

The Provision of Facilities and Infrastructure to Support the Quality of Learning: A Case Study at State Junior High School 28 Surabaya

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ABSTRACT

Objective: This study aims to analyze the process of procuring facilities and infrastructure to support the quality of learning at SMP Negeri 28 Surabaya. **Method:** The study employs a qualitative approach using a case study design. Data were collected through observation, semi-structured interviews, and documentation involving the principal, the vice principal for facilities and infrastructure, teachers, administrative staff, and other relevant parties. **Results:** The results of the study indicate that the procurement of facilities and infrastructure is carried out through planning based on an analysis of the school's needs and priorities. Procurement funds primarily come from the School Operational Assistance (BOS) program, which is managed effectively and efficiently. The school also involves various stakeholders, including teachers and students, in proposing the facilities needed. Adequate facilities and infrastructure have been proven to enhance learning comfort, the effectiveness of instruction, and student participation in academic activities. However, schools still face challenges such as budget constraints, sudden facility damage, and the need for ongoing maintenance. Therefore, planned, transparent, and sustainable facility management is necessary to improve the quality of education. Additionally, facility evaluations and inventories are conducted periodically to ensure that school facilities remain optimally utilized and aligned with modern learning needs. **Novelty:** The school also involves various stakeholders, including teachers and students, in proposing the facilities needed. Additionally, facility evaluations and inventories are conducted periodically to ensure that school facilities remain optimally utilized and aligned with modern learning needs.

INTRODUCTION

Education is one of the key aspects in improving the quality of human resources. To achieve optimal educational goals, schools require not only professional educators but also adequate facilities and infrastructure. Educational facilities and infrastructure play a strategic role in supporting the learning process so that it proceeds effectively, efficiently, and in a conducive environment. The availability of comprehensive learning facilities can assist teachers in delivering instructional content and enhance students' motivation and comfort during the learning process. Therefore, the procurement of facilities and infrastructure is a vital component of educational management in schools [1].

Educational resources include various tools directly used in the learning process, such as books, learning materials, desks, chairs, laboratories, computers, and other educational technology devices. Meanwhile, educational infrastructure encompasses supporting facilities such as school buildings, classrooms, libraries, sports fields, and a school environment that supports teaching and learning activities. The planned procurement of educational resources and infrastructure will help schools create a higher-quality learning process that aligns with the times [1].

The management of educational facilities and infrastructure does not focus solely on the provision of facilities, but also encompasses the processes of planning, procurement, utilization, maintenance, and evaluation of available facilities. Procurement carried out without careful planning can result in facilities that do not meet learning needs. Therefore, schools need to conduct a needs analysis to ensure that the procurement of facilities and infrastructure can truly support improvements in educational quality. Effective management of facilities and infrastructure can also help schools maximize the use of their education budget effectively and efficiently [2].

The quality of learning is one of the indicators of educational success in schools. Quality learning can be achieved when supported by a comfortable learning environment and adequate facilities. The availability of comprehensive learning resources enables teachers to implement innovative and interactive teaching methods, making it easier for students to understand the material presented. Additionally, the use of quality educational facilities can enhance students' active participation in learning activities. Conversely, limitations in resources and infrastructure can hinder the implementation of learning and affect students' learning outcomes [3].

Current advances in science and technology require schools to continuously update their educational facilities to meet the learning needs of the 21st century. Schools are required to provide technology-based facilities that support digital learning and enhance students' competencies. In this context, the procurement of facilities and infrastructure is not merely viewed as fulfilling the school's physical needs but also as a long-term investment in improving educational quality. Therefore, schools need an effective procurement management system to ensure that available facilities are utilized optimally in the learning process [4].

As a formal educational institution, SMP Negeri 28 Surabaya strives to improve the quality of learning by providing adequate educational facilities and infrastructure. The school continues to develop learning facilities to support both academic and non-academic activities for students. The procurement of facilities is carried out by considering the school's needs, advancements in educational technology, and the comfort of the students' learning environment. However, in practice, the process of procuring facilities and infrastructure inevitably faces various challenges, such as budget constraints, the planning process, and the maintenance of existing facilities [5].

Given these circumstances, research on the procurement of facilities and infrastructure to support the quality of learning is essential. This study aims to examine the process of procuring facilities and infrastructure at SMP Negeri 28 Surabaya and to assess its impact on the quality of learning at the school. It is hoped that this study will provide insight into the importance of effectively managing educational facilities and infrastructure as a means of improving the quality of learning and education at the school [6].

RESEARCH METHOD

This study employs a qualitative approach and utilizes a case study design. The objective of this study is to gain a comprehensive understanding of the process of procuring facilities and infrastructure to support the quality of learning at SMP Negeri 28 Surabaya. The case study method was used to gain an in-depth understanding of how the school plans, implements, and manages the procurement of facilities and infrastructure to support learning activities [7].

The study was conducted at SMP Negeri 28 Surabaya. To determine the research subjects, purposive sampling was used; informants were selected based on specific criteria in accordance with the research needs. The research participants included the principal, the vice principal for facilities and infrastructure, teachers, administrative staff, and others involved in the school facility procurement process. A targeted approach to selecting informants was used to gather comprehensive information on the planning of needs, procurement, utilization, and evaluation of facilities and infrastructure to support the quality of learning.

The data collection process consisted of documentation, semi-structured interviews, and observations. Observations were used to gain an understanding of the condition of school facilities and infrastructure and how they are used for learning activities. Interviews were also conducted to obtain further information about the educational facility procurement process. The documents supplemented by the interviews include facility and infrastructure reports as well as procurement planning documents. In qualitative research, various data collection methods are used to enhance the comprehensiveness of information and the validity of research data.

An interactive analysis model was used to analyze the collected data, consisting of data reduction, data presentation, and drawing conclusions. In the first stage, information relevant to the research focus is selected and then presented in the form of descriptive narratives to facilitate the interpretation of research results. In the final stage, conclusions are drawn based on patterns, relationships, and findings identified during the research. To enhance the credibility of the research results, data validity is tested through triangulation of sources and techniques. Triangulation is a crucial component in maintaining the quality of qualitative case studies [8].

RESULTS AND DISCUSSION

Results

According to a study conducted at SMP Negeri 28 Surabaya, the procurement process for facilities and infrastructure is carried out through an organized planning approach involving various school stakeholders. Facility procurement is based on the school's needs, which are discussed in meetings held at the beginning and end of the school year. During these meetings, each vice principal presents their work plan according to their area of expertise, ensuring that facility needs align with the school's priorities.

The facilities and infrastructure coordinator at SMP Negeri 28 Surabaya explained that before purchasing any items, the school first gathers information and compiles a list of needs. After that, a special team is formed to manage the procurement process so that its implementation is more focused and aligned with the school's needs. In addition to involving teaching staff, the school also gives student representatives or the Student Council the opportunity to provide suggestions regarding the facilities needed to support teaching and learning activities.

The facilities and equipment at SMP Negeri 28 Surabaya that currently require attention are the LCD projectors and whiteboards. Although these facilities are available, some of them have deteriorated due to age and long-term use. As a result, they need to be repaired or replaced. In addition, the school manages its assets by maintaining items that are no longer in use. These items are stored in a special room because they are school assets funded by BOS funds and may be needed at any time for the school's inventory process.

Funding for school facilities and infrastructure comes largely from BOS funds, which are managed based on the school's needs and priorities. During the procurement process, the school collaborates with partners or suppliers deemed capable of providing high-quality facilities. The school also considers the quality of the items, their expected lifespan, and whether a warranty is included, ensuring that the purchased facilities can be used for a long time.

However, in practice, schools also face several challenges, one of which is sudden damage to facilities not included in the work plan or previous budget. This situation requires the school to collaborate with the school treasurer to revise the budget so that urgent needs can still be met.

The school also emphasizes that the quality of facilities and infrastructure has a significant impact on the effectiveness of school activities. For example, the sound system during ceremonies is crucial for ensuring the smooth running of the event. If the facilities are unavailable or not functioning properly, school activities cannot proceed optimally.

In addition to involving teachers, the school also gives students the opportunity to provide suggestions regarding the facilities the school needs. These suggestions are typically conveyed through school forums or discussions, so that the school can understand the actual needs felt by the school community.

Overall, the facilities and infrastructure at SMP Negeri 28 Surabaya offer significant benefits for the learning process. Adequate facilities and infrastructure can help ensure comfort and effectiveness in teaching and learning activities at the school. If funds for new purchases are insufficient, the school will attempt to repair or maintain facilities that are still usable before deciding to purchase new items. This step is taken to improve efficiency and make optimal use of school facilities.

Discussion

1. Definition of Facilities and Infrastructure

Education plays a strategic role in shaping a generation that is outstanding, of good character, and competitive. Technological advancements in the era of globalization have led to increasing demands for high-quality educational services. Society now emphasizes the importance of a relevant curriculum, professional educators, and adequate facilities and infrastructure that are effectively managed. The quality of education ultimately depends on a supportive learning environment, encompassing both physical and non-physical aspects [9].

Educational facilities include all equipment and materials used directly in the learning process at school, such as classrooms, laboratories, libraries, media, and learning tools. In contrast, educational infrastructure comprises basic facilities that provide indirect support, such as schoolyards, gardens, access roads, and other supporting facilities. Educational resources serve as the primary instruments for learning activities, while infrastructure plays a role in creating a conducive environment for that process. Both complement each other and form an essential foundation for the realization of quality education [9].

Facilities and infrastructure management plays a vital role in education. Effective management not only ensures the availability of facilities but also their maintenance, utilization, and development to keep them aligned with needs. Through systematic planning, a safe, comfortable, and supportive learning environment is created to help achieve educational goals. Therefore, facilities and infrastructure management can be viewed as a key pillar of successful learning as well as an indicator of improved educational quality in the modern era [10].

Educational facility planning is a crucial step in ensuring successful school management. This process not only determines facility and infrastructure needs but also involves analyzing the school's condition, learning objectives, and short- and long-term operational plans. With careful planning, facilities can be designed to meet actual needs, in alignment with the curriculum, student enrollment, and the local context. The result is the availability of facilities that truly support the learning process optimally [11].

The planning of educational facilities generally begins with a comprehensive needs analysis, covering educational aspects, the demographic profile of students, the availability of school resources, and national standards. This approach is not only focused on immediate needs but is also designed to address future challenges. Therefore, facility planning can be viewed as the cornerstone of creating a conducive, effective, and sustainable learning environment [11].

The management of educational facilities and infrastructure encompasses the processes of planning, procurement, utilization, and oversight of school facilities. The goal is to ensure that all facilities and infrastructure are used optimally so that educational objectives can be achieved more effectively and efficiently. With proper management, the condition of the facilities is maintained while supporting the creation of a conducive, orderly, and sustainable learning environment [12].

2. Objectives of the Procurement of Facilities and Infrastructure

The procurement of educational facilities and infrastructure is a crucial aspect of improving the quality of learning. This process is carried out in a planned manner to meet the needs of schools; it is not merely an accessory but a key component that ensures the smooth operation of teaching and learning activities. Effective planning helps identify facility needs so that learning takes place effectively and efficiently. The availability of classrooms, media, and supporting equipment allows teachers to present material clearly and enables students to learn more comfortably and with greater focus. Thus, the quality of learning outcomes is significantly influenced by the success of educational facility procurement [13].

Improved learning outcomes in elementary schools can be achieved through well-planned management of facilities and infrastructure. This process involves the systematic and professional planning, procurement, use, and maintenance of facilities. Effective management enables optimal use of facilities, promotes cost efficiency, and supports improvements in the quality of learning and student achievement [14].

The procurement of educational facilities and infrastructure must be aligned with objectives to ensure that academic activities run smoothly. This process is based on an analysis of the school's needs to prevent mismatches in usage. The success of procurement is also determined by the school's participation in the planning process, so the effective use of facilities depends heavily on thorough planning [15].

The management of facilities and infrastructure plays a crucial role in improving the quality of education by creating a comfortable and well-organized learning environment, thereby making students more active and enthusiastic. Teachers have greater opportunities to implement innovative teaching methods, thereby maximizing the benefits of these facilities. The procurement of facilities also supports technology-based learning through libraries, laboratories, and multimedia, making the learning process more varied and interactive. To ensure effective use, schools need to plan procurement transparently and efficiently and maintain facilities so they function effectively in the long term. With good management, investments in facilities and infrastructure will have a sustainable impact on improving the quality of learning and student achievement [15].

Various studies confirm that the provision of facilities and infrastructure is a key factor in improving the quality of education. Adequate facilities support the smooth operation of the teaching and learning process while enhancing student learning outcomes. The success of this provision depends on systematic, well-planned, and sustainable management that involves school principals, teachers, and relevant stakeholders. Such collaboration ensures that facilities are used optimally and in accordance with the school's needs. Therefore, the procurement of facilities and infrastructure must be a top priority in the development of high-quality schools [16].

3. Procurement Process

The procurement of educational facilities and infrastructure is a complex series of activities that includes identifying needs, analyzing the availability of resources, and

ensuring the legality of asset ownership. The entire process must be carried out in accordance with the principles of transparency and accountability in order to optimally support the achievement of the National Education Standards (SNP) [15].

a. Facilities and Infrastructure Planning (Needs Assessment)

The management of educational facilities and infrastructure is a deliberate and planned effort to ensure the continuity of the learning process. The planning phase begins with identifying the facilities relevant to teaching and learning activities. This is followed by an analysis of the availability and suitability of the required facilities. This process includes providing facilities that support learning both inside and outside the classroom. Thus, the management of educational facilities and infrastructure serves as a crucial foundation for creating an effective and sustainable learning environment [15].

An analysis of educational facilities and infrastructure needs must take into account the appropriate number of students, the quality and type of equipment required, and budget availability. This process requires meticulous attention to ensure that procurement aligns precisely with learning needs. One strategic step in this phase is the implementation of the School Self-Evaluation (SSE). Through the SSE, schools can assess the actual condition of their existing facilities, both in terms of quality and quantity. The results of this evaluation serve as a crucial foundation for determining appropriate and effective procurement priorities [17].

The planning of educational facilities and infrastructure is not carried out unilaterally, but involves various parties – such as school administrators, treasurers, vice principals, the faculty council, and the school foundation – to establish an effective information and coordination system. This multi-stakeholder involvement is crucial to ensure that every decision made is more objective and aligned with the school's actual needs. Thorough planning also serves as a preventive measure to minimize errors in the procurement process. With structured coordination, the facilities provided can truly support teaching and learning activities. Ultimately, comprehensive planning management is key to ensuring the effective achievement of learning objectives [17].

b. Funding Analysis and Prioritization

Once the list of needs has been established, educational institutions are required to conduct a financial analysis to ensure that procurement needs are met while avoiding the misuse of funds. This stage requires careful budget management to ensure that every allocation aligns with learning priorities. Schools must be able to adjust their spending plans to the limitations of available funding sources. Funds typically come from various sources, such as the School Operational Assistance (BOS), foundations, government grants, and parent contributions. Therefore, effective budget management is key to ensuring that the facilities and infrastructure procured truly support the educational process [18].

Given budget constraints, schools need to establish priorities by selecting the resources that are most urgent for the benefit of students. This prioritization is conducted to ensure that every expenditure truly maximizes its positive impact on the quality of learning. By establishing priorities, the use of funds can be more targeted and aligned

with core needs. If the available budget is insufficient, schools must hold consultations with parents. Additionally, educational institutions can explore strategic alternative solutions to ensure that essential needs remain met [18].

c. Procurement Implementation and Legal Procedures

The procurement of educational facilities and infrastructure is the tangible process of providing the goods, services, and facilities required in accordance with the needs identified during the planning phase. This process can be carried out in various ways, such as purchasing, ordering, in-house production, receiving grants, leasing, or repairing damaged facilities. To ensure effective and efficient implementation, schools must adhere to clear management guidelines. These guidelines are embodied in the form of structured Standard Operating Procedures (SOPs). SOPs serve as systematic guidelines to ensure that every procurement decision is made consistently, transparently, and accountably [17].

d. Receipt, Verification, and Inventory

All educational resources acquired must first undergo a quantity and quality inspection before being used. If the inspection results indicate compliance, the next step is to conduct a systematic inventory in accordance with applicable regulations. Inventory management involves recording detailed information such as item codes, names, funding sources, quantities, prices, and acquisition dates in the master inventory ledger. This process aims to ensure that asset data is recorded neatly and in a structured manner. Thus, inventory management serves as a vital tool for control and oversight, enabling the condition of educational resources to be accurately monitored [18].

e. Maintenance, Evaluation, and Deletion

The final stage in the facilities and infrastructure management cycle is ongoing maintenance, which aims to ensure that assets continue to function optimally in support of the learning process. Maintenance is carried out on a routine and periodic basis to ensure the sustainability of educational facilities. Additionally, financial evaluation is a crucial component for assessing the effectiveness of implemented planning. This evaluation serves as a monitoring mechanism to ensure that fund usage remains aligned with established objectives. Through systematic reporting, the potential for misuse can be minimized, and the accountability of educational institutions is further ensured [18].

The procedure for writing off educational facilities applies to assets that are severely damaged, inefficient, or no longer relevant to the school's needs. This measure aims to streamline administrative burdens so that asset records are better organized. Additionally, writing off assets helps avoid wasteful and unproductive maintenance costs. With this process in place, educational spaces can be utilized more effectively. Ultimately, this policy supports the efficient management of school facilities and infrastructure [18].

4. Procurement Principles

The procurement of educational facilities and infrastructure is a crucial aspect of school management because it directly relates to providing the facilities that support the learning process. This process must not be carried out haphazardly but must follow

specific established principles. These principles serve as guidelines to ensure that every procurement aligns with the actual needs of the educational institution. With clear guidelines in place, the facilities and infrastructure acquired can be utilized to their full potential. Ultimately, well-planned and targeted procurement will improve the quality of educational activities at the school.

a. The Principle of Need-Based

The procurement of facilities and infrastructure must be tailored to the specific needs of the school. The available facilities need to be relevant to the conditions and demands of learning so that they truly support the teaching process. This tailoring helps schools set procurement priorities. As a result, the facilities and infrastructure procured remain proportionate. This also ensures that there is no over-procurement, which would actually hinder efficiency [19].

b. The Principle of Efficiency

Efficiency in the procurement of facilities and infrastructure means using the budget appropriately and prudently. Schools need to assess the quality of goods, costs, and the long-term benefits of the facilities to be purchased. This assessment helps ensure that every expenditure truly supports educational needs. With thorough preparation, the procurement process can be carried out without wasting resources. As a result, schools obtain high-quality facilities that are also relevant to learning needs [19].

c. The Principle of Effectiveness

The provision of educational facilities and infrastructure must deliver tangible benefits to the learning process. These resources are expected to support teaching activities while enhancing the effectiveness of learning. With appropriate facilities, the learning environment becomes more comfortable for both students and educators. This also contributes to the achievement of established educational goals. Thus, the provision of facilities and infrastructure plays a strategic role in supporting the overall quality of education.

d. The Principles of Transparency and Accountability

The procurement of educational facilities and infrastructure must be conducted in a transparent and accountable manner. The involvement of various stakeholders at the school—both in the planning and implementation phases—aims to ensure that the budget is allocated according to actual needs. Furthermore, the procurement process must also follow applicable regulations to avoid administrative or legal issues. These principles of transparency and accountability support the creation of more orderly facility management. Consequently, school facility management can operate professionally and be focused on improving the quality of learning.

e. The Principle of Relevance

Educational facilities and infrastructure must be aligned with curriculum developments, student needs, and advances in learning technology. Through such adjustments, available facilities remain relevant to the ever-changing demands of education. This alignment also ensures that the facilities can be used effectively to support the teaching and learning process. Furthermore, their useful life is extended

because they meet current needs. Thus, the procurement of educational facilities and infrastructure becomes a strategic investment for the sustainability of educational quality.

f. Principles of Monitoring and Evaluation

Research findings indicate that many schools still face obstacles in applying the principles of facilities and infrastructure management. Common challenges include a lack of strategic planning, budget constraints, and limited understanding of the importance of facility maintenance. Therefore, support from the government and stakeholders is crucial for strengthening administrative capacity in the management of educational infrastructure. In every procurement process, these principles must be upheld to ensure more effective use of facilities. Thus, the objectives of educational facilities and infrastructure management can be optimally achieved [20].

Once the procurement process is complete, monitoring and evaluation are necessary to ensure that facilities and infrastructure are utilized optimally and remain sustainable in the long term. This evaluation serves as a measure of the success of the facilities provided. Additionally, the evaluation results serve as an important reference for planning future procurements. Through systematic monitoring, potential issues can be promptly identified and addressed. This step also supports continuous improvement in the management of educational facilities.

5. Challenges and Solutions

Limited funding is one of the main obstacles to the development of school infrastructure. This situation makes it difficult for schools to meet their facility needs, especially in remote areas. In addition, managing facilities and infrastructure requires significant costs for procurement, upkeep, and maintenance. If the budget is insufficient, the sustainability of educational facilities cannot be adequately maintained. Consequently, the quality of learning and the overall quality of education are also affected [21].

Limited funding for the procurement of school facilities and infrastructure is caused by several interrelated factors. The available BOS budget is limited because it is primarily focused on daily operational needs. Additionally, many schools still rely on government assistance, which limits their autonomy. Schools in remote areas also face difficulties in securing sponsors or external support. On the other hand, the costs of procuring and maintaining facilities continue to rise over time. Furthermore, other urgent needs-such as paying the salaries of contract staff, electricity bills, and routine maintenance-place an even greater burden on the budget [21].

Limited funding in education has a number of serious consequences. Learning facilities become inadequate, so the learning process lacks adequate support. This situation also makes it difficult to conduct practical activities effectively due to a shortage of equipment and materials. As a result, disparities in educational quality emerge between schools, particularly between those with sufficient funding and those with limited resources. Overall, the learning process cannot proceed effectively, making it difficult to fully achieve educational goals.

Case study example:

The situation at schools in remote areas highlights significant limitations in facilities. A junior high school in the interior of Kalimantan, for example, has only three computers to serve 120 students. The available BOS funds are insufficient to purchase new computers. This situation makes it difficult for students to adapt to the demands of computer-based exams. As a result, their readiness to take these exams is severely limited.

To address the shortage of facilities, schools in remote areas have taken several strategic steps. They have partnered with alumni to secure donations of laptops as additional learning tools. In addition, the schools have submitted proposals to nearby mining companies through CSR programs to obtain support. Meanwhile, computer usage schedules are managed on a rotating basis to ensure all students have equal opportunities to learn. These efforts help optimize the use of limited facilities while enhancing students' readiness for computer-based exams [17].

The lack of data-driven planning often results in infrastructure procurement that misses the mark, leading to waste and facilities that do not meet the school's needs. This situation highlights that planning for facilities and infrastructure plays a crucial role in improving management efficiency. With thorough planning, errors can be minimized and budget allocation can be better targeted. Furthermore, planning helps establish priorities in line with available funding constraints. Therefore, the implementation of systematic planning is key to achieving the goals of educational facility management.

CONCLUSION

Fundamental Finding : Research findings indicate that the availability of adequate facilities and infrastructure has a positive impact on learning comfort, the effectiveness of the learning process, and increased student participation in academic activities. According to this study, the success of facility and infrastructure procurement is determined not only by the availability of funds but also by the quality of planning, management, supervision, and evaluation carried out by schools. **Implication :** The procurement of facilities and infrastructure at SMP Negeri 28 Surabaya is crucial for improving the quality of education by providing facilities that meet the school's needs. Identifying needs, establishing priorities, conducting a cost analysis, carrying out the procurement process, taking inventory, and ensuring the ongoing maintenance of facilities all help ensure that the procurement process is carried out in a planned and systematic manner. Procurement that aligns with educational needs and functions effectively requires the involvement of many people, including the principal, the vice principal for facilities and infrastructure, teachers, administrative staff, and students. Effective management of facilities and infrastructure enables schools to create a better learning environment that keeps pace with technological advancements and helps achieve educational goals in public secondary schools. **Limitation :** However, schools still face several challenges, such as budget constraints, sudden facility damage, and the long-term need for facility maintenance to ensure they remain functional over the long term.

Future Research : Future research is expected to examine strategies for overcoming budget constraints, improving sustainable maintenance systems, and strengthening stakeholder collaboration in the procurement and management of educational facilities and infrastructure to support long-term educational quality.

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