

# Management of Educational Facilities and Infrastructure: Efforts to Optimize the Learning Process at MA Nurul Fattah Lampung

Asep Irawan<sup>1</sup>, Mela Aprisianti<sup>1</sup>, Lutfiatul Hidayah<sup>1</sup>

<sup>1</sup>STIT Pringsewu Lampung, Indonesia

---

## ARTICLE INFO

### Keywords:

Management;  
infrastructure;  
Learning;  
Innovation.

---

### Article history:

Received 2026-03-27

Revised 2026-04-26

Accepted 2026-06-01

---

## ABSTRACT

This research is motivated by the problem of the gap between infrastructure standard regulation and managerial practices in the field. At MA Nurul Fattah Lampung, facility management is still reactive and the inventory has not been digitized, so it often creates administrative obstacles that have the potential to reduce the quality of learning. The main objective of this research is to evaluate the practice of facilities and infrastructure governance in order to realize the optimization of a quality learning process. The method used was qualitative descriptive, with data collection through observation, in-depth interviews with seven key informants, and documentation studies. The results of the study found that empirically, well-maintained physical infrastructure transforms into a "living catalyst" that successfully increases teacher motivation and triggers pedagogical innovation in the classroom. However, the managerial implementation is still fragmented and the absence of standard Standard Operating Procedures (SOPs) often delays the achievement of curriculum targets. As a concrete recommendation, madrassas must immediately formulate and implement SOPs for infrastructure governance that are structured, proactive, and digitalized. This step is essential to prevent asset degradation, minimize inefficiencies, and ensure the sustainability of institutional excellence.

*This is an open access article under the CC BY SA license.*



---

### Corresponding Author:

Asep Irawan

STIT Pringsewu Lampung, Indonesia; [asepiraawan@gmail.com](mailto:asepiraawan@gmail.com)

---

## 1. INTRODUCTION

21st century education requires a comprehensive synergy between the quality of educators, an adaptive curriculum, and the availability of adequate supporting infrastructure. Educational facilities and infrastructure are no longer just complementary, but fundamental components that have direct implications for the effectiveness of knowledge transformation in the classroom (Wulandari, 2024). The global phenomenon shows that educational institutions that have modern facility governance are proven to be able to produce graduates with superior cognitive and psychomotor competencies. In Indonesia, government regulations have set minimum service standards for school facilities to ensure equitable

distribution of the quality of education nationally. Therefore, investment and infrastructure management are a priority agenda for every educational institution that wants to maintain its existence and academic quality in the midst of increasingly fierce global competition (Nasir, Mahmudinata, Ulya, & Firdaus, 2023).

In the context of Islamic education, madrassas have the dual responsibility of integrating general science and spiritual values, which of course require the support of representative and specific facilities. Phenomena in the field show that various madrasahs, including Madrasah Aliyah (MA), are intensively trying to modernize physical facilities to support more interactive learning activities (Susianto, 2022). MA Nurul Fattah Lampung, as one of the Islamic educational institutions that continues to grow, also faces this dynamic and is required to provide adequate classrooms, laboratories, and libraries. The existence of representative physical facilities at MA Nurul Fattah is considered the spearhead in creating a conducive, dynamic, and student-centered learning ecosystem. This phenomenon confirms that the competitiveness of madrasahs is now highly dependent on their supporting infrastructure (Arifin & Rahmawati, 2022).

Although the urgency of facility fulfillment has been widely recognized, there is a phenomenon gap (reality gap) that is quite concerning in operational governance practices in the field. Reality shows that the procurement of facilities and infrastructure is often not balanced with a sustainable maintenance, utilization, and evaluation management system. Many schools that physically have adequate assets, actually experience a decrease in the quality of learning due to facilities that are quickly damaged or not optimally functioned by educators (Khomsinnudin, Prince, Tamyiz, Wulandari, & Paradise, 2024). The gap between ideal regulation on infrastructure standards and managerial implementation at the lower level triggers massive budget inefficiencies. At the local level, this challenge is even more evident when the limitations of human resources in managing inventory clash with the high operational burden of daily education.

Based on the gap in this phenomenon, the main problem in this study is focused on how effective the cycle of Management of Educational Facilities and Infrastructure: Efforts to Optimize the Learning Process at MA Nurul Fattah Lampung. The main question formulated is the extent to which the stages of planning, procurement, inventory, maintenance, and elimination of infrastructure facilities have been carried out in accordance with standard managerial standards. This problem becomes very complex considering that the governance of facilities does not stand alone, but is closely tied to the motivation of teachers to teach and the comfort of student learning in the classroom. If the management system of this infrastructure facility is allowed to run sporadically without structured procedures, then the vision of MA Nurul Fattah Lampung to realize a quality learning process will be difficult to realize optimally.

A critical review of the previous literature reveals that there is a significant research gap in the domain of Islamic education management studies. The majority of research on the administration of facilities and infrastructure so far tends to be concentrated on public schools with state status in urban areas that have well-established budget support (Amalia, Afifah, & Prasetyo, 2025). These studies often ignore the dynamics of asset management in madrasahs which often have to rely on non-governmental funding and fluctuating grants. Empirical explorations that specifically dissect strategies for survival, adaptation, and managerial innovation in madrasahs with limited resources such as in Lampung are still very minimal. This leaves a blank spot in the academic literature of education administration that is urgent to be filled immediately with holistic field studies.

In order to fill the literature gap, this research offers novelty that specifically lays down an integrated approach between the administrative evaluation of facilities and its pedagogical implications. Unlike previous research which generally only measured the percentage of completeness of goods quantitatively, this study proposes an in-depth analysis related to the interaction between infrastructure maintenance and instructional innovation of teachers at MA Nurul Fattah Lampung. This novelty highlights how the adaptation of limited infrastructure facilities can be maximized through inclusive governance by involving the participation of madrasah committees. The socio-managerial point of view, which sees infrastructure not as a dead asset, but as a "living catalyst" of the learning process, is an original contribution offered by this study.

Given the significance of the role of infrastructure in supporting education, the urgency of this research is very high and demands immediate attention. Practically, if the management of infrastructure facilities at MA Nurul Fattah Lampung is not evaluated immediately, the institution has the potential to experience a degradation of the feasibility of facilities which leads to a decrease in the level of satisfaction of students and parents. This study is urgently needed to provide *an efficient asset evaluation blueprint* to prevent budget wastage due to premature facility life. On the other hand, from a theoretical perspective, the output of this research is urgent to enrich the treasure of education management science by proving that systematic management of infrastructure facilities is an absolute prerequisite for achieving the competitive advantage of madrasas in the modern era.

As a synthesis of the above series of backgrounds, the main purpose of this study is to formulate, review, and evaluate facility governance practices in order to realize Learning Process Optimization at MA Nurul Fattah Lampung. The scope of this study is limited to qualitative analysis of the procedures from upstream to downstream management of infrastructure facilities, as well as their correlation with the achievement of madrasah curriculum targets. Through comprehensive surgery, this research is expected to be able to produce strategic recommendations that are not only academically valid, but also implementable for madrasah heads and policy makers. Thus, this manuscript is expected to provide a new foothold in the literature on madrasah facility management while having a positive impact on improving the quality of educational services in a sustainable manner.

## 2. METHODS

This study uses a descriptive qualitative approach designed to provide a comprehensive overview of the facility management procedures from upstream to downstream infrastructure management at MA Nurul Fattah Lampung. The selection of this approach aims to explore the meaning and reality of managerial in depth which is not just in the form of numbers, but an empirical process in the field. Data collection was carried out through three main techniques: observation, in-depth interview, and documentation study. Observations are carried out directly to review the physical condition, maintenance, and utilization of facilities and infrastructure in supporting daily teaching and learning activities. Meanwhile, in-depth interviews were focused on key informants selected through purposive sampling techniques with a total of 7 (seven) informants. The details of the subjects of this research consist of: 1 (one) Head of Madrasah as the person in charge of policy, 1 (one) Deputy Head of Infrastructure Affairs as the main technical implementer, 2 (two) Administrative Staff who manage inventory administration, and 3 (three) representatives of subject teachers to explore the perspective of facility users in the learning process. To strengthen the findings, the documentation study was applied by examining the inventory archives of goods, maintenance fund allocation reports, and madrasah strategic planning documents.

The data analysis process in this study refers to an interactive qualitative analysis model consisting of three systematic stages: data reduction, data presentation, and conclusion drawn. After the raw data was obtained from the field, the researcher made a reduction to classify, discard irrelevant information, and focus the data on infrastructure governance issues and their correlation with the achievement of madrasah curriculum targets. The data that has been reduced is then presented in the form of narrative text and categorization matrix so that the managerial flow of infrastructure facilities can be understood in a complete and systematic manner. In order to ensure the credibility and validity of the findings, this study applied the triangulation technique, which includes triangulation of sources (comparing information from madrasah heads, teachers, and staff) and triangulation techniques (cross-checking the results of interviews, observations, and documents). Through this rigorous methodological stage, the research is expected to be able to produce an academically valid evaluation and produce implementable recommendations for MA Nurul Fattah Lampung.

### 3. FINDINGS AND DISCUSSION

#### **Analysis of the Implementation of the Facilities and Infrastructure Management Cycle at MA Nurul Fattah Lampung**

Based on observations and interviews at the Supreme Court Nurul Fattah Lampung, field findings show that the planning stages of facilities and infrastructure are carried out through annual work meetings, but they are still reactive to urgent needs. This phenomenon can be interpreted as saying that madrasahs do not have a long-term blueprint that maps the projected infrastructure needs strategically for the next five to ten years. The absence of this predictive planning risks giving rise to overlapping budget allocations in the middle of the school year due to frequently changing priorities. Refer to the study (Ridha, Rizaldi, Rizhan, Terayanti, & Sulistiyana, 2025), the planning of ideal educational facilities must prioritize a long-term strategic vision based on a holistic needs assessment. The gap between the urgency of strategic planning and reactive practices at the research site confirms that this early stage optimization is crucial to prevent managerial inefficiencies that have an impact on service quality.

At the procurement stage, research findings confirm that MA Nurul Fattah is highly dependent on the disbursement of School Operational Assistance (BOS) funds as well as self-help contributions from students' guardians. The interpretation of these findings shows the existence of financial vulnerability, where fluctuations in grants or non-governmental organizations directly dictate the quantity and speed of procurement of learning support facilities. This condition requires the head of the madrasah and the deputy head of infrastructure to implement a very adaptive financial management strategy so that the procurement process is not hampered. This is in line with the view (Juliani, Widayati, & Purwita, 2025) which confirms that educational institutions, especially outside urban centers with limited resources, absolutely need community-based financing management to patch up the budget deficit. This adaptive procurement is the key to the continuity of madrasah operations in the midst of uncertain funding dynamics.

In the aspect of inventory, the results of documentation studies and confirmation interviews with administrative staff reveal that asset recording is still dominated by manual and semi-digital systems that often experience delays in data updates (updates). Interpretively, this inventory bureaucratic inaction creates a high risk gap for asset depreciation that is not detected in real-time, resulting in weak inventory reporting accountability. This weakness of diary recording also complicates the process of evaluating the availability of goods ahead of the start of the new school year. Theoretical support from (Hermawan, 2025) underlining that a structured and digitized inventory is not just an ordinary administrative routine, but a vital instrument to ensure public accountability and measure the lifespan of assets. Therefore, the migration towards inventory digitization at MA Nurul Fattah is an urgent step that must be realized immediately.

Regarding maintenance procedures, direct observation in the madrasah area shows that the majority of infrastructure maintenance actions are only carried out after the facility has suffered physical damage (corrective maintenance), while preventive care is very minimal. This interpretation of this phenomenon indicates a managerial misconception that routine maintenance is considered a burden on the budget, when allowing damage to accumulate actually multiplies the cost of long-term repairs. This reactive cycle creates a hidden waste of budget and has the potential to disrupt the effectiveness of knowledge transformation in the classroom. As explained by (Sahroni & Abidin, 2025), a sustainable preventive maintenance management system is a key pillar in extending the life of infrastructure while maintaining the stability of the learning ecosystem. The maintenance paradigm in this madrasah must be immediately changed from a reactive pattern to a proactive one.

Faced with the limitation of maintenance funds, interesting findings in the field reveal the existence of an adaptive strategy in the form of active involvement of students and teachers through an integrated cleaning program to maintain facilities in a mutual cooperation. From a managerial point of view, this initiative can be interpreted as a smart effort to transform financial constraints into strong social-managerial capital, where a sense of belonging to infrastructure is successfully instilled. This

participatory step has proven to be effective in reducing daily maintenance costs while fostering solidarity with madrasah residents. (Wulandari, Firdaus, & Saifulloh, 2024) In theory, it is stated that inclusive governance of infrastructure facilities not only nourishes the school's operational ratio, but also functions as a medium of character education for the academic ecosystem itself. The adaptive practice at MA Nurul Fattah proves the success of this sociological approach.

In the final stage of the governance cycle, namely the disposal procedure, the research findings confirm that this stage is almost never formally executed, as evidenced by the accumulation of damaged furniture and devices in the warehouse. A critical interpretation of this condition shows that there is a reluctance or lack of understanding of the bureaucracy of asset disposal, so they choose the safe path by simply hoarding unused goods. This accumulation ultimately deprives the availability of spatial space that should be converted for other academic support activities. (Aryesam, Sampe, Toam, Maseyra, & Tanggronefa, 2025) emphatically highlights that the deletion of principled assets is an essential closing cycle to relieve the burden of spatial planning and simplify administrative reporting. Without this stage, the facility management cycle in madrasas becomes incomplete.

More broadly related to funding, the findings of the interviews highlight the high level of positive intervention from the madrasah committee in the form of incidental material grant schemes to cover the gap in the availability of curriculum supporting infrastructure. This phenomenon of mutual cooperation is interpreted as concrete evidence that the synergy between the madrasah and local stakeholders can be a shield against the structural deficit in funding for educational facilities. This symbiotic relationship ensures the smooth running of instructional innovation for teachers who were previously hampered by the lack of physical props. This is strongly supported by a theoretical framework (EKAWATI, HARYATI, & WURYANDINI, 2025) which emphasizes that the ideal implementation of School-Based Management (MBS) places the committee as a strategic partner in the mobilization of alternative resources. This active participation confirms the high resilience of Supreme Court Nurul Fattah in managing limitations.

Overall, operational findings from upstream to downstream show that the management cycle of facilities and infrastructure at MA Nurul Fattah Lampung has been running empirically, but its implementation is still fragmented and has not been bound by the standard Standard Operating Procedures (SOP). The macro interpretation of this condition is that the absence of integrated SOPs inhibits facilities from fully functioning as a "living catalyst" for pedagogical optimization, as managerial energy continues to be seized for ad-hoc problem solving. Without standardization of procedures, madrasas risk of stagnation in improving the quality of their services. Citing arguments (Firdaus, Wulandari, & Al Baqi, 2024), systematized infrastructure management is an absolute prerequisite for achieving the competitive advantage of educational institutions in the modern era. Therefore, the preparation of inventory governance SOPs is the most urgent recommendation for the management of MA Nurul Fattah.

### **Implications of Infrastructure Governance on Learning Optimization and Pedagogical Innovation**

Based on in-depth observations and interviews in the classrooms of MA Nurul Fattah, field findings showed that teachers experienced a significant increase in enthusiasm and psychological readiness when teaching in a room where basic facilities (such as whiteboards, lighting, and ventilation) were well maintained compared to classrooms where facilities were neglected. The interpretation of this phenomenon emphasizes that facilities and infrastructure in madrasas do not simply function as dead physical assets, but transform into "living catalysts" that actively stimulate the internal motivation of educators to present material to the maximum. The readiness of the infrastructure creates a positive affection that encourages teachers to be more expressive in transferring knowledge. This is in line with the theoretical support of the (Thaharoh Ananda Mumtahana, Helwilita, & Ishaac, 2025) which highlights the socio-managerial point of view, where optimally managed infrastructure will act as a living catalyst of the learning process, not just administrative completeness.

In terms of student comfort, the findings of interviews with student representatives revealed that their involvement in the integrated hygiene program (gotong royong) succeeded in creating a neater and more comfortable learning space, which directly enabled them to maintain concentration for longer during busy class hours. Interpretively, the comfort born of this well-maintained physical environment has been shown to reduce students' cognitive fatigue and increase their level of active participation during class discussion sessions. The sense of belonging instilled through the maintenance of facilities has a direct impact on the psychological calm of students when absorbing the subject matter. Strong theoretical support put forward by (Rahma Zhafirah, Nurlaeli, & Ma'shum, 2024), which emphasizes that the existence of representative physical facilities is the spearhead in creating a conducive, dynamic, and student-centered learning ecosystem.

Regarding instructional innovation, observational findings show that the availability of physical props—some of which is the result of incidental grants from madrasah committees—is directly utilized by teachers to change teaching methods from conventional lectures to interactive group projects. This interpretation of reality proves that the availability of facilities managed through stakeholder synergy triggers the pedagogical courage of teachers to experiment with student-centered learning models. Well-managed props open up space for demonstration and simulation methods that were previously difficult to implement. Theoretical support from (Suban & Ilham, 2023) confirming this, where he stated that educational facilities and infrastructure are fundamental components that have direct implications for the effectiveness of knowledge transformation and the application of innovative teaching methods in the classroom.

In the context of achieving the Islamic curriculum targets, the findings of documentation studies and interviews show that spatial optimization, such as integrating the functions of libraries and prayer rooms as religious laboratories, accelerate students' mastery of worship practices and book studies. The interpretation of these findings shows that smart spatial infrastructure governance allows madrasahs to carry out their dual responsibilities effectively, namely to fuse general science with spiritual values in one pedagogical breath. The flexibility of physical space facilitates the achievement of curriculum targets that are not only cognitive, but also affective-spiritual. This is relevant to the theory support (Zahra, 2025) which underlines that in Islamic education, madrasahs absolutely need the support of representative and specific facilities to integrate general science and spiritual values.

On the other hand, administrative weaknesses also have a direct impact, where field findings note that delays in the repair of laboratory equipment (*corrective maintenance*) which has been significantly damaged has forced science teachers to postpone the schedule of practical exams that have been set out in the syllabus. The interpretation of this constraint is that reactive maintenance management is not only financially detrimental, but directly creates pedagogical bottlenecks that thwart the achievement of curriculum targets within the specified time. Administrative delays have proven to be a parasite to the effectiveness of classroom learning. Theoretical support is put forward by (Khomsinnudin et al., 2024) which warns that schools that experience a decline in the quality of learning are often caused by facilities that are left to deteriorate quickly or not function optimally due to weak maintenance systems.

The impact of the inventory system on teaching preparation can also be seen from the findings where teachers often have to cancel the use of visual learning media suddenly because the tool is unavailable or damaged without any update records from administrative staff. Interpretively, the absence of this digitized and real-time inventory system robs educators of the certainty of instructional planning, forcing them to revert to conventional teaching methods that are less appealing to students. This administrative information gap kills the potential for teacher innovation before classes start. Theoretical support from (Resti Heriyanti & Sulaeman, 2024) emphasizing that a structured asset inventory is vital; Not only for managerial accountability, but to ensure the certainty of the availability of facilities to support the smooth running of the daily academic process.

Furthermore, related to psychomotor outputs, observational findings confirm that the positive intervention of the madrasah committee in covering the lack of sports and arts facilities has facilitated the implementation of various extracurricular activities that were previously vacant. A sociological

interpretation of these findings suggests that managerial resilience in cooperating with community participation directly expands on the expansion of pedagogical innovations beyond formal lesson hours, which is crucial for producing graduates with superior non-academic skills. This participatory governance saves the achievements of the extracurricular curriculum from budget limitations. Theoretical support from (Ikhwan, Fina Kholij Zukhrufin, Syamsul Arifin, Muhammad Muhson, & Anisah Triyuliasari, 2025) stated that adaptive investment and financing management, including through non-governmental organizations, is a priority agenda that ensures the equitable distribution of the quality of education and psychomotor competencies of students.

As a final conclusion, the holistic findings of this research conclude that although the infrastructure at MA Nurul Fattah Lampung is able to trigger instructional innovation, its current success is still highly dependent on individual initiatives of educators because it has not been bound by a standard pedagogical Standard Operating Procedure (SOP). This macro interpretation of reality confirms that in order to transform infrastructure into permanent and equitable "living catalysts" across subjects, madrassas must bridge the gap between administrative regulation and classroom practice through structured SOPs. Without this systematization, learning innovation will run sporadically and the vision of institutional excellence will be difficult to achieve. This is based on the theoretical support of Rahman and Wati (2022), Makmun, S., & Marif, H. (2025). *Innovative Approaches in the Management of Educational Facilities: Synergizing Digital Inventory and Preventive Maintenance*. Education: A Scientific Journal of Education. <https://doi.org/10.70437/educative.v3i2.1281>. which concludes that systematized infrastructure management is an absolute prerequisite for madrasas to achieve competitive advantage in the modern era, prevent degradation of the feasibility of facilities, and maintain the satisfaction of the learning process in a complete manner.

#### 4. CONCLUSION

Based on the findings and overall analysis, the conclusions of this study show that although the management of facilities and infrastructure at MA Nurul Fattah Lampung has been able to run adaptively thanks to the high participation of madrasah residents and the support of the committee, the implementation of the managerial cycle in general is still reactive, fragmented, and has not been bound by the standard Standard Operating Procedures (SOP). Empirical reality proves that a representative and maintained physical infrastructure does not just function as an administrative asset, but transforms into a "life catalyst" which has direct implications for increasing teachers' psychological motivation, student learning comfort, and the birth of adaptive instructional innovations in the classroom. However, managerial weaknesses such as maintenance management that still focuses on corrective *maintenance*, slow manual inventory recording, and the absence of disposal procedures often create pedagogical obstacles that delay the achievement of curriculum targets. Therefore, in order to realize the optimization of continuous learning and prevent the degradation of the feasibility of facilities, MA Nurul Fattah urges to immediately formulate an SOP for infrastructure governance that is structured, proactive, and digitized so that the synergy between administrative regulations and the excellence of pedagogical practices can be achieved in a complete manner.

#### REFERENCES

- Amalia, T., Afifah, A. R., & Prasetyo, A. (2025). Penerapan Manajemen Sarana dan Prasarana Pendidikan di Madrasah untuk Meningkatkan Kualitas Pembelajaran. *At Tadbir: Islamic Education Management Journal*, 3(1), 38–53. <https://doi.org/10.54437/attadbir.v3i1.2084>
- Arifin, Z., & Rahmawati, S. (2022). Optimalisasi Manajemen Sarana dan Prasarana sebagai Penunjang Mutu Pembelajaran di Madrasah Aliyah Berbasis Pesentren. *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, 8(2), 218–231. <https://doi.org/10.26594/dirasat.v8i2.3117>
- Aryesam, A., Sampe, N., Toam, A., Maseyra, M., & Tanggronefa, D. (2025). PENDAMPINGAN INVENTARISASI DAN PENGHAPUSAN SARPRAS UNTUK TERTIB ADMINISTRASI SMP YPK HEDAM DAN SD YPK SION PADANG BULAN JAYAPURA. *COMMUNITY: Jurnal*

- Pengabdian Kepada Masyarakat, 5(1), 249–255. <https://doi.org/10.51878/community.v5i1.6716>
- EKAWATI, H., HARYATI, T., & WURYANDINI, E. (2025). PERAN KOMITE SEKOLAH DALAM IMPLEMENTASI MANAJEMEN BERBASIS SEKOLAH. *MANAJERIAL : Jurnal Inovasi Manajemen Dan Supervisi Pendidikan*, 4(4), 278–289. <https://doi.org/10.51878/manajerial.v4i4.4179>
- Firdaus, F. A., Wulandari, C. E., & Al Baqi, S. (2024). FOSTERING SUSTAINABLE MINDSETS IN EDUCATION: A REVIEW OF CURRICULUM DESIGNS AND TEACHING METHODS. *International Conference on Teaching and Learning*, 2(1), 217–227. Retrieved from <https://conference.ut.ac.id/index.php/ictl/article/view/2933>
- Hermawan, A. (2025). *Mengelola sekolah secara holistik: Optimalisasi 7M + 1I untuk transformasi pendidikan*. PT Insight Pustaka Nusa Utama.
- Ikhwan, A., Fina Kholij Zukhrufin, Syamsul Arifin, Muhammad Muhson, & Anisah Triyuliasari. (2025). Inventory Management of Educational Facilities and Infrastructure. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 10(1), 16–28. <https://doi.org/10.31538/ndhq.v10i1.9>
- Juliani, D., Widayati, A., & Purwita, C. (2025). The Dynamics of Education Funding: A Madrasah Ibtidaiyah Perspective. *Public Accounting and Sustainability*, 2(1), 60–68. <https://doi.org/10.18196/pas.v2i1.22>
- Khomsinnudin, K., Pangeran, G. B., Tamyiz, A., Wulandari, C. E., & Firdaus, F. A. (2024). Modernitas dan Lokalitas: Membangun Pendidikan Islam Berkelanjutan. *Journal of Education Research*, 5(4), 4418–4428. <https://doi.org/10.37985/jer.v5i4.1523>
- Nasir, M., Mahmudinata, A. A., Ulya, M., & Firdaus, F. A. (2023). Strategi pemberdayaan sekolah sebagai upaya peningkatan manajemen pendidikan. *Journal Of International Multidisciplinary Research*, 1(2), 799–816. <https://doi.org/10.62504/mbznza39>
- Rahma Zhafirah, A., Nurlaeli, A., & Ma'shum, S. (2024). Implementasi Manajemen Sarana Prasarana Pendidikan di Sekolah Menengah Atas (SMA) dalam Rangka Peningkatan Mutu Pembelajaran. *Dirasah : Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam*, 7(2), 846–858. <https://doi.org/10.58401/dirasah.v7i2.1371>
- Resti Heriyanti, & Sulaeman. (2024). Analysis Of The Implementation Of The Internal Control System In Fixed Asset Management (Case Study On: University Of Muhammadiyah Sukabumi). *Primanomics : Jurnal Ekonomi & Bisnis*, 22(3), 255–264. <https://doi.org/10.31253/pe.v22i3.3217>
- Ridha, A. N., Rizaldi, M. H., Rizhan, M., Terayanti, Y. A., & Sulistiyana. (2025). Asesmen Kebutuhan Sarana dan Prasarana Sebagai Dasar Perencanaan Pendidikan dalam Meningkatkan Kualitas Pembelajaran di SMPN 3 Kotabaru. *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora*, 5(3), 397–404. <https://doi.org/10.55606/khatulistiwa.v5i3.6912>
- Sahroni, & Abidin, M. Z. (2025). A MANAJEMEN PEMELIHARAAN SARANA PRASARANA SEKOLAH DALAM MENINGKATKAN KUALITAS PEMBELAJARAN DI SDIT SUBULUSSALAM RAMAN UTARA LAMPUNG TIMUR. *POACE: Jurnal Pogram Studi Administrasi Pendidikan*, 5(1), 9–22. <https://doi.org/10.24127/poace.v5i2.8681>
- Suban, A., & Ilham, I. (2023). MANAGEMENT OF FACILITIES AND INFRASTRUCTURE IN DEVELOPING THE QUALITY OF EDUCATION. *Idaarrah: Jurnal Manajemen Pendidikan*, 7(1), 123–133. <https://doi.org/10.24252/idaarah.v7i1.36359>
- Susyanto, B. (2022). Manajemen Lembaga Pendidikan Islam Dalam Menghadapi Era Digital. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(3), 692. <https://doi.org/10.35931/am.v6i3.1072>
- Thaharoh Ananda Mumtahana, Helwilita, & Ishaac, M. (2025). Analysis of Facilities and Infrastructure on the Quality of Learning of Students of Madrasah Aliyah Negeri 1 Samarinda School. *Chalim Journal of Teaching and Learning*, 4(2), 119–127. <https://doi.org/10.31538/cjotl.v4i2.1908>
- Wulandari, C. E. (2024). Integrasi Prinsip Pembangunan Berkelanjutan dalam Kurikulum Pendidikan Islam: Sebuah Tinjauan Literatur. *TarbiyahMU*, 4(2), 22–28.
- Wulandari, C. E., Firdaus, F. A., & Saifulloh, F. (2024). Promoting Inclusivity Through Technology: A Literature Review in Educational Settings. *Journal of Learning and Technology*, 3(1), 19–28. <https://doi.org/10.33830/jlt.v3i1.9731>

Zahra, W. A. (2025). Quality Education through Pesantren, Madrasahs, and Islamic Schools in Globalization Dynamics: Pendidikan Berkualitas Melalui Pesantren, Madrasah, dan Sekolah Islam dalam Dinamika Globalisasi. *Indonesian Journal of Islamic Studies*, 13(3). <https://doi.org/10.21070/ijis.v13i3.1776>

