

## MANAGEMENT OF FACILITIES AND INFRASTRUCTURE IN SUPPORTING THE TEACHING AND LEARNING PROCESS AT SMPS AN-NAKHIL DARUNNAJAH 6 MUKOMUKO, BENGKULU

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### ABSTRACT

Educational facilities and infrastructure are key factors in supporting schools' teaching and learning process effectiveness. Good management will create a conducive learning environment for students and educators, improving the quality of learning. This study aims to analyze the management of facilities and infrastructure at SMPS An-Nakhil Darunnajah 6 Mukomuko Bengkulu, focusing on three main aspects: planning, utilization, and supervision. This study uses a qualitative method with a descriptive approach. Data collection techniques are done through observation, in-depth interviews with school principals and related parties, and documentation from various relevant sources. The data obtained was analyzed using the Miles and Huberman model, which consisted of data reduction, data presentation, and a conclusion drawn. The study results show that the management of facilities and infrastructure in this school still faces several obstacles, such as budget limitations, a lack of professionals in maintenance, and limited classrooms, which force some teaching and learning activities to be carried out in mosques or prayer rooms. Nevertheless, improvement efforts continue to be carried out through planning to procure facilities, optimize the use of existing facilities, and periodic supervision of infrastructure conditions. The conclusion of this study confirms that good management of facilities and infrastructure plays an important role in creating a conducive learning environment. The recommendations submitted include improving budget planning, regularly maintaining facilities, and using technology to manage school facilities and infrastructure.

**Keywords:** *Infrastructure Management; Teaching and Learning; Secondary School; Descriptive Approach; Maintenance; Conducive Learning*

## INTRODUCTION

Education is a fundamental aspect of human life. Through education, latent potential and talents can be nurtured and developed, with the expectation that these will benefit the individual as well as society at large. In this regard, education serves as a critical support that helps individuals tackle various life challenges, whether in family, societal, national, or state contexts (Kusumastuti et al., 2024). Humans require education throughout their lives. Education is a conscious effort to develop one's potential through learning processes or other methods recognized and accepted by society. Education is something that is urgent and essential in human life (Rasyidah, 2020). In reality, education has been a guiding force for humanity, leading people toward a more civilized life. Education has existed since the emergence of humans; when humans appeared, education followed. Additionally, education is the most important investment for any nation, especially developing nations. The development of a nation can only be prepared through education (Minarti, 2011).

The success of learning in schools depends on the effective and efficient utilization of available educational facilities and infrastructure. Proper management of these facilities and infrastructure is vital to support the smooth process of teaching and learning in schools (Mubarok, 2013). Barnawi (2009) asserts that educational facilities and infrastructure are crucial components of education, included within the eight national education standards set forth by Government Regulation No. 19 of 2005, which encompass: content standards, process standards, graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards.

In this context, educational institutions such as Sekolah Menengah Pertama (SMP) An-Nakhil Darunnajah 6 Mukomuko Bengkulu, which is part of the Darunnajah pesantren network, bear a significant responsibility to create an environment that supports the learning process. One essential element that determines success in education is the management of facilities and infrastructure. Well-maintained facilities and infrastructure play a major role in creating a conducive learning atmosphere, benefiting both students and educators.

As stated in the Qur'an, Surah Al-Mujadilah, verse 11:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

“Allah will raise those who have believed among you and those who were given knowledge, by degrees.” (QS Al-Mujadilah:11)

In this verse, Allah ﷻ shows that He will elevate the status of those who are believers and possess knowledge. This emphasizes that knowledge plays a vital role in life, including in enhancing the quality of individuals and society. Therefore, educational facilities and infrastructure are crucial in supporting the learning process. These facilities help students understand knowledge more effectively. A comfortable learning environment and equal access to education enable more individuals to pursue knowledge without barriers. Furthermore, education supported by adequate facilities will foster innovation and progress in various fields. This will help the Muslim community grow and contribute more significantly to development. Thus, investing in educational facilities and infrastructure aligns with Allah's ﷻ command to seek knowledge and attain higher ranks (Achmad, P. S. et al, 2023).

SMP An-Nakhil Darunnajah 6 considers the management of facilities and infrastructure as a critical aspect that supports the creation of quality learning. Proper management of these facilities not only facilitates teaching and learning activities but also creates a safe, comfortable learning environment that encourages student creativity. As the Prophet Muhammad ﷺ also stated:

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

“Seeking knowledge is an obligation for every Muslim.” (HR. Ibn Majah, No. 224).

This hadith highlights the importance of education for all Muslims. Quality education does not only rely on the curriculum or competent educators but also on the facilities and infrastructure that support the learning process. A comfortable learning environment and comprehensive facilities will help students absorb knowledge more effectively. In Islam, providing education with appropriate facilities is part of the responsibility of the community to create an educated and civilized society. This is also explained in Surah An-Nahl, verses 68-69, concerning educational tools and facilities.

Good education requires adequate facilities and infrastructure to support the smooth teaching and learning process (Asrul et al., 2022). Just like bees build their hive in strategic locations to produce high-quality honey, education also requires the right facilities to produce intelligent and beneficial generations. The school principal plays an important role in managing these facilities, being responsible for planning, organizing, and supervising their use. The principal must also communicate with relevant stakeholders, such as the school committee, local government, and the community, to secure support for the provision of facilities and infrastructure.

SMP An-Nakhil Darunnajah 6, as an educational institution in a rural area, faces challenges in managing these facilities and infrastructure. One main challenge is the limited budget the school has to meet the various needs of facilities and infrastructure. Geographical factors and limited access to resources also affect the provision of adequate facilities. Therefore, efficient and effective management of these facilities is key to overcoming these challenges. The facilities at SMP An-Nakhil Darunnajah 6 are still inadequate. It is evident that some facilities do not meet the required standards and are not yet fully optimized in their management. For example, there are issues related to facilities such as an incomplete science lab, a computer lab with an inadequate network, a cramped library space with limited books, and a shortage of furniture such as tables and chairs in some classrooms. Additionally, the absence of dedicated school bathrooms has posed challenges for students during class hours. Furthermore, some classes do not have proper classrooms, so students temporarily use the mosque and prayer rooms as classrooms while waiting for the construction of new classrooms (Siswanto & Hidayati, 2020).

Previous studies have discussed the importance of managing facilities and infrastructure in education. Siswanto and Hidayati (2020) emphasize the critical role of managing educational facilities in the learning process. They argue that effective management increases student comfort during the teaching and learning process, which in turn contributes to better academic achievement. In the context of SMP An-Nakhil Darunnajah 6, this study aims to explore how the management of facilities and infrastructure can support the creation of quality learning and identify the challenges and solutions that can be implemented.

Another study by Himeur et al. (2023) indicates that effective management of facilities can create an optimal learning environment. Their research found that schools with well-managed facilities tend to have more motivated students and better academic performance.

Research conducted by Suryana (2019) also shows that weaknesses in managing facilities and infrastructure can lead to failure in achieving educational goals. Kholik et al (2022) say in the management of facilities and infrastructure all facilities are fulfilled capable of making learning run comfortable.

This study aims to examine the management of facilities and infrastructure supporting teaching and learning activities at SMP An-Nakhil Darunnajah 6 Mukomuko Bengkulu. The focus of this research is divided into three main aspects: planning for the procurement of facilities and infrastructure, utilization of facilities and infrastructure, and supervision of facilities and infrastructure. These three aspects were selected to provide a comprehensive understanding of the role of facilities and infrastructure in supporting the smoothness and effectiveness of the teaching and learning process at this institution.

## **METHOD**

The research method used in this study is a qualitative approach with a descriptive design. A qualitative approach was chosen because it allows the researcher to deeply understand the phenomena occurring in the field without intervening in the research object. The main informants in this study are the school principal, who is also the primary manager of the institution, and the vice principal, who is responsible for the facilities and infrastructure. The data collection techniques used in this study include interviews, observations, and documentation. Data analysis in this study employs the qualitative data analysis model by Miles and Huberman (1994), which consists of three main stages: data reduction, data presentation, and conclusion drawing.

## **RESULT**

### **Planning for Infrastructure Procurement at SMPS An-Nakhil Darunnajah 6 Mukomuko Bengkulu**

Educational infrastructure plays an important role in supporting the effective learning process. Adequate facilities, such as comfortable classrooms, libraries, laboratories, and other amenities, significantly contribute to improving the quality of learning. The planning process for infrastructure procurement at SMPS An-Nakhil Darunnajah 6 begins with identifying the school's needs. This identification is carried out through discussions between the principal, teachers, and students to determine which facilities need to be repaired or added. Ustadz Hani Al-Falah Tsani, the principal of SMPS An-Nakhil Darunnajah 6, explained that the identification process is done through discussions to understand which facilities need to be improved or added.

An interview with Ustadz Babay Sihab, the Head of Facilities and Infrastructure, revealed that in addition to discussions, teachers and students can also report any damage to facilities to the administration or directly to the facility management team. Moreover, the facility management team conducts regular inspections of the existing facilities. After identifying the needs, the next step is to plan for repairs and additions according to the available budget, whether through school funds such as the School Operational Assistance (BOS) or by submitting requests to the education office or donors. However, requests for funding from the education office or donors are often not approved, making the procurement of new facilities

difficult. Nevertheless, urgent repairs that do not require large budgets can still be successfully completed.

*Catatan Kerusakan Sarpras*

*2024*

No	Tempat / Lokasi	Jenis Kerusakan	Pengelompokan	Status
1.	Ruang Kelas	Kerusakan meja	perbaikan	selesai
2.	Ruang Kelas	Kerusakan kursi	perbaikan	selesai
3.	Ruang Kelas	Kerusakan dinding	perbaikan	selesai

No	Tempat / Lokasi	Jenis Kerusakan	Pengelompokan	Status
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**Figure 1:** Record of Facility Damage at SMPS An-Nakhil

### Utilization of Facilities at SMPS An-Nakhil Darunnajah 6 Mukomuko Bengkulu

The utilization of facilities at SMPS An-Nakhil Darunnajah 6 is carried out by maximizing the existing resources, even though some facilities do not meet the required standards. For example, the science and computer laboratories are still used, despite having limited equipment and inadequate internet connectivity. Some classes have even been temporarily moved to the mosque and prayer rooms due to the lack of classrooms. The library, although its collection is limited, remains a valuable learning resource for students. Several students have mentioned that existing facilities, such as the library and computer lab, have not been fully utilized due to limited space, incomplete book collections, and frequent internet connectivity issues.



**Figure 2:** Library at SMPS An-Nakhil



Mutiara Aisyah, a third-grade student, mentioned that the library is not effective because of the incomplete book collection and uncomfortable room. Fadil Alfikri, a second-grade student, also reported that the use of the computer lab is hindered by frequent internet issues. Furthermore, Meysa, a first-grade student, complained about the distance of the bathroom in the dormitory, which is inconvenient during class hours. Despite these challenges, the facilities are still being utilized, albeit affecting comfort and the effectiveness of learning.



**Figure 3:** *Computer Laboratory at SMPS An-Nakhil*

### **Supervision of Facilities at SMPS An-Nakhil Darunnajah 6 Mukomuko Bengkulu**

The supervision of facilities at SMPS An-Nakhil Darunnajah 6 is carried out through regular checks and evaluations involving various parties. Ustadz Babay Sihab explained that supervision is conducted through routine inspections, recording the condition of the facilities, damage reports from teachers or students, and evaluations with the team to ensure that the facilities function properly. The evaluation process also involves the principal, head of facilities, teachers, and administrative staff to ensure the efficiency and effectiveness of facility management. Involving various parties is expected to provide more objective results, quickly identify issues, and find the most appropriate solutions. Supervision is carried out using a systematic record book, allowing the school to monitor, evaluate, and improve the facilities more effectively.

From the findings, it can be concluded that, although SMPS An-Nakhil Darunnajah 6 faces several challenges regarding its facilities, the school continues to make efforts to maximize the use of existing facilities and maintain good supervision. However, improvements and procurement of more adequate facilities are necessary to support optimal learning quality.

## **DISCUSSION**

### **1. Planning for Infrastructure Procurement at SMPS An-Nakhil Darunnajah 6 Mukomuko Bengkulu**

The management of infrastructure procurement in educational institutions begins with careful planning. According to Imron's theory of planning, infrastructure procurement is a process of conceptualizing and determining a program for acquiring school facilities, both physical infrastructure and educational facilities, for the future in order to achieve specific goals (Ali, 2003).

Based on the research findings, the planning for infrastructure procurement at SMPS An-Nakhil Darunnajah 6 begins with identifying the school's needs. This identification is carried out through discussions and reports from those responsible for receiving information related to facility damage that affects the quality of learning, as well as the need for additional

facilities. These data are also supported by those responsible for routinely checking the school's facilities. Subsequently, a record is made, and tasks are prioritized based on urgency and available funding.

However, in practice, the implementation of this infrastructure procurement planning is hindered by limited funds. The School Operational Assistance (BOS) funds, which are disbursed every semester, cannot be continuously allocated for repairs or the procurement of new facilities. Moreover, requests for funds from the education office or donors are often not approved, making the procurement of new facilities difficult. Therefore, long-term infrastructure procurement planning is crucial to ensure that these activities can proceed more effectively, particularly in terms of determining funding sources for repairs and new facility procurement.

After the planning process, the next stage is the procurement of school facilities. This is carried out by providing goods or services in accordance with the school's needs as an implementation of the planning that has been formulated. As explained in the literature review, the objectives of facility procurement are: (1) To meet the needs of new programs, (2) To replace damaged or lost items, and (3) To adapt to the development of the school.

Based on the research findings, the procurement of facilities at SMPS An-Nakhil Darunnajah 6 is carried out in several ways, including direct purchases from stores and orders from suppliers. The implementation of this procurement allows the school to determine the technical specifications and quality standards required, making it easier to supervise the process. However, supervision must still be done carefully to avoid budget wastage.

The procurement of facilities is carried out by the head of the facilities department at SMPS An-Nakhil Darunnajah 6, considering the school's needs and available budget. In practice, the limited funds often become a barrier as the school must prioritize the procurement of more urgent and important needs. This indicates that the management of facilities procurement is facing challenges. Therefore, efficiency strategies need to be applied to ensure the school's needs can be met effectively.

According to Imron's theory of infrastructure procurement planning, a good plan must be anticipatory, systematic, and realistic. The implementation at SMPS An-Nakhil Darunnajah 6 has applied several components, including: (1) Identifying needs based on field data, (2) Involvement of all school parties, (3) Organizing the plan based on available funds, (4) Efforts to secure other sources of funding, and (5) Realizing funds based on priority and urgent procurement.

The implementation of infrastructure procurement planning at SMPS An-Nakhil Darunnajah 6 has been comprehensive and systematic; however, there are still challenges, especially due to limited funds and a lack of external support. Therefore, the management of procurement planning needs to consider short-term and long-term planning, identify failure risks, and provide team development to improve cooperation with external parties.

The findings of this research are in line with other studies that show that infrastructure procurement planning plays an important role, especially in improving the quality of education. Properly structured and well-thought-out planning can reduce the potential for errors and failures, especially when dealing with limited budgets (Musolin, 2019). Another study mentions that infrastructure procurement planning begins with the identification of needs. This identification is carried out by each teacher. The list of needs consists of simple notes containing the facilities that can improve learning in the school. The results are then analyzed and submitted to the principal regarding which facilities are needed (Azhari, 2021).

Additionally, research conducted at SMPN Bandung also shows that infrastructure procurement planning starts with a needs analysis involving all school parties and is based on the urgency of those needs (Sari, 2023). Therefore, it can be concluded that the management of facilities procurement planning at SMPS An-Nakhil is progressing quite well, although it needs further improvement and development to become more programmed and optimally measured.

### **Utilization of Educational Facilities and Infrastructure at SMPS Annakhil Darunnajah 6 Mukomuko Bengkulu**

The management of educational facilities and infrastructure is a systematic and strategic effort to ensure that all educational facilities and infrastructure are used effectively and efficiently to support the learning process (Muhammad & Agus, 2020). The utilization of facilities and infrastructure is also a crucial stage because it directly impacts the quality of education. The available facilities are not only meant to support teaching and learning activities but also to create a conducive, comfortable, and safe school environment for the school community.

Based on research findings, the utilization of facilities and infrastructure at SMPS Annakhil Darunnajah 6 is carried out by maximizing the use of existing facilities to support the success of the educational process. However, the school faces several limitations in facilities that often hinder the smooth running of the teaching and learning process. One finding was that the location of the girls' restroom, which is far from the classrooms, often reduces comfort and concentration during lessons. Furthermore, the library's limited book collection reduces students' interest in reading and limits their access to additional references. The computer laboratory, equipped with an unstable internet connection, also frequently hinders learning, particularly in technology-based lessons. Similar issues occur with other facilities as well.

The maximization of facility and infrastructure utilization has a direct impact on the comfort, effectiveness, and quality of the learning process. School management of facility utilization is one of the school's efforts to ensure that all existing facilities are used effectively to support the learning process. As described in the literature review, the general goal of utilizing facilities and infrastructure is to improve the effectiveness and efficiency of learning activities. The specific goals are to support classroom activities, encourage the use of new facilities to achieve academic objectives, and assist in planning and follow-up as a form of development. Therefore, the maximization of facility utilization at SMPS Annakhil Darunnajah 6, despite existing limitations, requires follow-up actions to improve and enhance the available facilities.

In another study conducted at SDN Keleyan 1, the school's budget limitations were found to be a key factor contributing to the lack of facilities and infrastructure. To address this issue, the school increased its budget, improved the planning and budgeting system, and conducted regular maintenance. Based on the challenges identified in this study and consistent with the challenges encountered in this research, SMPS Annakhil could add funding sources through various methods such as submitting proposals to donors, collaborating with other educational-supporting parties, or organizing fundraising activities with school residents and the surrounding community. These methods can help the school gain more support in improving existing facilities (Yulianto, 2024).

Another study found that the utilization of school facilities and infrastructure focuses on their direct relationship with the learning process, including teaching tools, teaching aids,



and learning media. In addition, in the teaching and learning activities, educational facilities and infrastructure are shown to have a significant influence and support the learning process, making educational facility management crucial for the sustainability of school activities (Arianti, 2019).

Furthermore, a study conducted at SMA YP. Utama Medan found that the utilization of educational facilities and infrastructure is the school's effort to enhance the student learning process by utilizing available facilities despite their limitations. However, the system of utilization lacks official or written procedures, as all school members have equal rights to use the facilities based on their individual needs (Azhari, 2021).

### **Supervision of Facilities and Infrastructure at SMPS Annakhil Darunnajah 6 Mukomuko Bengkulu**

The supervision of school facilities and infrastructure plays a crucial role in ensuring the smooth operation of the educational process. Well-maintained facilities will create a comfortable, safe, and conducive learning environment for the school community. According to the theory of facility and infrastructure supervision, it is an effort to control the facilities and infrastructure by maintaining, preserving, and utilizing them optimally to support learning activities. This supervision involves multiple parties and is conducted collectively, including the school principal, vice-principal, educators, parents, committees, and other stakeholders. The results of this supervision are documented in regular reports, conducted either per semester or annually (Aziz et al., 2023; Ritonga, M., & Rokimin, 2021).

Moreover, during the facility and infrastructure supervision phase, it is emphasized that a supervision book should be maintained, filled out by the general inspector, documenting the orderliness of the management of school facilities from planning, procurement, storage, or security, maintenance of inventory, status changes, treasury guidance, and claims for compensation (Purnamaningsih & Purbangkara, 2022).

The researcher found that the facility and infrastructure supervision at SMPS Annakhil Darunnajah 6 is carried out through regular checks on the existing facilities by the responsible parties. At this stage, regular evaluations are conducted both in collaboration with the team and by involving several parties, including the school principal, the head of facilities and infrastructure, teachers, and the administration team, to ensure the effectiveness and efficiency of managing the school's facilities. Additionally, a special record book is maintained during the supervision process to ensure that monitoring, evaluation, and improvements are carried out effectively.

The implemented supervision approach shows that the school understands the importance of maintaining and ensuring that school facilities are optimally utilized to support the teaching and learning process. This aligns with Sagala's theory, which asserts that supervision in education aims to ensure that all educational activities are carried out according to plans and the quality standards set (Priansa, 2021). Furthermore, another theory of facility and infrastructure supervision in education emphasizes that it not only involves inspecting the physical condition of the facilities but also controlling their usage and taking corrective actions when deficiencies are found (Raja Oja & Maisyaroh, 2023).

These findings are consistent with other studies, which state that the effectiveness of facility and infrastructure supervision is highly influenced by the alignment between the established supervision standards and their implementation. The research revealed that the supervision system is structured, including regular control, documentation of facility conditions, and the involvement of all school parties in maintaining the facilities. This

approach, even in the face of budget constraints, helps extend the useful life of school facilities and reduces repair costs. Thus, these findings reinforce the supervision techniques implemented at SMPS Annakhil Darunnajah 6, which applies a regular supervision system and involves all school stakeholders.

Additionally, support for involving all school parties in maintaining school facilities is also found in other research, which reveals that the implementation of collaborative supervision systems in reporting and maintenance reflects a shared responsibility for school facilities (Putri, 2025, p. 15). This finding further strengthens the techniques already implemented at SMPS Annakhil Darunnajah 6, suggesting that continuous guidance is necessary to maintain consistency and improve attention moving forward.

On the other hand, other research found that there was no supervision in managing school facilities and infrastructure. Instead, there were stages of maintenance and disposal, where efforts were made to ensure that the necessary equipment for the school community remained in usable condition when needed to support the learning process. Furthermore, the disposal of school facilities was carried out based on their condition when the facilities could no longer be used or repaired (Anasia, 2022).

When related to the situation at SMPS Annakhil Darunnajah 6, the ongoing supervision system shows a better and more comprehensive practice in maintaining the sustainability of the quality of school facilities and infrastructure. In conclusion, the supervision of facilities and infrastructure at SMPS Annakhil Darunnajah 6 is progressing well, as evidenced by the involvement of all school stakeholders, the presence of regular evaluation schedules, and a system for recording the monitoring of school facilities. Despite existing limitations, this ensures the proper maintenance of facilities, which ultimately supports the learning activities at SMPS Annakhil Darunnajah 6.

## **CONCLUSION**

Based on the research on the management of facilities and infrastructure at SMPS Annakhil Darunnajah 6 Mukomuko Bengkulu, it can be concluded that the management of facilities and infrastructure plays a crucial role in supporting the effectiveness and quality of education. This management process includes the planning, procurement, utilization, and supervision of existing facilities. The study shows that although the management of facilities and infrastructure is running well, there are several challenges that need to be addressed to improve its effectiveness.

The procurement planning of facilities and infrastructure is carried out by considering the school's needs, budget, and educational standards, although limited funds and delays in procurement pose obstacles. The utilization of facilities has been maximized, although challenges such as a small library space, limited book collections, unstable internet connections, and insufficient laboratory equipment still exist. Supervision and maintenance of facilities are also carried out periodically; however, limited budget results in a faster decline in the quality of the facilities.

Overall, the management of facilities and infrastructure is progressing well, but improvements are needed to make it more optimal. Well-planned procurement, more effective utilization, and systematic maintenance management will be key to creating a better and more comfortable learning environment, thereby continuously improving the quality of education at the school.

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