

UNIVERSITI TEKNOLOGI MARA

**FACILITIES MANAGEMENT
PRACTICE IN TRADITIONAL
PONDOK INSTITUTION**

MUHAMMAD SHAHROL HAFIZ BIN IBRAHIM

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ABSTRACT

The pondok educational system is the earliest in the Malay Archipelago that is focused on Islamic studies. Since then, the development of the pondok requires more attention in many aspects. Pondok Institution (PI) as a traditional Islamic boarding school, face unique financial management issues due to its dependence on community contributions and often inconsistent policy frameworks. These have caused the study environment in PIs to still lack especially in its facilities although the need for sufficient facilities in PIs can create a conducive environment and promote positive teaching and learning process. Therefore, this research is aimed to propose practical strategies to improve facilities management practice in traditional pondok institutions. This research consists of three objectives; first is to identify the availability of facilities provided in PIs, second is to examine the barriers in practising the facilities management provided in PIs and third is to propose practical strategies to improve facilities management practice in PIs. The STO (Strategic-Tactical-Operational) level identified to become a strategic way for the effectiveness of facilities management practice in PIs. Through a mixed-methods approach, combining qualitative method by observation and quantitative method by questionnaires surveys, the study chose Kelantan as the sample for data collection due to this state having the highest number for PIs compared to the other states in Malaysia. Five pondoks have been selected as the observation sites to meet the objective one, while objective two and three are achieved by questionnaires survey. Observation is used to analyse the data for objective one, while SPSS (version 25) is used to answer the objective two and three with the frequency analysis are obtained to as an analysis for these objectives. The study identifies insufficient funding, inconsistent policies, and poor maintenance planning as key barriers to effective facilities management practice in PIs. It highlights the need for standardized guidelines, centralized governance, improved funding, and stronger regulatory compliance. Enhanced collaboration among stakeholders is also recommended. The conclusions drawn from this study provide valuable insights for policymakers, administrators, and the broader community involved in the support and management of Pondok Institutions.

Keyword: *facilities management, traditional pondok institutions, institutional governance*

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CHAPTER 1

INTRODUCTION

1.1 Research Background

Pondok originates from an Arabic word *funduq* which implies a hostel, a transitory home or dormitories (Abdullah, 2011; Sufian dan Muhammad, 2013). In Indonesia, a *pondok* is known as *pesantren* and *dayah* (Wazir and Nasir, 2015; Tan, 2014). The fourth release of Kamus Dewan (2007) characterizes *pondok* as madrasah (school), hostels, or traditional Islamic learning institutions for the educating and reciting of Al-Quran. The *pondok* education system is one of the oldest Islamic education systems in the world and most of these institutions are *waqaf* education institutions. The creation of *Pondok* Institution (PI) in Malaysia has been exponential especially in the states of Kedah, Kelantan and Terengganu where many religious scholars from Pattani migrated to Malaya (Wazir and Nasir, 2015).

For over a century, PIs have functioned as traditional educational centres for the Malay community, fulfilling the Muslim community's need for comprehensive religious education and guidance (Rahman et al., 2020). These institutions continue the religious teachings initiated in mosques and suraus, with students often moving from one *pondok* school to another to advance their education. *Pondok* schools, known for their traditional Islamic education system, often operate in rural or semi-rural settings with limited financial and infrastructural resources. The primary focus of these institutions is on imparting religious knowledge and values, which sometimes leads to the neglect of modern facilities management practices (Rahman et al., 2020). As a result, the physical conditions of many *pondok* schools may not meet contemporary standards for educational facilities, potentially impacting the health, safety, and educational outcomes of students.

Facilities management FM in educational institutions is crucial for ensuring a conducive learning environment, enhancing the well-being of students and staff, and supporting the institution's overall operational efficiency. However, in traditional PIs, which are deeply rooted in the cultural and religious fabric of the Malay community, FM practices face unique challenges and limitations. FM in PIs encompasses a range of activities, including the maintenance of buildings and grounds, ensuring the safety and