

Management of Educational Facilities and Infrastructure to Improve the Quality of Education

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A B S T R A C T

This study aims to analyze the management of facilities and infrastructure administration as a strategy in improving the quality of education at Pejengkolan State Elementary School. The research focus includes the planning, utilization, maintenance, and development of educational facilities and infrastructure. This research uses a qualitative approach with data collection techniques in the form of interviews, observations, and documentation. The research informants consisted of school principals, administrative staff, teachers, and education staff. The results of the study show that the management of facilities and infrastructure administration that is carried out systematically through structured planning, transparent budgeting, routine maintenance, and the involvement of school stakeholders makes a positive contribution to the creation of a conducive learning environment and the improvement of learning quality. Strategic management in the management of facilities and infrastructure not only supports the operational efficiency of schools, but also plays an important role in improving the quality of education. This study concludes that strengthening the administration and management of facilities and infrastructure is an important factor in realizing a sustainable improvement of the quality of education in elementary schools.

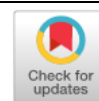
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INTRODUCTION

Education is influenced by various factors, including facilities and infrastructure that play an important role in supporting the success of educational programs. However, some facilities and infrastructure in schools are still not optimally managed, both in terms of recording, maintenance, and storage, so they are not considered valuable assets to support the teaching and learning process in schools. The management of facilities and infrastructure has a crucial role in the world of education, because with its existence, education in schools can produce an effective and efficient environment, as well as meet the nation's needs in the future to develop the potential and talents of the younger generation. To improve and improve the quality of facilities and infrastructure, measures such as planning, procurement, distribution, utilization, inventory, maintenance, and disposal are needed (Yahya, Rahman, and Mulyadi 2023).

Educational facilities and infrastructure play a crucial role in the world of education and are one of the eight National Education Standards. The significance is so great that every educational institution strives to meet the standards of these facilities and infrastructure to improve the quality of the teaching and learning process. More than that, the adequacy of educational facilities and infrastructure is also one of the main factors that attract the interest of prospective students (Dani Hermawan 2020).

Inaccuracies in managing educational facilities and infrastructure can be seen in the procurement process, implementation of responsibilities, management, maintenance, and the process of elimination. Many managers also do not fully understand the standards of facilities and infrastructure that are really needed. Various cases show that often the facilities purchased

are not a priority need for educational institutions. The most concerning and frequent situation in our environment is the ability to purchase facilities, but it is not balanced by adequate maintenance efforts (Indrawan 2015).

Based on Law Number 20 of 2003 concerning the National Education System, education is defined as activities that are realized and carefully planned to create a learning atmosphere and teaching mechanisms that allow students to be active in developing their own abilities, so that they can achieve inner strength, religious values, self-mastery, character, intellectual, noble ethics, and competencies needed by individuals, Community, Nation, and State (Neolaka and Neolaka 2015).

Facilities and infrastructure are important components in the implementation of education and teaching and learning activities. When the available facilities are inadequate, the learning process in schools cannot take place optimally. On the other hand, the availability of complete and necessary facilities and infrastructure will greatly support the course of learning, because these conditions allow for a variety of teaching methods, both specifically and in the overall education system in schools (Kompri 2017).

Theoretically, the relationship between the availability of facilities and infrastructure and learning outcomes has been widely studied. Sagala (2013) stated that facilities and infrastructure are instrumental factors that directly affect the effectiveness of the learning process. Adequate facilities allow for the creation of a conducive learning environment, increase student concentration, and encourage active student involvement in the learning process.

In line with this opinion, Mulyasa (2015) emphasized that the quality of learning is not only determined by the competence of educators, but also by the readiness of facilities and infrastructure as the main support of the educational process. Complete and well-maintained facilities will help students achieve optimal competence, both in cognitive, affective, and psychomotor aspects. On the other hand, limited facilities can hinder the achievement of learning objectives and reduce the quality of student learning outcomes.

Empirical research also reinforces this view. Earthman (2002) stated that the physical condition of the school, such as classrooms, lighting, ventilation, and the completeness of learning facilities, has a significant influence on students' academic achievement. This is reinforced by UNESCO (2017) which states that investment in educational facilities is one of the important strategies in improving the quality of education and equitable distribution of learning quality in a sustainable manner.

Education is considered the main investment field in building and shaping the perfect human being (*insanul kamil*). The influence of education is believed to create human resources (human resources) that are resilient and of high quality. Therefore, educational institutions need to be well managed and professional in order to survive and compete. Managers and other components of education are expected to find and implement innovative management strategies that are able to encourage quality improvement in their institutions (Muammarulloh and Halwati 2024).

Education has an important role in improving human quality and determining the direction of a nation's progress. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create learning conditions that allow students to develop their full potential. With the development of the times and the demands of globalization, education administration has become increasingly important to ensure that the implementation of education runs effectively, especially in the madrasah environment (Mariani, Sihotang, and Sukardi 2024).

In managing the administration of facilities and infrastructure, an effective strategy is needed so that the quality of education can be improved. Strategy is understood as a guideline that gives direction and regulates various decisions to determine the character and goals of the organization. In addition, strategy can be defined as the main methods, steps, or tactics that are prepared in a planned manner in carrying out management functions, with a focus on achieving the strategic goals of the organization (Rozi 2016).

The management of educational facilities and infrastructure greatly determines whether or not facilities can be used optimally. Therefore, education managers, including teachers and education staff, need to have strategies and ideas in regulating and utilizing school facilities according to their designation, as well as continuing to develop. Thus, facilities and infrastructure can be used optimally to support the learning process, so that teaching and learning activities can take place more effectively and efficiently (Anjassari & Suib, 2013). Therefore, the administration of facilities and infrastructure can be used as a focus to formulate strategies in improving the quality of education.

The quality of education can be seen from two perspectives, namely the quality of the education implementation process and the quality of the results achieved from the process. An educational process is considered quality if all components of education are actively involved in it. Various factors that affect the educational process include various inputs, such as subject matter, learning methods, and school facilities. On the other hand, the quality of education is seen from the results referring to the achievements or achievements obtained by the school in a certain period of time through a measurable learning process. Meanwhile, the components in the Facility and Infrastructure Standard Analysis include aspects of educational units related to the number of study groups, land availability, school buildings, and the completeness of supporting facilities (Alimin 2021).

Based on initial observations made by researchers, Pejengkolan State Elementary School is an elementary school that continues to strive to create a safe learning environment and support the learning process. In general, the condition of the facilities and infrastructure at the school is quite good, although there are still some parts that need repair and update. The school already has permanent classrooms, a principal's room, a teacher's room, and a library. Each study room has also been equipped with main furniture such as a desk, chairs, whiteboard, and storage cabinet. Furthermore, there are also sports fields and school parks that are used for student activities outside the classroom. However, the availability of sports equipment and learning technology devices, such as computers and projectors, is still limited, hindering the implementation of digital-based learning according to the demands of the current curriculum.

Based on the explanation of Mrs. Sri Rejeki, S.Pd., SD as the principal, SD Negeri Pejengkolan still faces several obstacles in managing educational facilities and infrastructure. As is the case, there are no laboratory facilities or libraries that have been dormant for a long time. Most of the items at SDN Pejengkolan do not have an official inventory code or label, making it difficult to monitor their status, lifespan, and physical condition on a regular basis (Sri Rejeki, S.Pd. SD., 2025).

According to Mrs. Bonifasia Sundari S. as the Administration Section of SD Negeri Pejengkolan said that the school inventory book is also not updated periodically, especially when there is a move of goods or new purchases. This is due to several obstacles, such as the lack of administrative staff familiar with the school asset inventory system, limited time for the recording process, and lack of training or direction from the education office related to the management of school facilities and infrastructure (Bonifasia Sundari S, 2025).

The state of facilities and infrastructure greatly affects the improvement of the quality of education. The completeness and maintenance of school facilities can support the creation of a comfortable learning environment, motivate students to learn, and assist teachers in delivering materials effectively. At SD Negeri Pejengkolan, adequate infrastructure has supported an increase in student attendance, enthusiasm for learning, and academic results. However, limitations in technology facilities and routine maintenance are still obstacles in realizing optimal quality of education.

Thus, schools need to manage facilities and infrastructure in an ongoing manner. Efforts to improve the quality of education through educational facilities can be carried out by optimizing the planning, management, procurement, and supervision process of facilities and infrastructure to be in accordance with the National Education Standards (SNP). These measures are expected to have a positive impact on the quality of education at Pejengkolan

State Elementary School. This effort is also based on management theory and management strategies, so that the goals that have been set can be achieved optimally.

Based on this description, it can be concluded that the facilities and infrastructure at SD Negeri Pejengkolan need to be utilized and managed optimally to support the learning process. This management requires various strategies in the administration of facilities and infrastructure to make it easier for schools to manage it and ensure that its implementation is effective and efficient in an effort to improve the quality of education (Rohmatin 2024).

Therefore, this study aims to examine and examine various problems related to the management strategy of facilities and infrastructure administration in order to improve the quality of education at SD Negeri Pejengkolan, as well as identify strategies implemented to achieve this improvement. Through the implementation of the right management strategy, it is hoped that SD Negeri Pejengkolan will be able to optimize the administration of facilities and infrastructure to improve the quality of education and create a more effective learning environment and support the achievement of overall educational goals.

METHOD

In writing this journal, the method used by the author is a qualitative approach with a descriptive case study research design. The case study design was chosen because the research focuses on the management of facilities and infrastructure administration at Pejengkolan State Elementary School. A qualitative approach is a research method used to describe and understand in depth a social phenomenon or reality that occurs in the field. This study aims to provide an objective picture based on facts, data, and the researcher's interpretation of the situation or condition being studied, without manipulating variables.

The data collection technique in this study was conducted by the author conducting interviews, observations, and documentation studies to complete the data from interviews and observations. Interviews were conducted in depth with informants or resource persons who were considered to know the problem or were directly involved in the research object such as school principals, teachers, and TU and Observation was carried out to see firsthand the real conditions in the field, especially the physical condition of facilities and infrastructure, as well as how to use them in teaching and learning activities. The validity of the data in this study aims to ensure that the data obtained is correct, accurate, and trustworthy. By applying triangulation techniques, observation diligence, peer examination, and member check, the validity of the data in the research can be guaranteed. This ensures that the results of the research really reflect real conditions and can be used as a strong basis in improving the quality of education.

FINDINGS AND DISCUSSION

Strategies for Managing the Administration of Facilities and Infrastructure Implemented in Elementary School Negeri Pejengkolan

This research was carried out at SD Negeri Pejengkolan with the aim of finding out the management strategy of the administration of facilities and infrastructure used in improving the quality of education. Data collection was carried out through interviews with principals, teachers, and administrative staff, as well as through direct observation of the condition of existing facilities in schools and supporting administrative documentation. Based on the results of the research, it was found that SD Negeri Pejengkolan has implemented several important strategies in the management of facilities and infrastructure administration, including:

Planning

A well-structured plan includes initial meetings to formulate budgets and facility needs in stages (Irmayani, H., Wardiah, D., & Kristiawan, M., 2018). At SD Negeri Pejengkolan, the need for facilities and infrastructure is analyzed at the beginning of the school year through annual work meetings. The principal and the management team prepare the School Activity Plan and Budget (RKAS) as a reference in the procurement, maintenance, and improvement

of educational facilities. The process involves teachers and school committees to ensure transparency and conformity with the real needs of students. This is reinforced by the principal's statement, which states, "*We plan our facilities at the beginning of the school year by looking at the class needs and the condition of the existing facilities at Pejengkolan State Elementary School.*" (Ibu Sri Rejeki, S.Pd. SD., 2025)

Organizing

The Principal of SD Negeri Pejengkolan formed a facilities and infrastructure management team consisting of teachers and administrative staff. This team is in charge of recording inventory of goods, regulating the use of facilities, and maintaining the condition of equipment so that it remains suitable for use. With a clear division of duties, the principal of SD Negeri Pejengkolan expects the responsibility in management to be better and more directed. This is clarified by the principal's statement, which states, "*We organize our facilities and infrastructure by clearly dividing tasks among all relevant parties, so that management can run effectively and support the learning process optimally at Pejengkolan State Elementary School.*" (Ibu Sri Rejeki, S.Pd. SD., 2025). This activity also involves parents and the community in planning and maintaining facilities as a form of support from the community to make it easier to manage facilities and infrastructure (Monanita Maran Eka, N. P. A., Vipriyanti, N. U., & Ketut Arnawa, I., 2024).

Procurement and Utilization

The efficient procurement of Pejengkolan State Elementary School facilities is carried out transparently and based on a priority scale. Efficient Procurement uses basic management principles such as planning, organizing, implementing, and supervising processes to ensure that facility procurement runs effectively and efficiently (Soraya, E., Arum, W. S. A., & Theoline, E., 2024). The use of school facilities is also carried out to the maximum, such as the use of libraries for additional learning activities and preparation for academic competitions. This is reinforced by the principal's statement, which states, "*the procurement of facilities and infrastructure is carried out based on learning needs, and their utilization is directed so that the available facilities are truly used to improve the quality of education at Pejengkolan State Elementary School.*" (Ibu Sri Rejeki, S.Pd. SD., 2025).

Maintenance and Supervision

Routine Maintenance involves all school members in maintaining the facility to ensure that goods remain in good condition. (Noven, T. T. A., & Inayati, N. L., 2024). SD Negeri Pejengkolan has a routine maintenance schedule every semester, which involves the principal and teachers. The principal periodically monitors and evaluates the condition of facilities and infrastructure, and records the results in an inventory book. Planned Removal performs the removal of facilities that are no longer in use through auction, grant, or destruction methods (Noven, T. T. A., & Inayati, N. L., 2024). If there is minor damage, it will be repaired immediately, while heavy damage will be submitted to the education office.

Evaluations are carried out periodically to find out how much potential progress and setbacks a process has. Periodic evaluation is conducting regular performance evaluations to ensure that facilities and infrastructure meet the desired standards (Ya'cub, M., & Ga'a, D. S., 2021). SD Negeri Pejengkolan conducts an evaluation at the end of each school year to assess the condition of the facilities and the effectiveness of their use. The results of the evaluation are used as a reference in determining decisions for future planning. Schools also implement simple innovations, such as using used goods for creativity learning media. This was reinforced by the principal who stated, "*Maintenance and supervision of facilities and infrastructure are carried out routinely so that the facilities remain suitable for use, so that they can support teaching and learning activities and improve the quality of education.*" (Ibu Sri Rejeki, S.Pd. SD., 2025).

Based on the results of the research, it can be seen that the management strategy for the administration of facilities and infrastructure at SD Negeri Pejengkolan has been running with a fairly good level of effectiveness. The strategy is carried out in line with the principles of education management which focuses on the functions of planning, organizing, implementing, and supervising. According to Mulyasa, the management of educational

facilities and infrastructure is a collaborative process that is carried out systematically to organize, utilize, and maintain all facilities to support learning activities optimally (Mulyasa 2004). In this case, SD Negeri Pejengkolan has implemented management principles, as can be seen from participatory planning involving all elements of the school as well as a supervision system that is periodically carried out by the principal. Therefore, supervision will be carried out on an ongoing basis using CCTV facilities to monitor teaching and learning activities and ensure the quality of education (Ya'cub, M., & Ga'a, D. S, 2021).

In addition, transparent and needs-based management shows that the school has implemented public accountability, in accordance with the demands of school-based management (Kartika and Arifudin 2020). Effective financial management is, adopting best practices in budgeting, resource allocation, and financial oversight to improve efficiency and accountability (Vetriselvan, R., Rajesh, D., Swadhi, R., Velmurugan, P. R., & Arunkumar, S, 2024). This strategy not only increases efficiency in budget utilization, but also builds a sense of ownership among school residents towards the facilities used. In terms of maintenance, the implementation of a preventive maintenance system (maintenance before damage occurs) is a positive step. This is in line with Suharsimi Arikunto's view that optimal maintenance will extend the life of the facilities and save long-term costs (Arikunto 2010).

Periodic evaluations conducted by SD Negeri Pejengkolan are also a form of application of the principle of continuous improvement (contonus improvement), which is important in modern education administration. With this evaluation, SD Negeri Pejengkolan can adjust policies and budgets according to changing needs and developments of the times (Tilaar 1992).

The Influence of Facilities and Infrastructure Management in Improving the Quality of Education at Pejengkolan State Elementary School

Based on the results of the research, several things were found that showed the influence of the management of facilities and infrastructure on improving the quality of education at SD Negeri Pejengkolan, namely the following:

Condition of School Facilities and Infrastructure

SD Negeri Pejengkolan has relatively complete facilities, including adequate classrooms such as teachers' rooms, libraries, and good hygiene and sanitation facilities. However, there is no laboratory space and some learning equipment still needs to be updated to suit the needs of technology-based learning. Developing infrastructure can support the teaching and learning process, such as laboratories and information technology (Purwadhi, 2019). Use technology to improve administrative efficiency and quality of educational services, such as student data management and more effective communication (Tantowi, A., Gunawan, M. A., & Ibrahim, A, 2025).

Facilities and Infrastructure Management Process

The Management Process is carried out through the stages of planning, implementation, maintenance, and evaluation. The principal of SD Negeri Pejengkolan formed a special team responsible for the inventory and utilization of facilities. Using information systems to support management processes, such as work order entry, inventory control, and payroll (Vieira, A. C. V, & Cardoso, A. J. M, 2010). At the beginning of each school year, the school prepares a School Activity Plan and Budget (RKAS) which contains various needs related to educational facilities and infrastructure.

Impact on the Learning Process

Teachers and students said that the availability of adequate facilities, such as learning media, comfortable classrooms, and a clean school environment, makes the learning process more effective and enjoyable. Students become more active in learning activities, while teachers can apply more varied teaching methods. A pleasant learning atmosphere also encourages the creation of an innovative learning environment in an effort to improve the quality of education (Purwadhi, 2019). Student and parent satisfaction is one of the main indicators of success in the management of school facilities (Monanita Maran Eka, N. P. A., Vipriyanti, N. U., & Ketut Arnawa, I, 2024).

Improving the Quality of Education

Based on data on the value of learning outcomes and student achievement over the past three years, it can be seen that there has been an increase in the average academic score and student participation in school activities. This shows that the management of facilities and infrastructure carried out optimally is able to make a positive contribution to improving the quality of education at Pejengkolan State Elementary School. Adopt the concept of TQM in the management process to ensure all parties are involved in improving the quality of education (Irmayani, H., Wardiah, D., & Kristiawan., M, 2018).

The results of the study show that the management of facilities and infrastructure has a great impact on the influence of improving the quality of education at Pejengkolan State Elementary School. This statement is in line with Mulyasa's opinion which emphasizes that educational facilities and infrastructure are important elements that play a role in helping to achieve educational goals effectively and efficiently. This statement is in line with Mulyasa's view that educational facilities and infrastructure are important components that support the achievement of educational goals effectively and efficiently (Febriansyah and Handayani 2025)

The availability of adequate facilities and infrastructure makes it easier for teachers to carry out the learning process to the maximum. Comfortable classrooms, adequate props, and the completeness of learning media can encourage increased motivation and learning outcomes (Barnawi & Arifin 2012) In addition, systematic management, from planning to evaluation, ensures that the facility is used appropriately and sustainably.

The principal plays a strategic role in regulating and supervising the management of facilities and infrastructure. According to Suryosubroto, the principal, as a manager in an educational institution, has the responsibility to manage and utilize various resources in order to support the achievement of school goals effectively (Suryosubroto 2022). At SD Negeri Pejengkolan, the principal carries out this function by involving teachers and school committees, so that collaboration and transparency are created in the management of facilities. Therefore, collaborating with stakeholders can also improve communication and coordination between foundations, administrations, and school principals to determine the priority of facility needs in terms of procurement and optimal utilization (Soraya, E., Arum, W. S. A., 2024)

The results of the observations also show that routine maintenance and periodic evaluation are important factors in maintaining the quality of facilities. Well-maintained facilities provide a sense of comfort for students and teachers, and support continuous learning. Arikunto emphasized that the maintenance of educational facilities must be carried out continuously so as not to cause a decline in function in the long term (Sabira, Nurlaeli, and Ma'shum 2025)

Thus, it can be concluded that the more optimal the management of facilities and infrastructure in a school, the higher the quality of learning produced (Ya'cub and Ga'a 2021) An effective management strategy not only has an impact on the physical comfort of the learning environment, but also fosters enthusiasm, discipline, and a culture of quality among school residents.

Overall, SD Negeri Pejengkolan has successfully implemented a facility and infrastructure management system that supports the creation of better quality education, both in terms of academic results, discipline, and active participation of all school residents.

CONCLUSIONS

Based on the results of the study on the management strategy of facilities and infrastructure in improving the quality of education at SD Negeri Pejengkolan, it can be concluded that the objectives of this research have been achieved. This study aims to examine and analyze the management strategies of the administration of facilities and infrastructure implemented by schools and their impact on improving the quality of education. The results of the study show that the management of facilities and infrastructure at SD Negeri Pejengkolan has been quite effective and directed through the implementation of management

functions, including planning, organizing, implementing, maintaining, and evaluating. In line with the objectives of the study, the findings show that the implementation of the management strategy of facilities and infrastructure administration has a positive influence on improving the quality of education. Facilities that are organized, maintained, and optimally utilized contribute to creating a comfortable learning environment, supporting teachers' creativity in the learning process, and increasing students' motivation and enthusiasm for learning. This emphasizes that the management of facilities and infrastructure does not only focus on the completeness of facilities, but also on the commitment of all school residents in maintaining, utilizing, and developing facilities and infrastructure in a sustainable manner. Thus, in accordance with the purpose of the research, it can be emphasized that the management of facilities and infrastructure is a very vital element in improving the quality of education at SD Negeri Pejengkolan. The better the management strategy of facilities and infrastructure administration, the higher the quality of education produced. Therefore, efforts to improve and maintain facilities and infrastructure need to be carried out in a sustainable and directed manner so that SD Negeri Pejengkolan is able to continue to develop as a quality educational unit and be able to provide optimal educational services for all students.

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