

The Effect of Educational Infrastructure Management on Improving the Quality of Learning Services

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ABSTRACT

This research aims to determine the influence of facilities and infrastructure management on learning services at the Darul Muttaqin Foundation, Tangerang City. This research uses a quantitative approach, with research methods namely descriptive statistical methods. The data collection technique used was using questionnaires with a sample size of 87 students. The data analysis technique in this research is using instrument testing, inferential statistical analysis, assumption analysis, hypothesis testing. Based on the research results, it shows that there is a positive and significant influence of facilities and infrastructure management on learning services at the Darul Muttaqin Foundation, Tangerang City, with a significant value of $0.000 < 0.05$ and a calculated t value of $8,614 > t_{table} 1,663$, so that (H_0) is rejected and (H_a) accepted. Furthermore, the coefficient of determination (R square) is 0.466, meaning that the amount of influence exerted by the management of facilities and infrastructure and learning services at the Darul Muttaqin Foundation, Tangerang City is 46.6%.

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1. Introduction.

Education, in accordance with Law Number 20 of 2003 concerning the National Education System, is a conscious and planned effort to create a learning environment that allows students to actively develop their potential, including spiritual skills, self-control, personality, intelligence, noble morals, and skills needed by society and themselves (Musfah, 2015). This education is organized systematically and openly, paying attention to the cultivation and empowerment of students throughout their lives through example, willpower building, and the development of creativity in learning (Kustawan, 2013). The success of the learning process in schools is highly dependent on the effective and efficient use of all

educational facilities and equipment available in schools. It is important for schools to manage facilities and infrastructure properly to facilitate the learning process. This management aims to ensure that educational facilities and infrastructure support the success of learning in schools (Minarti, 2011).

In Law No. 20 of 2003 concerning the national education system, article 45 paragraph 1 states that: "Each formal and non-formal education unit provides facilities and infrastructure that meet the needs of education in accordance with the growth and development of students' physical potential, intellectual, social, emotional, and psychological". In the context of the implementation of education, educational facilities and infrastructure are important components that must be considered to achieve educational goals. These facilities and infrastructure include all tools or equipment used in the learning process, both directly such as learning media, educational games and books, as well as indirectly such as clean and comfortable room conditions (Bararah, 2020). School management requires strong responsibility for the management of facilities and infrastructure. Schools must be able to maintain and manage their facilities and infrastructure properly so that students can learn optimally and efficiently (Megasari, 2014).

According to Jaja Jahari, the management of educational infrastructure facilities involves the management of all equipment, tools and facilities used in the teaching and learning process to ensure that the learning process runs effectively. This management includes planning, procurement, distribution, use and maintenance, inventory, and elimination (Jahari, 2013). The general purpose of educational facilities and infrastructure is to provide professional services in the field of educational facilities and infrastructure to support the implementation of an effective and efficient learning process. Overall, the purpose of facilities and infrastructure management is to provide services that support the smooth and easy learning process so that students can be more effective in understanding the material taught by teachers (Hasan H, 2016).

Learning services allow students to develop good learning attitudes and habits according to their respective speeds and abilities, with the aim of helping them learn aspects of learning objectives and develop positive attitudes and learning habits (Mustajib, Mutohar and Fuadi 2022). Learning services are an overview of the success rate of results achieved by teachers and students in the learning process. Schools that are able to change students' attitudes, behaviors, and skills are considered quality. While providing quality learning services is not an easy task, it is very important given the various challenges associated with factors including facilities and infrastructure (Aznan & Setyaningsih, 2023).

The function of learning services is the core of the school's main activities. School resource management aims to provide optimal services, because the quality of learning services greatly affects the quality of graduates. Improving the quality of learning services is not an easy task, considering various problems related to factors including facilities and infrastructure (Kuswandi, 2008). Nanang Fattah explained that learning services are greatly influenced by several factors such as facilities, manpower, public relations, students, finance, leadership, curriculum, competence and school climate. This shows that the management of facilities and infrastructure is very important in providing quality learning services, proper management is needed to achieve this (Kuswandi, 2008).

According to a journal compiled by Padlan, Nurmahmudah & Nasarudin, data shows that so far 88.8% of the number of schools in Indonesia, ranging from elementary to high school/vocational level, still do not meet the minimum service quality standards. Especially in the basic education sector, the services provided by teachers, the condition of school buildings, the availability of libraries, and laboratory facilities for textbooks, supplementary books, and reference books are still very limited. Only about 3.29% of the 146,904 primary level schools meet the national standard, while 51.71% meet the minimum standard and 44.84% meet the minimum standard of education. At the junior high school level, only about 28.41% of the 34,185 schools met the minimum standards, while the remaining 44.45% and 26% did not meet the minimum service standards. This shows that the educational infrastructure in Indonesia still has significant shortcomings. Data from the Research and Development Agency of the Ministry of National Education shows that for the elementary level alone, there are 146,052 units with a total of 25,918,898 students and 865,258 classrooms. Dari seluruh ruang kelas 364,440 atau 42,12% dalam kondisi baik 34,62% mengalami kerusakan ringan dan 23,26% mengalami kerusakan berat. Kondisi yang serupa juga terjadi di sekolah tingkat SMP, MTS, SMA, MA, dan SMK, meskipun persentasenya tidak seragam. Masih banyak sekolah dan institusi pendidikan tinggi yang memiliki bangunan yang rusak, serta pemilikan dan penggunaan peralatan sekolah yang kurang memadai. Selain

itu, laboratorium juga belum memenuhi standar dalam penggunaan teknologi informasi dan lain sebagainya (Padlan, Nurmahmudah, & Nasarudin, 2022).

In this context, the management of facilities and infrastructure is very important in improving learning services for students. With adequate facilities and infrastructure and meeting the set standards, students' needs can be met so that they can study harder. Therefore, good management is needed to regulate and manage facilities and infrastructure in schools. So this can improve learning services, including at the Darul Muttaqin Foundation in Tangerang City.

As the results of a preliminary study conducted by the author at the Darul Muttaqin Foundation in Tangerang City, it was revealed that although the management of facilities and infrastructure has been running, but has not been carried out optimally, there are still several obstacles in the management of facilities and infrastructure at the Foundation, for example such as the absence of professionals who specialize in handling the management of facilities and infrastructure at the Foundation. So in the system of planning, procurement, supervision, inventory and participation of teachers and students in the maintenance and use of infrastructure facilities has been running but is not optimal. So this can affect learning services that are indirectly felt by teachers and students. This condition shows that the level of facilities and infrastructure management still needs to be improved. Based on the above explanation, the author sees that the management of facilities and infrastructure is very important for learning services. However, there are still few studies that specifically examine the influence of facilities and infrastructure management within the Foundation.

Therefore, the management of facilities and infrastructure management at the Darul Muttaqin Foundation in Tangerang City is tried to be more optimal and there must be a serious handling of the management of facilities and infrastructure so that learning services are even better to support the learning process. To realize this, good resource management is needed from the school as an education provider. Based on this presentation, researchers are encouraged to get to know in depth the influence of facilities and infrastructure management on learning services at the Foundation. For this reason, the title used is "The Influence of Facilities and Infrastructure Management on Learning Services at the Darul Muttaqin Foundation, Tangerang City".

2. Method.

The approach in this study is a quantitative approach. The method used in this study is a verifiable descriptive research method. Descriptive method, which is a problem-solving process that describes the current research object based on existing facts, and analyzes and interprets it. Furthermore, verivative research, which is research conducted on a certain population or sample with the aim of testing the hypothesis made (Sugiyono, 2013). The type of data in this study is quantitative data. Quantitative data is data in the form of numbers or numbers related to two or more variables (Supriyadi, 2021). The quantitative data in this study was obtained from the results of the conclusion of the questionnaire calculation containing indicators of the influence of facilities and infrastructure management on learning services. This research was carried out at the Darul Muttaqin Foundation, Tangerang City on 87 MI and MTs students.

Data collection techniques are a way to collect data needed to answer the formulation of research problems (Malik & Chusni, 2018). The data collection techniques used in this study are questionnaires or questionnaires, observations, documentation, and interviews. The data sources used are primary and secondary data. Primary data is data obtained or collected by researchers directly from the data source. Primary data is also referred to as original data or new data that has an up-to-date nature (Malik & Chusni, 2018). The data obtained from the results of the questionnaire survey was distributed to respondents, namely students of the Darul Muttaqin Foundation of Tangerang City to get the data needed according to the needs of the purpose of problem formulation. For secondary data, it is a source that does not directly transmit data to the data collector, for example through other people or through documents (Sugiyono, 2017).

The type of data used is the type of quantitative data. The quantitative data in this study was obtained from the results of the conclusion of the questionnaire calculation containing indicators of the influence of facilities and infrastructure management on learning services. The data analysis in this study uses descriptive analysis, then to make it easier to analyze the data the author uses the help of the SPSS

application. The data analysis steps carried out in this study are instrumental tests (validity and reliability), inferential statistical analysis (analysis of indicators and variable interpretation), assumption analysis (data normality and linearity tests), hypothesis tests (simple linear regression tests, partial T tests, and determination coefficient tests).

Validity Test

The validity test is used to determine the feasibility of items in a list of statements in defining a variable. The validity test of the instrument is carried out on each item of the statement whose validity is tested. The validity test was calculated using the help of the Statistical Package for Social Science (SPSS) version 29 computer. The validity test was carried out by comparing the calculated r value with the table r value. If each item is greater than r and the value of r is positive, then the item or statement is said to be valid.

The variable questionnaire in this study is the management of facilities and infrastructure (X) and learning services (Y). In this study, each statement item consists of 16 items developed from 5 variable X indicators of the research, namely planning, procurement, regulation, use, and elimination. And the Y variables of learning services are the adequacy of the practice room, the adequacy of the practice materials, the friendliness of the laboratory and technicians, providing examples of the use of tools, responding to student complaints about problematic tools, providing guidance on the use of tools. Then the researcher distributed to a research sample of 87 respondents. After a validity test of the statement item on the x variable is said to be valid. This is based on the decision making if the calculation is $>$ the table, the instrument can be said to be valid, for the table $n=87$ with an alpha of 5% is 0.210.

Reliability Test

This reliability test aims to measure the extent of consistency of a research instrument. A questionnaire is said to be reliable if the respondents' answers to the statement are consistent over time. In this study, to test the reliability of the measuring instrument, namely by using the Alpha Chornbach measurement technique. The researcher used the cronbach' alpha technique because this researcher used an instrument whose score was in the form of a scale. The decision-making of a research instrument is declared consistent (reliable) if $\alpha > r_{Table}$. Meanwhile, if $\alpha < r_{Table}$, it is inconsistent (not reliable).

The results of the reliability test using calculations from the SPSS program can be seen in the value column generated in Cronbach Alpha for the facility and infrastructure management variable (X) of 0.750 which is an alpha assessment said to be good reliability. Therefore, it means that the research instrument used in the X variable of this study is said to be reliable, the basis for decision-making that is a parameter to be said to be reliable refers to Alpha Cronbach's value of $0.750 > 0.06$. As for the learning service variable (Y), it can be seen that the value produced in Cronbach Alpha is 0.791, which is an alpha assessment, which is said to be good reliability. Therefore, it means that the research instrument used in the Y variable of this study is said to be reliable, the basis for decision-making which is a parameter to be said to be reliable refers to Alpha Cronbach's value of $0.791 > 0.06$. Therefore, it can be concluded that all variables in this study are declared reliable.

3. Results and Discussion.

Research Results

Assumption Analysis

The assumption analysis test using the normality test is used to find out whether the residual values in the regression have a normal distribution or not. The criteria for testing this normality is that if the significance value obtained is greater than 0.05, it means that the residual value is normally distributed. On the other hand, if the significance value obtained is less than 0.05, it means that the residual value is not normally distributed.

Table 1 Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		87
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.38740158

76 | The Effect of Educational Infrastructure Management on Improving the Quality of Learning Services

Most Extreme Differences	Absolute	.083
	Positive	.049
	Negative	-.083
Test Statistic		.083
Asymp. Sig. (2-tailed)		.192 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: SPSS 29 Data Processing Results

Based on the results of the Kolmogorov-Smirnov normality test in the table above, it is known that the significance value is $0.192 > 0.05$, thus it can be concluded that the residual value or data is normally distributed.

Linearity Test

The linearity test is used to assess the significant linear relationship between two variables. This linearity test uses the "deviation from linearity" method through the SPSS program at a significance level of 0.05. The relationship between two variables is considered to have a linear nature if the significance value obtained > 0.05 .

Table 2 Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Services *M. Facilities and Infrastructure	Between Groups	(Combined)	1090.660	18	60.592	5.439	.000
		Linearity	861.424	1	861.424	77.322	.000
		Deviation from Linearity	229.236	17	13.484	1.210	.281
	Within Groups		757.570	68	11.141		
	Total		1848.230	86			

Source: SPSS 29 Data Processing Results

Based on the results of the linearity test with the help of the SPSS 29 program using the For Linearity Test, it is known that the significance value between the variables of facilities and infrastructure management (variable X) and learning services (variable Y) deviation from linearity is $0.281 > 0.05$, thus the conclusion is that the relationship between the variables of Facilities and Infrastructure Management and Learning Services is linear.

Hypothesis Test

Simple linear regression analysis calculations are carried out through the SPSS application, this calculation is carried out to determine the impact or influence between variable X and variable Y Regression analysis calculations can be done through the SPSS 29 application and the results are recorded in the following table:

Table 3 Simple Linear Regression Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	861.424	1	861.424	74.200	.000 ^b
	Residual	986.806	85	11.609		
	Total	1848.230	86			
a. Dependent Variable: Layanan Pembelajaran						
b. Predictors: (Constant), M. Sarana dan Prasarana						

Source: SPSS 29 Data Processing Results

Based on the results of the output, it is known that the value of F calculation = 74,200 with a significance level of $0.000 < 0.05$, this shows that variable X (Facilities and Infrastructure Management) has an effect on variable Y (Learning Services), meaning that H_a is accepted and H_o is rejected.

Table 4 Simple Linear Regression (Model Summary)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.683 ^a	.466	.460	3.407
a. Predictors: (Constant), M. Facilities and Infrastructure				
b. Dependent Variable: Learning Services				

Source: SPSS 29 Data Processing Results

From the table, a correlation value (R) of 0.683 has been presented. In addition, the value of the determination coefficient or R Square is 0.466, which means that 46.6% of the influence of the independent variable of facilities and infrastructure management on the bound variable is learning services 53.4% influenced by other factors such as financing, human resources, curriculum, etc.

Table 5 Simple Linear Regression Test Results

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	15.836	4.527		3.498
	M. Facilities and Infrastructure	.731	.085	.683	8.614
a. Dependent Variable: Learning Services					

Source: SPSS 29 Data Processing Results

Based on the table above, it is known that the regression equation is as follows: $Y = 15.836 + 0.731X$. The results of the calculation of the simple regression coefficient above show constant values of 15.836 and 0.731, so it can be concluded that the variable coefficient of facilities and infrastructure management (X) shows that with the addition of 1% of facilities and infrastructure management to learning services, it will increase by 0.731. Because the regression coefficient is a positive value, it means that there is a positive relationship between the management of facilities and infrastructure (variable X) and the quality of graduates (variable Y). It can be concluded that the variable of facilities and infrastructure management (X) has an effect on the variable of learning services (Y) because the significance number obtained is $0.000 < 0.05$.

Test t (Partial)

The t-test was carried out by comparing the results of tcount and ttable with a significant level of 5%. If the tcount < ttable, H_a is rejected, while if the tcount > ttable, H_a is accepted. For the table, it is obtained from the calculation results with the formula $Df = n - k - 1$. So the calculation $Df = (87 - 2 - 1 = 84)$, thus the ttable value obtained is 1.663. The following results of the analysis of t-test data (partial) can be seen in the following table.

Table 6 Partial t-Test Results

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	15.836	4.527		3.498
	M. Facilities and Infrastructure	.731	.085	.683	8.614
a. Dependent Variable: Learning Services					

Source: SPSS 29 Data Processing Results

The results of the table above show that the significance value is $0.000 < 0.05$ and the calculation value is $0.8614 > 1.663$. Therefore, it means that the null hypothesis (H_o) is rejected and the alternative

hypothesis (H_a) is accepted. Based on the criteria used, if the value of $\text{Sig.} < \alpha$ or $t_{\text{cal}} > t_{\text{table}}$, it can be concluded that there is a positive and significant influence of facilities and infrastructure management on learning services at the Darul Muttaqin Foundation of Tangerang City.

Coefficient Determination Test

The determination coefficient test was carried out in the study to calculate the contribution of facility and infrastructure management variables to learning services. The calculation was carried out with the help of the SPSS 29 device, and the results can be seen below:

Table 7 Determination Coefficient Test Results.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.683 ^a	.466	.460	3.407
a. Predictors: (Constant), M. Facilities and Infrastructure				
b. Dependent Variable: Learning Services				

Source: SPSS 29 Data Processing Results

From the table above, it is known that the correlation value or relationship (R) between the variables of facilities and infrastructure management and learning services is 0.683. In addition, there was an R square value (determination coefficient) of 0.466 which was concluded that the influence of facilities and infrastructure management variables on learning services was 46.6%. The rest, 53.4%, is influenced by other factors or variables such as financing, human resources, curriculum, and so on.

Discussion

Based on the results of statistical testing using SPSS 29, it shows that variable X (Facilities and infrastructure management) and variable Y (Learning services) are normally distributed. This is evidenced by the normality test obtained by the Kolmogorov-Smirnov significant value, namely the sig number is greater than the significant level of 5% (0.05), then the value obtained is $0.192 > 0.05$ so that it can give an idea that the data of the two variables are normally distributed. Furthermore, a linearity test was carried out to determine the linearity relationship owned by variable X (facilities and infrastructure management) and variable Y (Learning Services). Based on the linearity test carried out, the deviation from linearity Sig value was $0.281 > 0.05$ so that it can be concluded that there is a significant linear relationship between variable X (facilities and infrastructure management) and variable Y (learning services). The results of the hypothesis test using a simple linear regression technique and by continuing the t test (partial), it shows that the variable of facility and infrastructure management (X) has an influence on learning services (Y). It can be proven by the results of the calculation that the $t_{\text{count}} > t_{\text{table}}$ ($8,614 > 1,663$) is for a significant level of 5% (0.05). Then the results of the calculation of the simple regression coefficient show that the coefficients of the variables of facilities and infrastructure management (X) and learning services (Y) are unidirectional, each increase in the unit of variable X will result in an increase in the Y variable which is 0.731. Furthermore, the regression equation $Y = 15.836 + 0.731X$ was obtained. With that, the management of facilities and infrastructure has an influence on the learning services of the Darul Muttaqin Foundation of Tangerang City.

In addition, based on the results of the determination coefficient test (R square), a value of 0.466 was obtained, with the conclusion that there was an influence of the independent variable (facilities and infrastructure management) on the bound variable (learning services), which was 46.6% while 53.4% was influenced by other variables such as financing, human resources, curriculum, etc. The results of the influence of facilities and infrastructure management on learning services are positive and significant, meaning that the management of facilities and infrastructure through learning services that affect is considered constant. This research is in accordance with the study of theories, frameworks and hypotheses proposed. From this explanation, it can be concluded that the purpose of managing facilities and infrastructure in schools is to support the learning process so that it runs effectively and efficiently and supports learning activities in the classroom. The success of educational programs through the teaching and learning process is greatly influenced by many factors, one of which is the availability of adequate educational facilities and infrastructure services accompanied by optimal utilization and management (Bafadal, 2008).

With complete facilities, students can be encouraged to grow their potential and be able to compete with others. In addition, it makes the learning atmosphere more lively, students are more active and enthusiastic even though the learning is very difficult but students are very enthusiastic when learning. This is different when there are no such facilities, students are less enthusiastic considering the difficult learning, which in the end only makes students confused. So it can be concluded that without the existence of facilities that support the program, learning will not run effectively.

This is related to the services provided, good and quality services that are directly proportional to the services obtained that are able to meet the needs, expectations and desires of customers, so as to produce quality output and the needs of the community can be met (Nurstalis, Ibrahim, & Abdurrohim, 2021). The existence of good facilities and infrastructure services in schools can make students, teachers, and schools directly connected. Facilities and infrastructure will support students in learning. Because all students do not have the same level of intelligence, so that the facilities and infrastructure make learning more meaningful, interesting and varied. For those who have a weakness in participation in learning activities. Schools have an obligation to manage, provide, maintain and maintain the available learning facilities and infrastructure (Ahsani, Mastura, & et al., 2021). This theory is supported by research by Umar Faruk whose research results show that there is a significant influence of facilities and infrastructure management and student management on student learning outcomes at the Bondowoso state aliyah madrasah (Farok, 2023).

4. Conclusion

The overall results showed that there was a positive and significant influence of Facilities and Infrastructure Management on Learning Services at the Darul Muttaqin Foundation, Tangerang City. This is evidenced by the significance level of $0.000 < 0.05$ and the tcal value of $8,614 > 1,663$, the output of the F value calculation = 74,200 with a significance level of $0.000 < 0.05$, so it can be concluded that the hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Based on the results of the determination coefficient (R square) test, 0.466 was obtained, with the conclusion that there was a positive influence on the independent variable (facilities and infrastructure management) on the bound variable (learning services), which was 46.6% while the remaining 53.4% was influenced by other variables that were not studied in this study and can be categorized as low because it is equivalent to a value of 2.33 which is in the interval range of 1.80 – 2.59. So it can be concluded that the better the level of facilities and infrastructure management, the more it can affect the learning services at the Darul Muttaqin Foundation in Tangerang City.

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