boarding School*

INTRODUCTION

Islamic boarding schools (pondok pesantren) play a crucial role in shaping character and providing religious education in Indonesia. As traditional educational institutions, pesantren aim to nurture young generations with deep religious knowledge and exemplary moral character (Cahyono et al., 2024). In the modern era, pesantren face increasingly complex challenges, ranging from the need for adequate educational facilities to producing graduates capable of competing in a globalized world (Juita et al., 2024). Consequently, the development of standardized infrastructure and facilities is essential to meet the evolving educational demands and to enhance the quality of graduates in both religious and general sciences (Iswahyudi et al., 2023).

Facilities and infrastructure in educational institutions such as Islamic boarding schools include physical amenities that support teaching and learning activities, such as classrooms, dormitories, libraries, and sanitation facilities. According to the Indonesian Ministry of Education Regulation No. 24 of 2007, the standard for educational facilities encompasses buildings that are safe, clean, and suitable, as well as facilities that support active and dynamic learning processes (Arifandi, 2021). These standards not only address the availability of facilities but also their quality, which directly impacts the comfort and effectiveness of students' learning experiences (Muhammad Thariq, Riki Pratama, 2024). At Pondok Pesantren At Taqwa, the importance of standardized facilities and infrastructure extends beyond comfort; it is also tied to maintaining educational quality and the institution's competitiveness amidst the challenges of modern education.

However, the process of developing standardized facilities in Islamic boarding schools often encounters significant challenges. Financial and resource limitations are major factors that frequently hinder facility development in pesantren (Ibnu Faruk Fauzi, 2022). Many pesantren rely heavily on community support and donors to finance their operations and facility improvements. Furthermore, the lack of specific guidelines on facility standardization for pesantren often leaves many institutions struggling to determine the minimum standards that should be met (Yunus et al., 2019). This situation affects the quality of the learning environment, which directly impacts the success of the educational process in these institutions (Fauziana, 2017)

In light of these issues, this study aims to identify the ideal facility and infrastructure standardization needs at Pondok Pesantren At Taqwa and to propose development steps aligned with the institution's characteristics and conditions. With clear standards, it is hoped that Pondok Pesantren At Taqwa can provide more suitable facilities that support high-quality education. Additionally, this study seeks to offer practical recommendations for pesantren administrators in planning and optimizing facilities and infrastructure to better meet students' needs and the evolving demands of the educational world.

RESEARCH METHODS

The research approach employed is descriptive qualitative with an interactive method (case study). Case study research focuses on a specific object selected as a case to be examined in-depth, aiming to uncover the realities behind a phenomenon (Emzir, 2021). This research approach is utilized to gain a deeper understanding and insight into the phenomenon of facility and infrastructure standardization at Pondok Pesantren At Taqwa.

The method used in this study is a case study at Pondok Pesantren At Taqwa. Data collection techniques include interviews, direct observations at Pondok Pesantren At Taqwa, and document analysis, such as work programs, facility and infrastructure programs, and other related programs. Observations are conducted to gather factual data in the field, particularly concerning the condition of facilities and infrastructure at Pondok Pesantren At Taqwa. This data will then be compared to the standard requirements for facilities and infrastructure (Rasidi, 2018).

RESULTS AND DISCUSSION

History of Madrasah Aliyah Swasta (MAS) Attaqwa Putra

Pondok Pesantren Attaqwa Putra, which houses the educational unit Madrasah Aliyah Attaqwa Putra, was founded by the national hero Al-Maghfurlah K.H. Noer Alie. He was the pioneer and initiator of establishing an Islamic educational institution in the Oejoeng Malang area, now known as Ujungharapan Bahagia, Babelan, Bekasi, West Java. The journey began in 1940 when K.H. Noer Alie returned from his studies in Mecca. His efforts were aimed at establishing a pesantren to advance the community from the backwardness they faced.

From this pesantren, Madrasah Aliyah (MA) Attaqwa Putra was established under the management of Yayasan Attaqwa. This foundation replaced and continued the mission of Yayasan Pembangunan, Pemeliharaan, dan Pertolongan Islam (YP3I), founded by K.H. Noer Alie in 1955. Thirty years later, on December 17, 1986, its name was changed to Yayasan Attaqwa.

In 1960, the MMA (Madrasah Menengah Attaqwa) institution was founded under the leadership of K.H. Ma'aly Syamsuddin (1960–1962). In 1962, MMA was renamed Madrasah Aliyah Attaqwa and led by K.H. Ahmad Tajuddin (1962–1986). Subsequently, Madrasah Aliyah Attaqwa Putra was headed by Abuya K.H. Nurul Anwar, Lc. (1986–1998), followed by K.H. Ahmad Masilla, Lc. M.M.Pd. (1998–2013), H. Asep Sopyan Hariri, Lc., M.Pd.I (2013–2018), and is currently led by Dr. K.H. Iman Fadlurrahman, Lc., MA (2018–present).

MA Attaqwa Pusat Putra, located in Ujungharapan Bahagia, Babelan, Bekasi, is one of 149 educational institutions managed by Yayasan Attaqwa. In addition to this Madrasah Aliyah, the foundation oversees 36 kindergartens, 62 Islamic elementary schools (MIA), 2 Islamic integrated elementary schools (SDIT), 23 Islamic junior high

schools (MTs), 15 junior high schools, 7 Madrasah Aliyah, 3 general high schools (SMU), 1 technical high school (STM), 9 vocational schools (SMK), the Attaqwa Higher Pesantren (PTA), and the Attaqwa Islamic College (STAI).

Since its inception, MA Attaqwa Pusat Putra has shown significant development both in quality and quantity. With its vision, mission, objectives, curriculum development, and facilities such as physics, chemistry, biology, language, computer, and automotive laboratories, the institution aims to prepare its graduates not only as individuals who are faithful, mindful, thoughtful, and perform righteous deeds but also as individuals capable of competing in the era of globalization.

Madrasah Bio

1. Madrasah Name : MA. Attaqwa Putra
2. Madrasah Statistics Number : 131232160004
3. NPSN : 20280079
4. Madrasah Accreditation : A (Excellent)
5. Year of Establishment: 1962
6. Address of Madrasah : Ujungharapan, RT.03/RW. 14.A, Kel. Bahagia, Kec. Babelan, Kabupaten Bekasi Tlp. 021-8920391
7. NPWP : 023569098413000
8. Name of the Head of Madrasah : Dr. KH. Fadlurrahman, MA
9. Handphone Number : 083872168956
10. Madrasah Committee : M. Sholeh, S.Pd.I
11. Foundation of Name : Yayasan Attaqwa
12. Chairman of the foundation : Dr. KH. Irfan Mas'ud, MA
13. Name of the Pondok Leader : KH. Husnul Amal, Lc., D.E.S.A
14. Land Ownership : a. Status Tanah Yayasan Attaqwa
b. Luas Tanah 130.000 m2
15. Madrasah Building Status : Yayasan Attaqwa
16. Madrasah Building Area : 20.000 m2
17. Number of Students :

Tahun Pelajaran	Kelas X		Kelas XI		Kelas XII		JUMLAH	
	Jml Siswa	Jml Rom	Jml Siswa	Jml Rom	Jml Siswa	Jml Rom	Jml Siswa	Jml Rom
2017/2018	260	7	183	6	201	6	644	19
2018/2019	243	8	248	7	174	6	665	21
2019/2020	205	8	229	8	214	7	648	21
2020/2021	218	8	187	7	208	7	613	22
2021/2022	208	8	198	7	171	7	577	22

Facilities and Infrastructure Data

Number and Condition of Buildings

No	Type of Building	Number of Spaces by Condition (Units)		
		Good	Middle Broken	Hard Broken
1	Classroom	22		
2	Madrasah Headroom	1		
3	Teacher's Room	1		
4	Administrative Room	1		
5	Deputy Head of Field Room	1		
6	Physics Laboratory	1		
7	Chemical Laboratory	1		

8	Biology Laboratory	1		
9	Computer Laboratory	2		
10	Language Laboratory	1		1
11	Library Room	1		
12	School Health Business Room (UKS)	1		
13	Skills Room	1		
14	Art Room	1		
15	Teacher's Bathroom	3		
16	Student's Bathroom	8		
17	Counseling Guidance Room (BK)	1		
18	Hall	1		
19	Student Council Room	1		
20	Scout Room	1		
21	Mosque	1		
22	Sports Building/Room	1		
23	Teacher's Official House	2		
24	Student Dormitory Room (Male)	4		
25	Security Guard Post	2		
26	Canteen	1		
27	Cooperation	1		
28	Soda Mart	1		

Learning Support Infrastructure

No	Type of Sarpras	According to the ideal Numer Condition		Te Ideal Number
		Good	Broken	
1	Student's Chair	708		
2	Student's Desk	708		
3	Teacher Locker	60		
4	Teacher's Chair	21		
5	Teacher's Table	21		
6	White Board	23		
7	Closet in the classroom	21		
8	PAI Teaching Aids	10		
9	Physics Props	37		
10	Biology Teaching Aids	51		
11	Chemical Teaching Aids	35		
12	Football	10		
13	Volley Ball	5		
14	Basketball	2		
15	Table Tennis	2		
16	Football Field/Futsal Field	2		
17	Badminton Court	1		
18	Basketball Court	1		
19	Volley Ball Court	2		

Other Supporting Facilities and Infrastructure

No	Type of Sarpras	Te Ideal Number	
		Good	Broken
1	Laptop	5	2
2	Personal Computers	60	
3	Printer	10	2
4	Televisi	2	
5	Photocopier		1
6	Fax Machine		1
7	Scanner Machin	1	
8	LCD Proyektor	10	
9	Screen	2	
10	Desk of Teachers & Education Personal	12	
11	Teacher & Education Staff Chair	21	
12	Filling Cabinet	8	
13	Medicine Box (P3Ko	1	
14	Safety Box	2	
15	Micophone	3	
16	Washtafel (Tempat Cuci Tangan)	2	
17	Kendaraan Operasional (Motor)	1	
18	Kendaraan Operasional (Mobil)	1	
19	Mobil Ambulance	1	

Data on Educators and Education Personnel

No.	Status of Educators and Education Personnel	Sum
A.	Teachers	
	1. Permanent seconded Civil Servant Teachers	-
	2. Teachers remain for the foundation	27
	3. Honorary teachers	28
	4. Non-permanent teachers	5
B.	Education Personnel	
	1. Head of Administration	1
	2. Staff of Administration	4
Personal Number		64

From the interview results, it can be concluded that the management and maintenance of facilities and infrastructure at Ponpes At Taqwa is organized under a program known as BSA (Bersih Satu Atap or One Roof Cleaning). The pesantren has formed a BSA team consisting of 20 members, including 1 Manager and 1 Deputy Manager. This team operates from 6:00 AM to 4:00 PM, Monday through Saturday, with 5 employees working overtime on Sundays. The 20-member BSA team is divided into several areas: 4 members at the Madrasah Ibtidaiyah, 5 members at the Madrasah Tsanawiyah, 5 members at the Madrasah Aliyah, and 6 members at the dormitories. The BSA team has three types of duties: daily tasks, weekly/monthly tasks, and incidental

tasks (for specific occasions).

Ponpes At Taqwa also features a library with a collection of 3,700 books covering various topics such as science, economics, social studies, history, novels, and other subjects. The students at Ponpes At Taqwa have also published books and scientific writings, including pantun santri (student rhymes) and other written works. The library management runs several programs, including adding book collections, hosting seminars and book reviews, publishing students' works, creating library membership cards, establishing borrowing regulations, awarding active library visitors, and conducting teaching and learning activities (KBM) within the library.

In addition to the library, Ponpes At Taqwa provides 12 bathrooms and 120 toilets for students. For the maintenance of facilities and infrastructure, the pesantren categorizes damages into three levels: minor, moderate, and severe. The pesantren has also appointed maintenance experts (technicians) to repair facilities as needed.

Regarding waste management, Ponpes At Taqwa collaborates with the Sanitation Department for non-recyclable waste. For recyclable waste, it is collected and sold to waste collectors.

CONCLUSION

This study reveals that Pondok Pesantren At Taqwa Putra has implemented a standardized management and maintenance system for its facilities and infrastructure through the BSA (Bersih Satu Atap) program. This program encompasses all facilities across various educational units, including Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, and dormitory areas. The presence of a dedicated BSA team consisting of 20 employees and 2 managers supports the effective management and maintenance of facilities, with daily, weekly, and incidental tasks.

In addition to the BSA program, Pondok Pesantren At Taqwa Putra also offers supporting facilities such as a library, science and computer laboratories, sports fields, and professionally managed bathrooms. The waste management system collaborates with the Sanitation Department and strives to recycle waste that can be processed. These development and maintenance programs demonstrate the pesantren's commitment to providing a clean, safe, and supportive learning environment to optimize students' educational activities.

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