

The Effect of Principal Leadership, Financing, and Community Participation on the Effectiveness of Facilities and Infrastructure Management at Al-Khoir Islamic Boarding School

Denny Fitriani Hasibuan¹✉, Muhammad Fadhli²

^{1,2}Universitas Islam Negeri Sumatera Utara, Medan Indonesia

Abstract

This study contains three objectives, including knowing the effect of principal leadership, financing, and community participation on the effectiveness of facilities and infrastructure management. This research method is quantitative. On the other hand, the use of sampling techniques is the Krinjing and Morgan table of 45 respondents at Al-Khoir Islamic Boarding School. The data collection technique is a questionnaire. The results of the study interpreted that the principal's leadership variable had an influence (ρ_a) of 0.622. Data analysis techniques using SmartPLS. While financing has an influence (ρ_a) of 0.962. And community participation has an influence (ρ_a) of 0.870 on the effectiveness of facilities and infrastructure management. Financing is the most dominant factor in this study. This implies that the success of facilities and infrastructure management in schools is highly dependent on how effectively funds are managed, allocated, and utilized to support operational activities and the development of educational facilities.

Keywords: Management Effectiveness; Facilities and Infrastructure; Education Management; Education Quality.

Copyright (c) 2025 **Denny Fitriani Hasibuan**

✉ Corresponding author :

Email Address : dennyfitriani12@gmail.com

INTRODUCTION

The existence of facilities and infrastructure in the world of education plays a very important role. Both are needed to support the smooth running of learning activities within an institution, both directly and indirectly (Fadhilah, 2024) . Educational goals can be realized more effectively if there are adequate infrastructure and facilities (Wijaya, 2021) . The right learning media can increase student interaction and participation, thus creating a more dynamic learning environment (Alti et al., 2022) . In addition, education quality standards set by higher education institutions show that good facilities and infrastructure contribute to improving the quality of graduates (Coco & Sukajadi, 2019) . Thus, investment in educational facilities and infrastructure not only supports the teaching and learning process, but also plays a role in creating a generation that is ready to face global challenges.

In educational institutions, the management of facilities and infrastructure has become an aspect that is considered crucial. Existing facilities and infrastructure can be maintained in quality and their benefits become clearer with good management

capabilities (Zakiyawati et al., 2021) . In this case, a serious responsibility is needed to manage facilities and infrastructure that must be owned by the school, especially the principal (Efendi et al., 2024) . On the other hand, schools are required to always pay attention and maintenance efforts to educational facilities that are already available so that they can support learning activities optimally (Maulidiah & rizkiyah, 2022) .

Facilities and infrastructure are crucial in their role to create a pleasant learning atmosphere. This will have a positive impact on students' participation and they will feel more interested in learning (Hilda Marwani Akbar et al., 2024) . Educational institutions and infrastructure also play an important role in creating a conducive environment (Media et al., 2025) . Therefore, the effectiveness of the management of educational institutions and facilities can have a significant influence on the learning process (Hidayat Rizandi et al., 2023) .

The role of facilities and infrastructure in the field of education is quite vital. Most schools are equipped with adequate educational facilities, which certainly encourage teaching and learning activities so that the great benefits of the existence of these facilities will be felt by students and even teachers (Abdillah et al., 2024) . However, it is unfortunate that this situation cannot last for a long time. Because facilities and infrastructure often have quantity and quality that have not been able to be maintained on an ongoing basis (Suyono et al., 2022) . Therefore, effective management actions are needed so that the availability of existing facilities can be maintained for a longer period of time in quantity and quality (Maizah & Ratnawati, 2024) .

The limited educational facilities at Al Khoir Islamic Boarding School is a major issue that requires serious attention. The entire santri cannot be accommodated in several classrooms provided, so that learning activities are carried out outside the classroom. Of course, this situation has a negative impact on the comfort and effectiveness of learning. In addition, the lack of learning support equipment, such as inadequate science laboratories and visual aids - such as projectors or microscopes - many of which are in a damaged condition, is a significant obstacle for teachers in delivering material properly. This problem is not only limited to learning facilities in the classroom. Sports facilities in pesantren are also lacking. The unavailability of a sports field makes physical activities carried out outside the pesantren environment. The condition of these limited facilities not only hinders the learning of the students, but also has a direct impact on the performance of the teachers.

School principals are synonymous with leadership that affects the availability of facilities and infrastructure (Hanif & Rozi, 2024) . Based on studies that have been conducted, the results obtained where the principal's leadership has a large effect on the management of facilities and infrastructure (Pantouw et al., 2023) . Which is defined, the better the principal's leadership, the better the management of facilities and infrastructure. While others are influenced by other factors (Sugiman, 2020) (Masruri, 2019) .

The role of the school principal is very influential in determining the management of facilities and infrastructure. The high level of quality in infrastructure and facilities will make the school environment more qualified which also encourages the progress and development of the school itself (Nugroho & Tahun, 2023) . Facilities and infrastructure as one of the important aspects in supporting education. If the school pays less attention to this issue, it will certainly have a negative impact on

students' motivation to learn, which in turn affects the overall learning process (Bestary, 2022) . In addition, incomplete facilities can also interfere with the work of teachers and staff, so their performance can suffer (Pantouw et al., 2023) .

Furthermore, an influential component in the effectiveness of facilities and infrastructure is financing. School facilities and infrastructure are also influenced by the management of education financing. The aspect of education financing management on the availability of facilities and infrastructure is very large, while some are also influenced by the existence of other variables (Nurhakim, 2020) . Efficient and transparent budget management can improve the quality of educational facilities and infrastructure, which in turn has a positive impact on student learning outcomes (Umam, 2025) . In addition, proper allocation of funds for education infrastructure development can reduce the gap in access to education in remote areas (Shakira et al., 2024) . Thus, good financing management not only ensures the availability of facilities and infrastructure but also contributes to equalizing the quality of education across regions. This is in line with recommendations from UNESCO (2020) and Avianatun et al who emphasize the importance of investment in education infrastructure as one of the strategies to achieve sustainable development goals (Oktavianatun & Nugraheni, 2024) .

Financing affects the effectiveness of facilities and infrastructure management, because it can improve the achievement of educational goals optimally (Irawan & Satori, 2017) . The provision of adequate facilities and infrastructure can support learning and must be planned with an efficient financing strategy (Bashori & Dwi Adinda Putri, 2022) . If the budget realization in schools is planned and managed appropriately, this will realize the optimal availability of facilities and infrastructure. So that later it will have a direct effect on the quality of the learning process. If learning is carried out optimally, effectively and efficiently, it will contribute to improving the overall quality of education (Afifah & Falah, 2024) . Thus, the accuracy of budget planning is able to support teaching and learning activities that are appropriate, efficient, and effective (Bashori & Dwi Adinda Putri, 2022) .

Finally, community participation has a positive impact on the effectiveness of school facilities and infrastructure management. However, the significance level is not too high although the effect is positive. This means that the better the condition of community participation in supporting education or schools, the greater the contribution to effective management of school infrastructure and facilities (Imaduddin et al., 2018) . As the contribution of the community increases, the sense of belonging to the educational institution will also strengthen (Shahnaaz et al., 2024) . In this situation, the community will naturally be involved in maintaining, providing input, and even monitoring the sustainability of the institution. They will care for and maintain all aspects, ranging from physical elements such as teaching aids and buildings, programs, policies, and overall educational support equipment wholeheartedly.

Facilities and infrastructure are also influenced by the contribution of local residents, for example, such as the father of the school committee to improve facilities and infrastructure, where this is carried out according to the school committee which acts as: Advisory Agency, shown by activities to plan development policies, as well as propose aspects in the continuity of the teaching-learning process, Supporting Agency, shown through support in terms of finance, energy and opinions of the controlling agency plays an important role in order to oversee all school activities in

which the community is also involved, including guardians of students to parent committees (Arifin, 2017) (First & Palopo, 2023) .

METHODOLOGY

This research utilizes quantitative methods through a survey approach to analyze the phenomena that occur. The use of survey methods to collect data at a location and is not artificial (natural). Even so, researchers still carry out a series of data collection, including by conducting structured interviews, conducting tests, and distributing questionnaires, etc. (Sugiyono 2022). This research was conducted at Al Khoir Islamic Boarding School, which is located in Mananti Village, Huragi District, Padang Lawas Regency. This research is planned to last for 2 weeks, During this period, researchers will carry out data collection through scheduled surveys and measurements.

This study uses a population that includes teachers who teach at Al-Khoir Islamic Boarding School as a whole, namely 47 people. Sampling using the Krejcie and Morgan table, out of 47, 45 people were obtained. The research instrument trial was also conducted at Darul Ilmi Islamic Boarding School as part of the research that examined the Effect of Principal Leadership, Financing, and Community Participation on the Effectiveness of Facilities and Infrastructure Management at Al-Khoir Islamic Boarding School. This location was chosen because it has relevance between the research focus and its characteristics.

The application of the collection technique in this study is a questionnaire in the form of a questionnaire. Questionnaire questionnaire is a method in which researchers have the opportunity to explore the characteristics, behavior, beliefs, and attitudes of important individuals in a group, and can be influenced by existing and proposed systems (Suyanto et al., 2024) . This research is also equipped with data quality analysis, classical assumption tests, and hypothesis testing to determine the validity and reliability of the information obtained. After the data is collected, data analysis is carried out using SmartPLS (Maimunah et al., 2020) .

RESULTS AND DISCUSSION

This study describes the relationship between the variables studied, namely principal leadership, financing, and community participation on the effectiveness of facilities and infrastructure management at Al-Khoir Islamic Boarding School. This model shows how each variable contributes to the main construct, namely the effectiveness of facilities and infrastructure management. Each indicator connected to the variable has an outer loading value that reflects the strength of the relationship between the indicator and the construct it represents. Thus, Figure 1 provides a clear visual picture of the structure of the research model, and facilitates understanding of the influence of each variable on the effectiveness of facilities and infrastructure management in the context of education in these institutions. This analysis is important to identify key factors that can improve the quality of facilities and infrastructure management at Al-Khoir Islamic Boarding School.

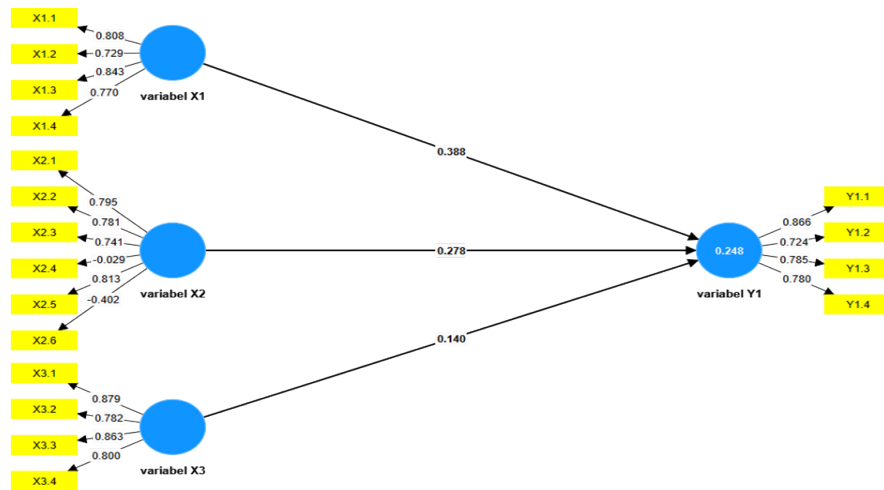


Figure 1. Outer Model

Convergent Validity

Table 1. Outer Loading

Variables	Indicator	Outer Loading	Rule of Thumb	Description
X1	X1.1	0,808	0,7	Valid
	X1.2	0,729	0,7	Valid
	X1.3	0,843	0,7	Valid
	X1.4	0,770	0,7	Valid
X2	X2.1	0,795	0,7	Valid
	X2.2	0,781	0,7	Valid
	X2.3	0,741	0,7	Valid
	X2.4	-0,029	0,7	Invalid
	X2.5	0,813	0,7	Valid
	X2.6	-0,402	0,7	Invalid
X3	X3.1	0,879	0,7	Valid
	X3.2	0,782	0,7	Valid
	X3.3	0,863	0,7	Valid
	X3.4	0,800	0,7	Valid
Y	Y.1	0,866	0,7	Valid
	Y.2	0,724	0,7	Valid
	Y.3	0,785	0,7	Valid
	Y.4	0,780	0,7	Valid

Referring to the analysis results in Table 1, it can be seen that X2 has invalid statement indicator items, so these items are eliminated from the model and then tested again.

Table 2. Outer Loading After Elimination of X2.4 and X2.6

Variables	Indicator	Outer Loading	Rule of Thumb	Description
Financing	Education financial	0,953	0,7	Valid
	management	0,930	0,7	Valid
	Routine and Development Costs	0,925	0,7	Valid

Community Participation	Effectiveness of education financing management	0,910	0,7	Valid
	Community Involvement in Education.	0,874	0,7	Valid
		0,870	0,7	Valid
	Cooperation between the community and the school.	0,800	0,7	Valid
		0,786	0,7	Valid
Principal Leadership	Principal's leadership style	0,841	0,7	Valid
		0,807	0,7	Valid
	Militaristic Leader	0,767	0,7	Valid
		0,736	0,7	Valid
Effectiveness of Facilities and Infrastructure Management	Planned management of facilities and infrastructure	0,852	0,7	Valid
		0,809	0,7	Valid
	Maintenance and care of facilities and infrastructure	0,763	0,7	Valid
		0,738	0,7	Valid

Referring to the results of research related to the influence of principal leadership, financing, and community participation on the effectiveness of facilities and infrastructure management, several significant findings were found. The first finding illustrates that the principal's leadership has a positive influence on the effectiveness of facilities and infrastructure management, with an influence value of 0.622. This value shows that there is a fairly strong relationship between the principal's leadership and the management of facilities and infrastructure in schools.

Furthermore, the effect of financing on the effectiveness of facilities and infrastructure management was recorded at 0.724. This indicates that financing makes a greater and more significant contribution to the management of facilities and infrastructure.

Finally, community participation on the effectiveness of facilities and infrastructure management was found to have an influence of 0.785, which shows the greatest influence among the three variables studied. With the results of these three variables, it can be concluded that each variable studied, namely principal leadership, financing, and community participation, has a significant influence and can be said to be valid in improving the effectiveness of facilities and infrastructure management.

Apart from using the *loading factor*, *Convergent Validity* can be measured using the AVE value. According to Fornell and Larcker (1981), a good AVE value is more than 0.50 (AVE > 0.50). Details of the results of the *Average Variance Extracted* (AVE) calculation can be seen in Table 3. as follows.

Table 3. Average Variance Extracted (AVE)

Variables	Average Variance Extracted (AVE)
X1	0,622
X2	0,864
X3	0,695
Y	0,627

The analysis results in Table 2. above illustrates that the *Average Variance Extracted* (AVE) value on the X1, X2, X3 and Y constructs produced is more than 0.50. Thus, it is concluded that the selection of indicators in this study has reached the criteria for convergent validity so that it is considered valid, considered valid, because.

Reliability Test

Table 4. Composite Reliability and Cronbach Alpha

	Cronbach's alpha	Composite reliability (rho_a)
X1	0,797	0,868
X2	0,950	0,962
X3	0,861	0,901
Y1	0,802	0,870

Based on Table 4. it can be seen that the X1, X2, X3 and Y constructs have *composite reliability* and *Cronbach's alpha* results greater than 0.7 so it is concluded that they have good or high reliability values and all constructs are reliable.

Hypothesis Test (Bootstrapping)

Table 5. Hypothesis Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic (I O/STDEV I)	P Values
X1->Y	0.388	0.410	0.204	1.899	0.058
X2->Y	0.278	0.094	0.301	0.922	0.357
X3->Y	0.140	0.154	0.181	0.776	0.438

The coefficient of X3 (Community Participation) on Y (Effectiveness of Facilities and Infrastructure Management) is 0.140 (meaning the effect is positive). P Value of community participation on Y is 0.438 < 0.05 (meaning significant effect). T count of community participation on Y is 0.776 < T table 1.661 (meaning insignificant). Thus, the principal's leadership has a positive and significant effect on the effectiveness of facilities and infrastructure management.

The coefficient of X2 (Financing) on Y (Effectiveness of management of facilities and infrastructure) is 0.094 (meaning the effect is positive). P Valua financing on Y is 0.357 < 0.05 (meaning a significant effect). T count of financing on Y is 0.922 > T table 1.666 (meaning insignificant). Thus, financing has a positive and significant effect on the effectiveness of facilities and infrastructure management.

The coefficient of X1 (principal leadership) on Y (effectiveness of Facilities and Infrastructure Management) is 0.154 (meaning the effect is positive). P value of principal leadership on Y is 0.058 > 0.05 (meaning insignificant). T count of principal leadership on Y is 1.899 > T table 1.666 (meaning significant). Thus, the principal's leadership has a significant effect on the effectiveness of facilities and infrastructure management.

Referring to the results of the study, it was found that the three variables including financing, principal leadership, and community participation, had an influence on the effectiveness of facilities and infrastructure management. The effect

of financing on the effectiveness of facilities and infrastructure management was recorded at 0.864%, principal leadership at 0.622%, and community participation at 0.695%. Of the three variables, financing proved to be the most dominant factor with an influence value of 0.864%.

Financing is the most dominant factor, this is confirmed by the results of research (Muhajir et al., 2023) Education financing is a crucial element to achieve the efficiency and effectiveness of the facilities and infrastructure of educational institutions. In facing various challenges and efforts to improve the quality of education, educational institutions need to manage financial resources optimally. This includes applying the principles of transparency, accountability and efficiency in the use of funds. Educational institutions will be able to provide quality education services through good management so that they can meet the needs of the community for adequate education. Research (Afifah & Falah, 2024) also shows that education financing management plays a very important role in supporting educational facilities and infrastructure. The availability of sufficient funds is the key to developing the overall quality of education, as well as ensuring the fulfillment of the facilities needed in the learning process. With effective allocation and management of financing, the resulting impact will be greater for the advancement of quality and effectiveness in managing facilities and infrastructure in schools.

The theory (Amiruddin & Siradjuddin, 2023) related to resource management, which underlines the importance of efficient budget management in achieving educational goals, also supports the results of this study. In education development, the key to success depends on the competence of human resources to manage the existing budget and must be guided according to the priority scale of education development policies as well as the priority scale that is planned gradually and sustainably from time to time.

Furthermore, the results of data analysis found that the three identified indicators contributed > 0.7 . The first largest influence is on the Education financial management indicator with a value of 0.953 and 0.930. The second largest influence is found in the Routine and Development Costs indicator of the effectiveness of education financing management, which is 0.25. Next, the third largest influence is found in the Development Effectiveness of Education financing management indicator with a value of 0.910.

Further analysis illustrates that the principal's leadership has an influence on the effectiveness of facilities and infrastructure management with a value of 0.622. This figure indicates a significant positive influence between the effectiveness of facilities and infrastructure management in schools and the principal's leadership. The findings are in line with previous research by (Carti et al., 2023) where the principal's leadership has an influence on the management of facilities and infrastructure. The better the principal's leadership, the better the management of facilities and infrastructure. With a good leadership pattern is very impactful and can even be a determinant of the purpose of school infrastructure.

The results of research (Pantouw et al., 2023) that the principal's leadership has a significant influence on the management of facilities and infrastructure. Where defining the principal has met the standards required to be a leader. He shows a firm attitude to solve various forms of problems, also shows wisdom when leading. In

addition, the principal serves as a motivator and role model for all staff and subordinates.

Furthermore, community participation has an influence on the effectiveness of facilities and infrastructure management as much as 0.695, this figure defines community participation as having a significant influence on the effectiveness of facilities and infrastructure management. These findings are in line with previous research by (Irawan & Satori, 2017) where community participation has a positive influence on the effectiveness of infrastructure facilities. Participation plays a very important role in realizing educational goals that are adjusted to the formulation of the vision and mission of a school or educational institution. Other parties including local residents also have a very important role for the world of education in order to encourage the development of education in the present. This is because the community can evaluate and get a direct impact on the implementation of education on welfare and survival for the future.

The final part of the research (Mohammad et al., 2025) illustrates where community participation has a direct influence on the quality of educational facilities, meaning that community participation is able to make changes to the quality of educational facilities that are increasingly optimized. Community participation has a positive impact on the understanding of organizational members on the values of quality facilities. This can be interpreted that community participation is able to create the quality of educational facilities in the organization is increasing, especially in the educational environment. Thus, it is defined that community participation has a significant influence on the quality of educational facilities.

CONCLUSION

The results of this study illustrate that financing, principal leadership, and community participation have a significant and positive influence on the effectiveness of facilities and infrastructure management at Al-Khoir Islamic Boarding School. Financing has the greatest influence, then community participation and principal leadership. Construct validity in this study has also been confirmed through the AVE value which meets the criteria > 0.50 , indicating that the instrument used is valid. Overall, the three variables are proven to support each other in improving the effectiveness of the management of educational facilities and infrastructure.

Referring to the results of the study, financing has the greatest influence on the effectiveness of facilities and infrastructure management, so it needs to be implemented more focused by educational institutions in managing financing management properly and correctly. Effective financing management is essential to ensure the availability and maintenance of adequate learning facilities. Schools are advised to prepare budgets transparently and according to needs, and make clear and accountable financial reports. In addition, it is necessary to cooperate with the government, the private sector and the community to increase funding sources. Training for school financial managers is also important so that the management of financing is done professionally. With well-managed financing, facilities and infrastructure can be maximized to create a comfortable and quality learning environment.

References :

- Abdillah, R., Ratri, F., Zakaria, A., & Labib, M. (2024). *Peran Sarana dan Prasarana dalam Menunjang Proses Pembelajaran di MA Asy-Syafi ' iyyah Karangasem : Perspektif Guru dan Siswa*. 16(1), 125–134.
- Afifah, A. N., & Falah, S. (2024). Manajemen Pembiayaan Dalam Meningkatkan Sarana Dan Prasarana. *Al-Munadzomah: Jurnal Manajemen Pendidikan Islam*, 3(2), 105–117.
- Alti, R. M., Anasi, P. T., Silalahi, D. E., Fitriyah, L. A., Hasanah, H., Akbar, M. R., Arifianto, T., Kamaruddin, I., Malahayati, E. N., Hapsari, S., Jubaidah, W., Yanuarto, W. N., Agustianti, R., & Kurniawan, A. (2022). *Media Pembelajaran*.
- Amiruddin, I., & Siradjuddin, S. (2023). Sistem dan Mekanisme Penganggaran Pendidikan. *El-Idarah: Jurnal Manajemen Pendidikan Islam*, 9(2), 95–110.
- Arifin, B. (2017). *Peran masyarakat dalam meningkatkan mutu sarana pendidikan*. 2(2), 1–124.
- Bashori, B., & Dwi Adinda Putri. (2022). The Relationship of Education Financing Management to Effectiveness and Efficiency in the Learning Process. *Jurnal Prajaiswara*, 3(1), 51–64. <https://doi.org/10.55351/prajaiswara.v3i1.42>
- Bestary, R. (2022). Peran Kepala Sekolah Dalam Peningkatan Sumber Daya Pendidikan. <https://Bpmpriau.Kemdikbud.Go.Id/Peran-Kepala-Sekolah-Dalam-Peningkatan-Sumber-Daya-Pendidikan/>, 1–11.
- Carti, C., Pujiyati, W., & Senjaya, A. J. (2023). Pengaruh Kepemimpinan Kepala Sekolah Dan Manajemen Sarana Prasarana Terhadap Kinerja Guru Sekolah Dasar Negeri Di Gugus Rambutun Kecamatan Jatibarang Kabupaten Indramayu. *Edum Journal*, 6(1), 80–92. <https://doi.org/10.31943/edumjournal.v6i1.140>
- Coco, I. N. D. E., & Sukajadi, P. (2019). *Standar Mutu Perguruan Tinggi*. 2013(1).
- Efendi, M., Asha, L., & Wanto, D. (2024). Mengurai Tantangan Manajemen Mutu Pendidikan Madrasah: Tinjauan Dari Input-Proses-Output. *Educational Leadership: Jurnal Manajemen Pendidikan*, 3(2), 240–254. <https://doi.org/10.24252/edu.v3i2.43721>
- Fadhilah, N. I. (2024). Peranan Sarana dsn Prasarana Pendidikan Guna Menunjang Hasil Belajar Siswa Di SD Islam Al Syukro Universal. *Skripsi*, 1–71. <http://repository.uinjkt.ac.id/dspace/handle/123456789/24635>
- Hanif, M., & Rozi, M. F. (2024). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Sma Kabupaten Mojokerto. *Educational Leadership: Jurnal Manajemen Pendidikan*, 3(2), 234–239. <https://doi.org/10.24252/edu.v3i2.43142>
- Hidayat Rizandi, Muhammad Arrazi, Asmendri, & Milya Sari. (2023). Pentingnya Manajemen Sarana dan Prasarana Dalam Meningkatkan Mutu Pendidikan. *Akademika: Jurnal Manajemen Pendidikan Islam*, 5(1), 47–59. <https://doi.org/10.51339/akademika.v5i1.745>
- Hilda Marwani Akbar, Melinda, R., Rismalinda, Yusuf, D. M., Asmendri, & Sari, M. (2024). *Perencanaan Pengembangan Sarana Prasarana Pendidikan Islam di SD Negeri 01 Talang*. 10(10), 1–23. <http://dx.doi.org/10.22373/jm.v10i2.7842>
- Imaduddin, Firma, A. A., & Widyatmoko, B. (2018). Strategi Penguatan Investasi Daerah Guna Mendukung Pertumbuhan Pembangunan Daerah (Tinjauan atas Penyertaan Modal Pemerintahan Daerah di Wilayah Jawa Barat). *Jurnal Desentralisasi Fiskal, Ekonomi, Dan Keuangan Daerah*, II(2), 26–90.
- Irawan, A., & Satori, D. (2017). Pengaruh Regulasi, Pembiayaan Dan Partisipasi

- Masyarakat Terhadap Efektivitas Manajemen Sarana Prasarana Sekolah, Dan Dampaknya Terhadap Efektivitas Pembelajaran Pada Sekolah Menengah Pertama Se Kota Sukabumi. *Jurnal Administrasi Pendidikan*, 10(1), 27–39. <https://doi.org/10.17509/jap.v17i1.6430>
- Maimunah, S., Yusuf, A., & Sunarya, H. (2020). Analisis Sikap, Minat Dan Motivasi Mahasiswa Terhadap Keputusan Menempuh Pendidikan Profesi Akuntansi. *Jurnal Akuntansi (Ja)*, 7(1), 58–70.
- Maizah, M., & Ratnawati, R. (2024). Implementasi Manajemen Sarana dan Prasarana Sebagai Penunjang Efektivitas Pembelajaran di Madrasah Aliyah Negeri 1 Pamekasan. *Journal Of Administration and Educational Management (ALIGNMENT)*, 7(1), 49–59. <https://doi.org/10.31539/alignment.v7i1.9537>
- Masruri, A. (2019). Efektivitas Manajemen Pondok Pesantren Dengan Pendekatan Balanced Scorecard Di Pondok Pesantren Jam'iyah Islamiyyah Pondok Aren Tangerang Selatan. *Tesis UIN Syarif Hidayatullah Jakarta*, 1–138.
- Maulidiah amirul, & Fiifn naili rizkiyah. (2022). Manajemen Sarana Prasarana Sekolah Dalam Meningkatkan Mutu Pendidikan di SD 004 BENGALON KUTAI TIMUR. *Nidhomiyah: Jurnal Manajemen Pendidikan Islam*, 3(1), 43–51. <https://doi.org/10.38073/nidhomiyah.v3i1.812>
- Media, I., Prabuyanti, D., Selatan, S., Berkualitas, P., & Manajemen, P. (2025). *Peran Manajemen Pendidikan dalam Mewujudkan Pendidikan Berkualitas*. 5(2), 659–669.
- Mohammad, C., Akbar, F., & Indrawati, M. (2025). *Pengaruh Partisipasi Masyarakat terhadap Peningkatan Mutu Pendidikan*. 3.
- Muhajir, N. M. N., Bachtia, M. r, & Fauzi, A. (2023). Pentingnya Manajemen Pembiayaan dalam Pendidikan. *Jurnal Pendidikan Dan Konseling*, 5(2), 1–6.
- Nugroho, M. R., & Tahun, K. S. (2023). *Dalam Pengelolaan Sarana Dan Prasarana Di Sd Muhammadiyah 19 Kemlayan Surakarta Sarana Dan Prasarana Di Sd Muhammadiyah 19*.
- Nurhakim, H. Q. (2020). Manajemen Pembiayaan Pendidikan Di Sekolah. *Jurnal Sains Dan Seni ITS*, 6(1), 51–66. <http://repositorio.unan.edu.ni/2986/1/5624.pdf%0Ahttp://fiskal.kemenkeu.go.id/ejournal%0Ahttp://dx.doi.org/10.1016/j.cirp.2016.06.001%0Ahttp://dx.doi.org/10.1016/j.powtec.2016.12.055%0Ahttps://doi.org/10.1016/j.ijfatigue.2019.02.006%0Ahttps://doi.org/10.1>
- Oktavianatun, A., & Nugraheni, N. (2024). Analisis Perkembangan Pendidikan Berkualitas Sebagai Upaya Mewujudkan Tujuan Pembangunan Berkelanjutan (SDGs). *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 1(10), 113–118.
- Pantouw, M. A., Trang, I., Palandeng, D., Manajemen, J., Ekonomi, F., Sam, U., Bahu, K., Malalayang, K., Manado, K., & Utara, S. (2023). Analisis Kepemimpinan Kepala Sekolah terhadap Pengelolaan Sarana dan Prasarana pada SMA Katolik Karitas Tomohon Analysis of The Principal ' s Leadership on The Management of Facilities and Infrastructure at Karitas Tomohon Catholic High School. *Jurnal LPPM Bidang EkoSosBudKum (Ekonomi, Sosial, Budaya, Dan Hukum) Vol.*, 07(04), 421–430.
- Pertama, & Palopo, N. (2023). *Sarana Dan Prasarana Di Sekolah Menengah Sarana Dan Prasarana Di Sekolah Menengah*.
- Shahnaaz, P. P., Sani, A., Si, M., Good, P. P., Governance, C., Pt, D. I., Jateng, D., Diy, D. A. N., & Yogyakarta, A. (2024). *Implementation of Good Corporate Governance Principles in Pt* . 1138–1153. <https://doi.org/10.23920/jphp.v1i2.292.1>

- Shakira, B. O., Ramadhani, N. A., & Salma, Z. H. (2024). *Analisis Infrastruktur Jalan dan Pendidikan sebagai Tantangan Demokrasi dan Tata Kelola di Provinsi Papua Barat*. 1.
- Sugiman, Y. A. R. R. (2020). *Peran Kepala Sekolah Dalam Manajemen Sarana Dan Prasarana (Studi Kasus Di Sd Negeri 1 Tarahan)*. July, 1–23.
- Suyanto, A. P., Purnomo, A. M., & Sukarelawati. (2024). Pengaruh Pesan Website Tentang Rekayasa Lalu Lintas Terhadap Sikap Pengendara Pada Cyber Public Relations Pemerintah Kota Bogor. *Karimah Tauhid*, 3(3), 3088–3102. <https://doi.org/10.30997/karimahtauhid.v3i3.12357>
- Suyono, S., Triyani, A. N., Camelia, C., & Purba, N. W. (2022). Sarana Dan Prasarana Pendidikan Dalam Peningkatan Kualitas Peroses Belajar Siswa. *Jurnal Administrasi Pendidikan*, 19(2), 211–218. <https://doi.org/10.17509/jap.v29i2.47498>
- Umam, K. (2025). *Efektivitas kebijakan pengelolaan dana bos dalam meningkatkan fasilitas sekolah*. 9(1), 95–102.
- Wijaya, E. (2021). Manajemen Sarana Dan Prasarana Dalam Meningkatkan Prestasi Belajar Siswa. *Skripsi IAIN Ponorogo*, 1–159.
- Zakiyawati, S. W., Trihantoyo, S., Pendidikan, J. M., Pendidikan, F. I., & Surabaya, U. N. (2021). Urgensi sarana dan prasarana dalam meningkatkan prestasi belajar pada jenjang sekolah menengah kejuruan. *Jurnal Inspirasi Manajemen Pendidikan*, 9, 200–214.