



Conceptualization Value- Based Management of Islamic Educational Facilities and Infrastructure: Integration of POAC Functions and the Amanah Principle

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Received: April 2026

Accepted: June 2026

Published : Juli 2026

Abstract :

This article conceptualizes values-based management of facilities and infrastructure in Islamic education by integrating modern management functions with Islamic ethical principles. The study addresses the gap in existing research, which predominantly treats facilities management as a technical-administrative process and gives limited attention to Islamic values as operational management principles. The objective of this study is to formulate a conceptual framework for managing educational facilities and infrastructure in Islamic institutions based on value integration. A qualitative library research approach was employed, drawing on academic books, educational regulations, and peer-reviewed journal articles related to educational management and Islamic education. Data were analyzed through data reduction, thematic categorization, and conceptual synthesis. The findings indicate that the management functions of planning, organizing, actuating, and controlling can be strengthened when grounded in the principles of trustworthiness (mandate), efficiency, responsibility, and accountability. Facilities and infrastructure are thus positioned not only as physical learning supports but also as institutional trusts that require ethical and professional governance. The study concludes that integrating Islamic values into each management function provides a more holistic and meaningful framework for managing educational facilities in Islamic education institutions and offers a conceptual reference for future empirical development.

Keywords: *Values-based Management; Educational Facilities and Infrastructure; Islamic Education.*

Abstrak :

Artikel ini mengonseptualisasikan manajemen sarana dan prasarana pendidikan Islam berbasis nilai melalui integrasi fungsi manajemen modern dengan prinsip etika Islam.

Kajian ini berangkat dari kesenjangan penelitian yang masih menempatkan manajemen sarana prasarana sebagai proses teknis-administratif, sementara nilai-nilai Islam belum banyak dijadikan prinsip operasional pengelolaan. Tujuan penelitian ini adalah merumuskan kerangka konseptual pengelolaan sarana dan prasarana pendidikan Islam berbasis integrasi nilai. Penelitian menggunakan pendekatan kualitatif dengan metode studi pustaka yang bersumber dari buku akademik, regulasi pendidikan, serta artikel jurnal ilmiah terkait manajemen pendidikan dan pendidikan Islam. Analisis data dilakukan melalui reduksi data, kategorisasi tema, dan sintesis konseptual. Hasil penelitian menunjukkan bahwa fungsi manajemen perencanaan, pengorganisasian, pelaksanaan, dan pengawasan menjadi lebih bermakna ketika dilandasi prinsip amanah, efisiensi, tanggung jawab, dan akuntabilitas. Sarana dan prasarana dipahami tidak hanya sebagai fasilitas fisik pendukung pembelajaran, tetapi juga sebagai amanah kelembagaan yang menuntut tata kelola etis dan profesional. Penelitian ini menyimpulkan bahwa integrasi nilai Islam dalam setiap fungsi manajemen menghasilkan kerangka pengelolaan sarana prasarana yang lebih holistik dan relevan bagi lembaga pendidikan Islam serta dapat menjadi rujukan konseptual bagi pengembangan penelitian selanjutnya.

Kata Kunci: *Manajemen Berbasis Nilai; Sarana dan Prasarana Pendidikan; Pendidikan Islam*

Introduction

Facilities and infrastructure is component strategic in organization education Because play a role as support main the creation of an effective, safe, and sustainable learning process. Availability facility adequate education contribute to quality service education as well as effectiveness of the learning process teach (Sonia, 2021). In the system education national, management facilities and infrastructure become an integral part of effort fulfillment standard national education (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003).

Minimum provision standards facility education has arranged through regulations government as form guarantee quality service education (Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 24 Tahun 2007 Tentang Standar Sarana Dan Prasarana, 2007). This show that means infrastructure No just complement, but rather component systemic in governance education.

(Terry, 1972) state that "Management is a distinct process consisting of planning, organizing, actuating, and controlling performed to determine and accomplish stated objectives by the use of human beings and other resources." Draft This confirm that management is an integrated process for reach objective in a way effective and efficient. In the context of education, principles the become runway in management facilities and infrastructure.

Management means infrastructure covers planning needs, procurement, maintenance, inventory, to deletion facility education. Management that is not systematic potential cause inefficiency as well as low facility usability (Huda, 2020). Management means well- organized infrastructure proven support improvement effectiveness learning (Bintang, Syukri, & Daulai, 2024).

In Islamic education, management facility No only nature technical, but also contains moral and spiritual dimensions. Facilities and infrastructure viewed as the mandate that must be managed in a way responsible answer (Qomar, 2007). However, the study latest show study Still dominant nature

descriptive implementable and not yet Lots integrate Islamic values as principle operational management (Siswopranoto, 2022).

Based on in this case, the article This aim synthesize draft management means infrastructure Islamic education through integration function modern management with Islamic values as principle operational management.

Research Method

Study This use approach qualitative with type studies library. Data obtained from journal scientific national and regulatory related means infrastructure education. Literature traced in a way systematic using keywords management means infrastructure, management Islamic education, and educational facilities management.

Analysis done through data reduction, categorization, and synthesis conceptual. Data reduction identifies draft key related function management Islamic infrastructure and values. Categorization map findings to in POAC function and value trustworthy, efficient, responsible answer, and accountability. Stage end produce synthesis conceptual in the form of framework integrative management infrastructure Islamic education. Data validity is maintained through use source credible and triangulation literature.

Result and Discusion

Result

Analysis results literature show three findings the main ones include:

1. Study management infrastructure Islamic education is still dominated approach technical-administrative (Huda, 2020; Sonia, 2021). Focus study more a lot on the procedure procurement and maintenance compared to integration mark.
2. Function POAC management becomes framework operational main in management means infrastructure (Noven & Inayati, 2023).
3. Islamic values such as trustworthiness, efficiency, and accountability recognized important, but Not yet Lots translated to indicator operational management (Siswopranoto, 2022).

Synthesis findings produce framework conceptual integrative as following.

Table: 1 Framework conceptual

Function Management	Islamic Values	Implementation Operational
Planning	Trust & benefit	Analysis need program -based
Organizing	Not quite enough responsibility & justice	Clarity structure manager
Implementation	Efficiency & professionalism	Procurement in accordance need
Supervision	Accountability	Monitoring and evaluation transparent

Discussion

Study This leave from study management facilities and infrastructure Islamic education which is still dominated approach technical-administrative and not yet put Islamic values as principle operational management. Synthesis results literature show that problem the real in trend research that focuses on procedures procurement and maintenance facility compared to integration mark managerial based Islamic teachings (Huda, 2020; Siswopranoto, 2022). With Thus , the findings study This in a way direct answer formulation problem about the need framework management infrastructure Islamic education based on mark.

Findings obtained through the analysis process literature in a way systematic as explained in the method research. Stage data reduction identifies draft key related function management means infrastructure and values Islamic education. Furthermore, the categorization done with map findings to in two dimensions main, namely function POAC management and Islamic values. Synthesis conceptual Then connect second dimensions the so that produce an integrative model. This process show that findings study is results construction scientific based review library, not just repetition theory.

In a way theoretical, function management classic still relevant in management means infrastructure education. Terry (1972) emphasized that management is a process of planning, organizing, implementing and monitoring for reach objective organization in a way effectiv. Framework This become base rational in management facility education, including in institutions Islamic education.

However, the findings study This show that in context Islamic education, function management the No nature neutral value. Planning need means infrastructure No only is a technical process, but also a form implementation trust and orientation welfare. Manager Islamic education views facility as the deposit that must be used in accordance need real institution (Qomar, 2007).

Organizing means infrastructure also has dimensions value. Division tasks and assignments guarantor answer management facility reflect principle not quite enough responsibility and justice in governance institution education. Structure clear organization help ensure sustainability maintenance means infrastructure at a time prevent neglect facility (Noven & Inayati, 2023).

At the stage implementation, value efficiency become principle important . Procurement and utilization facility education must customiced with need learning so as not to happen waste source power. Efficiency in context Islamic education has meaning ethical Because related with prohibition waste (israf) and responsibility answer in use source Power institution (Siswopranoto, 2022) .

Supervision means infrastructure No only functioning as control administrative, but also as form moral accountability. Monitoring and evaluation use facility education ensure suitability between planning and implementation at a time prevent deviation use facilities. Transparent supervision streng then trust public to management institution Islamic education (Bintang et al., 2024).

Findings This confirm results study previously that management means

infrastructure contribute to quality education (Sonia, 2021). However, research previously generally stop at the description implementation management, while article This expand structure knowledge with enter Islamic values as element structural in function management.

From the side theoretical, results study This No reject theory management conventional, but modify it. The POAC function remains used as framework basic, but enriched with mark trust worthiness, efficiency, and accountability as principle operational. This integration show that management infrastructure Islamic education has characteristics distinctive features that distinguish it from management facility education general (Qomar, 2007).

In a way conceptual-practical, the resulting model give benefit for manager institution Islamic education in formulate policy management means infrastructure based value. Framework This help bridge aspect technical and ethical in management facility education, so that management means infrastructure No only effective in a way administrative but also in harmony with principle Islamic education.

Conclusion

Management facilities and infrastructure Islamic education is necessary understood as a management process that unites function modern management with Islamic values as principle operational. Management facility education No Enough positioned as activity technical-administrative, but rather must interpreted as part from not quite enough moral and professional responsibility in realize service quality education. Through study conceptual work done by the author find that function planning, organizing, implementing and monitoring can walk more meaningful when based on principle trustworthy, efficient, responsible responsibility and accountability.

Findings This show that facilities and infrastructure Islamic education is not only instrument supporters learning, but also trust institutions whose management reflect governance integrity education. Integration between function management and principles mark give direction new in understand management means infrastructure as practices that are not only effective in a way organization, but also value ethical and spiritual. With Thus, the goal study for formulate conceptualization management facilities and infrastructure Islamic education based on mark achieved through compilation framework thinking integrative that places principle trust as foundation management.

Writer recommend that the manager institution Islamic education began direct policies and practices management facility education on management models based value, so that created balance between professionalism organization and responsibility moral responsibility. Research furthermore can directed at testing empirical conceptual model This in various context institution Islamic education to enrich development theory at a time strengthen its implementation in practice

The conclusion contains the short summary of the findings and discussion, presented briefly, narrative, and conceptual. Avoid using bullet and numbering.

The conclusion and recommendation of the author are given in this section

and are consistent in using the term “Conclusion”. The conclusion of the research should serve the urgent purposes of the study within this section. This can be followed by suggesting the relevant future studies.

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