


Strategies for Managing Facilities and Infrastructure in Islamic Elementary Education: A Qualitative Study of Madrasah Ibtidaiyah Ma'arif Sokorini

Wahyu Nur Hafuza^{1*}

¹ Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Article Info	Abstract
<p>Article history:</p> <p>Received: 06/21/2025 Revised: 07/15/2025 Accepted: 07/31/2025</p> <p>Keywords:</p> <p>Facilities management; Islamic elementary education; Madrasah management</p>	<p>Purpose – This study aims to examine the actual condition of facilities and infrastructure management and to formulate strategic improvements to enhance its effectiveness at Madrasah Ibtidaiyah Ma'arif Sokorini.</p> <p>Design/methods – The study employed a descriptive qualitative approach, collecting data through in-depth interviews, systematic observations, and document analysis over a three-month period. Data were analyzed using an interactive model involving data condensation, data display, and conclusion drawing, supported by source and method triangulation to ensure credibility.</p> <p>Findings – The findings show that facilities and infrastructure management has been implemented through eight interrelated stages—planning, procurement, storage, distribution, inventory, maintenance, disposal, and supervision—reflecting a comprehensive management framework. However, most processes remain manual, lack written standard operating procedures, and are not supported by integrated digital systems, resulting in weaknesses in documentation, inventory accuracy, maintenance scheduling, supervision, and asset disposal.</p> <p>Research implications/limitations – This study contributes to the theoretical understanding of facilities management by contextualizing general management principles within Islamic elementary education. Nevertheless, its focus on a single madrasah and reliance on qualitative data limit the generalizability of the findings, indicating the need for broader comparative and mixed-method research in future studies.</p> <p>Practical implications – The results suggest that madrasah leaders and policymakers should prioritize the development of written SOPs, digital inventory and financial management systems, structured maintenance plans, and performance-based supervision mechanisms to improve transparency, accountability, and institutional efficiency.</p> <p>Originality/value – This study offers empirical insights into facilities and infrastructure management practices in an Islamic elementary school context, bridging normative management theory with real-world implementation and providing a contextual reference for strengthening educational quality and sustainability in madrasah institutions.</p> <div>  <p>© 2025 by the authors. It was submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (http://creativecommons.org/licenses/by/4.0/).</p> </div>

Introduction

Educational facilities and infrastructure constitute a critical foundation for ensuring the continuity and quality of learning processes in contemporary societies. Inadequate facilities not only constrain instructional delivery but also create systemic barriers that hinder the achievement of educational objectives and equity across institutions (Hidayati, 2021; Rohiyatun, 2020). The effectiveness of teaching and learning is therefore inseparable from how physical and material resources are planned, provided, and utilized within schools (Rahman, 2022). From a disciplinary perspective, facilities and infrastructure management has become an integral component of educational administration concerned with efficiency, accountability, and quality assurance (Tanjung et al., 2022). Consequently, strategic management of educational facilities emerges as a pressing problem to be addressed, particularly in basic education institutions that operate under resource constraints.

Previous studies have consistently demonstrated that systematic administration of facilities and infrastructure contributes to institutional effectiveness and goal attainment. Comprehensive management cycles encompassing planning, procurement, inventory, maintenance, and disposal are associated with improved organizational performance in educational settings (Abdurrohman et al., 2023; Mahmud et al., 2023). Evidence from school contexts indicates that structured facilities management enhances learning environments and supports instructional effectiveness (Ikramullah et al., 2023). Studies at the secondary education level further show that sustainable utilization of facilities strengthens overall educational quality (Rahmawati et al., 2023; Suryani, 2020). Collectively, this body of work establishes facilities management as a strategic lever for improving educational outcomes.

Beyond administrative completeness, the literature also emphasizes the importance of needs-based and context-sensitive planning of educational facilities. Literature reviews highlight that alignment between institutional needs, contextual analysis, and facilities planning is essential for long-term effectiveness (Ningsih et al., 2024; Ridwan et al., 2021). Consistent implementation of national standards for facilities and infrastructure has been shown to improve service quality and compliance with educational benchmarks (Hidayati, 2021; Rohiyatun, 2020). Empirical findings further suggest that effective facilities management directly supports pedagogical requirements and enhances the quality of classroom interactions (Nurstalis et al., 2021). These studies reinforce the view that facilities planning and standards implementation are foundational to educational quality.

Recent research also underscores adaptive and innovative approaches in managing educational resources. Digital-based management systems and data-driven decision-making have been found to improve efficiency and transparency in facilities utilization (Jančařík & Hubert, 2024; Nurstalis et al., 2021). Conversely, limited data integration and weak managerial capacity often result in inefficiencies and underutilization of assets (Nikita et al., 2023a; Pamuji, 2022). Studies from diverse sectors further demonstrate that facilitation, coordination roles, and structured support systems significantly influence implementation success (Barnes et al., 2025; Campeau et al., 2026). These insights suggest that facilities management benefits from strategic facilitation and continuous improvement mechanisms.

In Islamic education contexts, facilities and infrastructure management has been linked not only to academic outcomes but also to character development and holistic student growth. Research in madrasah and Islamic school settings shows that well-managed facilities support both instructional processes and the cultivation of values and non-academic achievements (Munawaroh & Wiranata, 2020; Pamuji, 2022). Integrated management approaches that align facilities with institutional missions have been associated with improved school quality in Islamic education institutions (Mahmud et al., 2023a). Broader studies on organizational climate and institutional support further indicate that management quality influences sustainability and stakeholder engagement (Shaterjalali et al., 2021;

Tanjung et al., 2022a). Thus, facilities management in madrasahs carries both pedagogical and socio-cultural significance.

Despite the breadth of existing literature, several limitations remain evident. Many studies focus on general school or secondary education contexts, while empirical investigations that specifically examine strategic facilities management in madrasah ibtidaiyah are still limited (Ikramullah et al., 2023a; Pamuji, 2022). Moreover, prior research often emphasizes normative standards or administrative processes without sufficiently addressing contextual implementation challenges at the institutional level (Nikita et al., 2023a; Ningsih et al., 2024a). Evidence from other fields highlights that implementation fidelity and outcomes are strongly shaped by local contexts, facilitation, and resource constraints (Fu et al., 2025; Rödlund et al., 2025). These gaps indicate the need for context-specific studies that explore practical strategies within madrasah environments.

Responding to these gaps, the present study focuses on facilities and infrastructure management at Madrasah Ibtidaiyah Ma'arif Sokorini, Magelang. This study aims to identify the actual conditions of facilities and infrastructure management and to formulate strategies for improving their effectiveness within the madrasah context. By grounding the analysis in empirical observation, the study seeks to extend existing knowledge on facilities management in Islamic elementary education (Abdurrohman et al., 2023a; Mahmud et al., 2023a). The findings are expected to contribute practical insights for school leaders and policymakers in optimizing resource utilization (Rahman, 2022; Rohiyatun, 2020). Ultimately, this research aspires to strengthen the discourse on strategic facilities management as a pathway to enhancing educational quality in madrasah ibtidaiyah.

Methods

This study employed a descriptive qualitative research design to obtain an in-depth understanding of facilities and infrastructure management practices within their real institutional context. A qualitative approach was chosen to explore processes, experiences, and managerial strategies as they are enacted in daily practice, allowing for rich contextual interpretation rather than statistical generalization (Ridwan et al., 2021). The research was conducted at Madrasah Ibtidaiyah Ma'arif Sokorini, Magelang, Central Java, Indonesia, over a three-month period from October to December 2024. This timeframe enabled repeated engagement with the research setting and participants to capture stable patterns of management practices. The design was structured to ensure methodological rigor and transparency, allowing potential replication in similar educational contexts.

Data collection was carried out through interviews, observations, and documentation to ensure comprehensive coverage of the research phenomenon. Participants were selected using purposive sampling based on their direct involvement, knowledge, and experience in managing school facilities and infrastructure. The procedures included repeated semi-structured interviews with key informants, systematic observations of facilities conditions and utilization across multiple visits, and the collection of relevant administrative documents such as inventory records, policy guidelines, and internal reports. Research instruments consisted of structured interview guidelines, observation checklists, and documentation formats developed in alignment with the study objectives. These procedures enabled the integration of experiential, behavioral, and documentary data.

Data analysis followed the interactive model of data condensation, data display, and conclusion drawing and verification to ensure analytical coherence and depth. Interview transcripts, observation notes, and documents were organized, coded, and compared to identify recurring themes and patterns related to facilities and infrastructure management practices. Data validity was ensured through source triangulation and methodological triangulation by cross-checking information obtained from different participants and data collection techniques. Consistency across data sources was examined through iterative comparison to strengthen credibility. While the study is limited to a single madrasah and

specific timeframe, the detailed methodological procedures support analytical trustworthiness and allow cautious transferability to similar institutional contexts.

Results

The results of the study show that the management of facilities and infrastructure at MI Ma'arif Sokorini has been carried out in stages through eight main stages: planning, procurement, storage, distribution, inventory, maintenance, disposal, and supervision. However, not all of these stages have been carried out optimally. The management system is still manual and not yet based on an integrated digital system.

1. Planning Facilities and Infrastructure

Planning is a process of preparing a series of decisions to take actions in the future that are directed towards achieving goals with optimal means (Suryani, 2020). Planning of facilities and infrastructure at MI Ma'arif Sokorini is carried out at the end of every school year by involving classroom teachers as the main reporters. The planning process begins with the identification of the condition of facilities that are still feasible, need repair, or can no longer be used. The teacher makes a note about the condition of the teaching aids and equipment whether they are still good, need repair, or must be removed. The data is compiled and submitted to the school treasurer and the deputy head of infrastructure. The report is submitted to the school treasurer and then discussed with the head of the madrasah and the deputy head of infrastructure. Planning is participatory and bottom-up, in accordance with the principles of efficiency and relevance in facilities management (Ningsih et al., 2024b). However, the absence of written standard operating procedures (SOPs) makes planning prone to be subjective and not neatly documented.

2. Procurement of Facilities and Infrastructure

Procurement of facilities and infrastructure is an effort to realize or fulfill a pre-designed plan related to the needs of facilities and infrastructure (Mahmud et al., 2023b). The strategy of procurement of facilities is carried out through a combination of BOS funds, contributions from the community (in the form of student charity), and submission of proposals to the Ministry of Religion and non-government agencies. This approach indicates the use of multifunding to meet the needs of school facilities. In addition, the proposals are prepared based on the results of the annual needs evaluation, showing that procurement is carried out based on measurable planning and relevant to learning needs. However, there is no digital-based documentation or software-based financial system that supports the transparency and accountability of this process.

3. Enhancing Teacher Quality: Insights from MA Muhammadiyah 1 Yogyakarta

Asset storage is carried out in a locked warehouse and equipped with physical security systems such as traps on windows, doors, and the school's main fence. The procurement goods are stored in a special room (warehouse) equipped with a security system. Each storage space is locked and access is limited to designated staff. This strategy shows that MI Ma'arif Sokorini has paid attention to the security aspect as a whole. However, even though the physical security has been optimal, the storage administration system is still conventional so it is vulnerable to recording errors and data loss as well as the accuracy of the position and condition of the stored goods. (Nikita et al., 2023b).

4. Distribution of Facilities and Infrastructure

Distribution is the process of transferring goods and their responsibilities from one agency or the party that holds them to another agency or party (Abdurrohman et al., 2023b). The process of distributing facilities and infrastructure at MI Ma'arif Sokorini is carried out simply and adjusted to the needs of each party. Although the process is simple, the school

ensures that the goods distributed are in a suitable condition for use. After use, the item is usually returned and stored again in a predetermined place.

Distribution is carried out by distributing goods to classrooms, offices, or laboratories according to the needs report that has been submitted by the teacher. There are no formal distribution documents, but they are accompanied by manual recording in the goods distribution book by the sarpras staff. This procedure is not yet standard and can result in difficulties in tracking goods or double distribution. An accurate tracking system is indispensable.

5. Inventory of Facilities and Infrastructure

The inventory of facilities and infrastructure at MI Ma'arif Sokorini is carried out simply by recording the items owned in the inventory book. Every item received, whether through purchases, grants, or other forms of procurement, is documented manually. This inventory book is the main reference to find out the quantity, type, and condition of goods owned by the school.

Inventory is a critical point in the management of facilities in this madrasah. The data collection process is still carried out manually through the annual inventory book, without the support of digital systems or applications (Safinatun Munawaroh & Rz. Ricky Satria Wiranata, 2020). The absence of written SOPs is also a weakness, resulting in often out of sync between what is recorded and what is physically available. This condition has an impact on the difficulty of monitoring the use of goods and slows down the decision-making process, especially related to the repair and disposal of assets.

6. Maintenance of Facilities and Infrastructure

Daily maintenance at MI Ma'arif Sokorini is carried out simply and adjusted to the urgent needs that arise. If a device is found that does not work while in use, repairs are made immediately so as not to interfere with learning activities. This maintenance aims to ensure that school facilities continue to function properly and support the smooth learning process. Maintenance is carried out through two approaches: daily maintenance by school residents (e.g. classroom cleanliness and equipment) and periodic maintenance by the infrastructure team (Rahmawati et al., 2023b). This strategy shows that there is concern for the sustainability of the service life of the facility. However, there is no programmatic maintenance schedule or log book for the maintenance of goods, which should be a reference for asset management standards. It also needs to be strengthened with a periodic evaluation system based on technical indicators and facility quality standards so that maintenance can be carried out more proactively.

7. Elimination of Facilities and Infrastructure

The process of eliminating facilities and infrastructure at MI Ma'arif Sokorini is based on several conditions that are considered to ensure the efficiency and accountability of school asset management. First, the physical condition of the goods is the main factor, where facilities or infrastructure that have been severely damaged and cannot be repaired anymore will be proposed to be removed. Second, the useful life of the goods is also a consideration, especially for goods that have exceeded their useful life. Third, the relevance of goods to learning needs is also evaluated, so that goods that are no longer in accordance with the curriculum or school operational needs can be removed. Fourth, the legality aspect is considered through official reporting and recording in the school administration to ensure that the removal process is in accordance with applicable rules.

The removal of facilities is carried out mainly in the category of damaged books or equipment that are no longer in use. This procedure is supported by deletion minutes and administrative records. Although the removal has been carried out, it has not reached the entire category of assets such as furniture, technological devices, etc. in a systematic manner.

The development of specific guidelines for elimination and the procurement of annual evaluation schedules is urgently needed to improve management efficiency. The elimination of unsuitable facilities is an important step in maintaining the efficiency of school asset management and supporting the sustainability of the learning process (Ikramullah et al., 2023b).

8. Supervision of Facilities and Infrastructure

Supervision of facilities and infrastructure that are integrated in the function of education quality management (planning, implementation, supervision) is able to create a more effective learning process with the use of technology (Tanjung et al., 2022b). Supervision is carried out by the head of the madrasah together with the coordinator of infrastructure, and supported by teachers and administrative staff. Supervision is carried out by directly checking the condition of the facility and the suitability of its use. If a missing or damaged item is found, the teacher is in charge of reporting it to the principal or the coordinator of facilities and infrastructure. Even though it has been running, the monitoring system has not been based on performance indicators or evaluative reports that are systematically documented. This makes it difficult to process accountability and follow-up on field findings.

Discussion

This study was guided by the research objective of identifying the actual condition of facilities and infrastructure management and formulating strategies to improve its effectiveness at Madrasah Ibtidaiyah Ma'arif Sokorini. Existing literature has consistently emphasized that facilities management is a strategic component of educational administration that directly affects learning quality and institutional performance (Abdurrohman et al., 2023a; Rohiyatun, 2020). Prior studies also highlight that systematic planning, procurement, and maintenance are essential to ensure the sustainability of educational services (Ningsih et al., 2024a; Suryani, 2020). Within Islamic elementary education, facilities management carries additional significance as it supports both pedagogical processes and character formation (Pamuji, 2022). Against this backdrop, the present findings contribute empirical evidence from a madrasah context that remains underexplored in prior research.

The results indicate that facilities and infrastructure management at MI Ma'arif Sokorini has been implemented through a comprehensive cycle encompassing planning, procurement, storage, distribution, inventory, maintenance, disposal, and supervision. This finding aligns with the conceptual framework of complete asset management cycles emphasized in educational management literature (Mahmud et al., 2023a; Rahman, 2022). However, despite the presence of these stages, several processes remain suboptimal due to reliance on manual systems and the absence of standardized operating procedures. The continued use of conventional administrative practices limits efficiency and weakens data accuracy, particularly in inventory and distribution processes (Nikita et al., 2023b). These conditions suggest a gap between formal managerial structures and effective operational execution.

With regard to planning, the findings reveal that MI Ma'arif Sokorini adopts a participatory and bottom-up approach by involving classroom teachers in identifying facilities needs. This practice reflects needs-based planning principles that emphasize relevance and contextual alignment (Hidayati, 2021; Ningsih et al., 2024a). However, the absence of written SOPs introduces subjectivity and weak documentation, potentially undermining long-term consistency. Similar challenges have been reported in institutions where planning depends heavily on individual judgment rather than standardized guidelines (Rahmawati et al., 2023a).

Thus, while participatory planning strengthens ownership, it requires formalization to enhance accountability and continuity.

In terms of procurement and storage, the study found that MI Ma'arif Sokorini utilizes multi-source funding strategies, including government funds and community contributions. This diversified approach demonstrates adaptive resource mobilization, which is often necessary in resource-constrained educational settings (Ikramullah et al., 2023a; Munawaroh & Wiranata, 2020). Physical security of stored assets was found to be adequate, indicating awareness of risk prevention and asset protection. Nevertheless, administrative records related to procurement and storage remain manual, increasing the risk of data loss and inefficiency. These findings underscore the importance of integrating financial transparency and digital documentation into facilities management systems.

The inventory, maintenance, and disposal stages emerged as critical weaknesses in the overall management system. Manual inventory practices without digital support or standardized formats have resulted in inconsistencies between recorded and actual asset conditions (Munawaroh & Wiranata, 2020). Maintenance activities, while responsive to immediate needs, lack scheduled planning and technical indicators, limiting their preventive function. Disposal processes are implemented selectively and have not yet covered all asset categories systematically, reducing efficiency in asset renewal. These results indicate that operational sustainability requires not only reactive actions but also proactive, data-informed management strategies.

When compared with previous studies, the findings support the argument that systematic and integrated facilities management enhances institutional effectiveness. Prior research demonstrates that structured administration of educational assets contributes directly to school performance and learning outcomes (Abdurrohman et al., 2023a; Nurstalis et al., 2021). However, the persistence of manual systems at MI Ma'arif Sokorini contrasts with studies highlighting the benefits of digital and data-driven management approaches (Jančařík & Hubert, 2024). This divergence suggests that while conceptual awareness of comprehensive management exists, technological integration remains uneven across institutions. The results therefore reinforce the relevance of earlier calls for modernization of facilities management systems.

The findings also resonate with broader implementation studies outside the education facilities domain, which emphasize the role of facilitation, monitoring, and structured support in ensuring implementation fidelity. Evidence from program implementation research indicates that outcomes are strongly influenced by contextual readiness, facilitation mechanisms, and clear performance indicators (Barnes et al., 2025; Rödlund et al., 2025). Similar patterns were observed in this study, where the absence of performance-based supervision limited the effectiveness of oversight. The comparison suggests that facilities management, like other organizational interventions, requires structured monitoring frameworks to achieve sustained improvement. Thus, cross-sector implementation insights offer valuable perspectives for educational management.

The observed management patterns can be explained by contextual factors such as limited administrative capacity, resource constraints, and reliance on traditional practices. These conditions are common in small and community-based educational institutions, where operational priorities often outweigh system development (Nikita et al., 2023a; Shaterjalali et al., 2021). While the findings demonstrate functional practices, they also highlight vulnerabilities related to accountability and long-term planning. Therefore, the results should be interpreted cautiously, particularly when considering transferability to institutions with different resource profiles. Nonetheless, the study provides a realistic depiction of facilities management practices in a typical madrasah ibtidaiyah setting.

The implications of this study are both practical and theoretical. Practically, the findings suggest that improving facilities management effectiveness requires the development of written SOPs, digital inventory systems, scheduled maintenance plans, and

performance-based supervision mechanisms (Tanjung et al., 2022a). Theoretically, the study enriches the literature by contextualizing facilities management strategies within Islamic elementary education, bridging normative management theory and empirical practice (Pamuji, 2022). Policymakers and school leaders may use these insights to design capacity-building programs tailored to madrasah contexts. Ultimately, strengthening facilities and infrastructure management is a strategic pathway to enhancing educational quality, institutional sustainability, and learner outcomes.

Conclusion

This study aimed to examine the actual condition of facilities and infrastructure management at Madrasah Ibtidaiyah Ma'arif Sokorini and to formulate strategies for improving its effectiveness in supporting the educational process. The findings indicate that facilities management has been implemented through eight interrelated stages—planning, procurement, storage, distribution, inventory, maintenance, disposal, and supervision—demonstrating the presence of a comprehensive management framework; however, its implementation remains suboptimal due to the predominance of manual administrative systems, the absence of written standard operating procedures, and the lack of integrated digital management tools. Although participatory planning, diversified funding sources, and basic physical security mechanisms contribute positively to operational continuity, weaknesses in documentation, inventory accuracy, scheduled maintenance, systematic supervision, and comprehensive asset disposal limit transparency, accountability, and data-based decision-making. These findings imply that strengthening facilities and infrastructure management through standardized procedures, digital inventory and financial systems, structured maintenance programs, and performance-based supervision is essential for enhancing institutional efficiency, sustainability, and learning support in Islamic elementary education. The study contributes to the field by contextualizing general facilities management principles within the specific governance and operational realities of madrasah institutions, thereby bridging normative management theory and empirical practice. Nevertheless, the focus on a single madrasah and the use of a qualitative descriptive approach constrain the generalizability of the results, indicating the need for future research employing comparative and mixed-method designs across multiple madrasahs to further examine the impact of facilities and infrastructure management strategies on educational quality and learner outcomes.

References

- Abdurrohman, M., Mizan, I., & Noviani, D. (2023). Administrasi Sarana dan Prasarana Pendidikan. *Jurnal Bisnis Dan Manajemen (JURBISMAN)*, 1(2), 561–576.
- Barnes, C., Sutherland, R., Janssen, L., Jones, J., Robertson, K., Gowland-Ella, J., Kerr, N., Mitchell, A., Gillham, K., Brown, A. L., & Wolfenden, L. (2025). Improving the adoption of a school-based nutrition program: Findings from a collaborative network of randomised trials. *Implementation Science*, 20(1). Scopus. <https://doi.org/10.1186/s13012-025-01417-8>
- Campeau, G., Yale-Soulière, G., Turgeon, L., Berniqué, K., & Archambault, K. (2026). Implementation evaluation of an intervention aimed at reducing test anxiety in adolescents. *Evaluation and Program Planning*, 114. Scopus. <https://doi.org/10.1016/j.evalprogplan.2025.102731>
- Fu, L., Yang, Y., & Bouris, A. (2025). Barriers and Facilitators to Implementing a School-Based Social and Emotional Learning Program for Rural Children in China: A Qualitative Study Using the Consolidated Framework for Implementation Research. *Administration and*

- Policy in Mental Health and Mental Health Services Research*, 52(6), 1199–1218. Scopus. <https://doi.org/10.1007/s10488-025-01460-z>
- Hidayati, I. F. S. N. (2021). Implementasi Standar Sarana dan Prasarana. *Jurnal Manajemen Pendidikan Islam Darussalam (JMPID)*, 3(2), 208–226.
- Ikramullah, A. S., Kafrawi, K., Armizi, A., Napratilora, M., & Susanti, E. (2023). Penerapan Manajemen Sarana dan Prasarana Pendidikan di Sekolah Dasar. *Mitra PGMI: Jurnal Kependidikan MI*, 9(1), 55–70. <https://doi.org/10.46963/mpgmi.v9i1.700>
- Jančařík, A., & Hubert, V. (2024). Enhancing digital competencies in schools: The role of ICT coordinators. *Journal of Infrastructure, Policy and Development*, 8(4). Scopus. <https://doi.org/10.24294/jipd.v8i4.3359>
- Mahmud, A., Pratama, H., & Ilyas, M. (2023). Perencanaan, Pengadaan, Inventarisasi, Pemeliharaan, Penghapusan: Pengelolaan Sarana dan Prasarana Pendidikan Untuk Meningkatkan Kualitas Sekolah Pendidikan Islam. *Jurnal Al-Hikmah Way Kanan*, 4(2), 96–108.
- Munawaroh, S., & Wiranata, Rz. R. S. (2020). Upaya Sekolah dalam Meningkatkan Prestasi Non Akademik Siswa Melalui Manajemen Sarana Prasarana di SMP Muhammadiyah Boarding School Pleret. *AL-FAHIM: Jurnal Manajemen Pendidikan Islam*, 2(2), 98–121. <https://doi.org/10.54396/alfahim.v2i2.88>
- Nikita, A., Lubis, N. P., & Fauziah, S. (2023). Upaya Manajemen Sekolah dalam Menghadapi Hambatan Sarana Prasarana Pendidikan. *Bhinneka: Jurnal Bintang Pendidikan Dan Bahasa*, 1(3), 1–9.
- Ningsih, A. C., Silalahi, E., Ramadhanti, A., Rahmadani, L., Izandy, C. R., & Ratnadila, N. (2024). Studi Literatur: Perencanaan Sarana dan Prasarana Pendidikan. *Jurnal Ilmiah Dikdaya*, 14(1), 209. <https://doi.org/10.33087/dikdaya.v14i1.624>
- Nurstalis, N., Ibrahim, T., & Abdurrohim, N. (2021). Peran Manajemen Sarana dan Prasarana dalam Meningkatkan Mutu Pembelajaran di SMP Islam Cendekia Cianjur. *Jurnal Isema: Islamic Educational Management*, 6(1), 63–76. <https://doi.org/10.15575/isema.v6i1.6579>
- Pamuji, Z. (2022). Pengelolaan Sarana Prasarana dalam Proses Pembelajaran di Madrasah Ibtidaiyah Untuk Mendukung Penanaman Karakter. *JMIE (Journal of Madrasah Ibtidaiyah Education)*, 6(2), 234. <https://doi.org/10.32934/jmie.v6i2.363>
- Rahman, A. M. (2022). Gerakan Pengembangan Standar Sarana dan Prasarana dan Standar Pengolahan Sekolah pada Pembelajaran Siswa. *Educational Journal: General and Specific Research*, 2, 135–150.
- Rahmawati, I., Ihsan, M., Cahyaningrum, S. I., & Supriatna, N. (2023). Implementasi Manajemen Sarana dan Prasarana di SMAN 1 Tenjolaya. *SAHID MENGABDI: Jurnal Pengabdian Masyarakat Institut Agama Islam Sahid Bogor*, 2(2), 12–22. <https://doi.org/10.56406/jsm.v2i02.324>
- Ridwan, M., AM, S., Ulum, B., & Muhammad, F. (2021). Pentingnya Penerapan Literature Review pada Penelitian Ilmiah. *Jurnal Masohi*, 2(1), 42. <https://doi.org/10.36339/jmas.v2i1.427>
- Rödlund, A., Toropova, A., Lengnick-Hall, R., Powell, B. J., Schäfer-Elinder, L., Björklund, C., & Kwak, L. (2025). A cluster-randomized controlled trial assessing the effectiveness of a multifaceted versus a discrete implementation strategy on fidelity to an occupational guideline for the prevention of mental health problems at the workplace: A dual perspective from Swedish schools. *Implementation Science Communications*, 6(1). Scopus. <https://doi.org/10.1186/s43058-025-00821-x>

- Rohiyatun, B. (2020). Standar Sarana dan Prasarana Pendidikan. *Jurnal Visionary: Penelitian Dan Pengembangan Di Bidang Administrasi Pendidikan*, 4(1). <https://doi.org/10.33394/vis.v4i1.1974>
- Safinatun Munawaroh, & Rz. Ricky Satria Wiranata. (2020). Upaya Sekolah dalam Meningkatkan Prestasi Non Akademik Siswa Melalui Manajemen Sarana Prasarana di SMP Muhammadiyah Boarding School Pleret. *AL-FAHIM: Jurnal Manajemen Pendidikan Islam*, 2(2), 98–121. <https://doi.org/10.54396/alfahim.v2i2.88>
- Shaterjalali, M., Gholampoor, Y., Khani Jeihooni, A. K., Mansoori, Y., Homayounfar, R., Ehrampoush, E., & Karimi, S. (2021). Faculty retention in regional medical schools in Iran: A qualitative content analysis. *BMC Medical Education*, 21(1). Scopus. <https://doi.org/10.1186/s12909-020-02473-y>
- Suryani, L. A. (2020). Manajemen Sarana dan Prasarana dalam Meningkatkan Mutu Pendidikan di SMA PAB 4 Sampali. *Jurnal Ilmu Pendidikan*, 7(2), 809–820.
- Tanjung, R., Supriani, Y., Mayasari, A., & Arifudin, O. (2022). Manajemen Mutu dalam Penyelenggaraan Pendidikan. *Jurnal Pendidikan Glasser*, 6(1), 29. <https://doi.org/10.32529/glasser.v6i1.1481>