



MANAGEMENT OF INFRASTRUCTURE FACILITIES IN IMPROVING THE QUALITY OF EDUCATION AT SD NAHDLATUL ULAMA, SLEMAN, YOGYAKARTA

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Abstract: *Effective facilities and infrastructure are very important to create an effective learning environment and support student development. Schools with good infrastructure can help with every learning process. Therefore, this research aims to analyze the role of facilities and infrastructure in improving the quality of learning in elementary schools. The research method is qualitative. The data collection techniques use interviews and documentation studies. The research was carried out at Nahdlatul Ulama Elementary School in Yogyakarta. Data analysis in research uses data collection, data reduction, data presentation, and drawing conclusions or verification. The research results revealed that the research results were: (1) the area of land owned and occupied by the school building; (2) the number of rooms owned is 43; (3) the condition of the building belonging to Nahdlatul Ulama Elementary School, Sleman; (4) sports and worship facilities are very adequate; (5) efforts to develop facilities and infrastructure, including renovation of school buildings, as an effort to develop and maintain school infrastructure. b) The role of facilities and infrastructure in improving the quality of elementary schools is to increase learning efficiency, student motivation, a safe and comfortable learning environment, as well as cooperation and interaction between students and teachers.*

Keywords : *Infrastructure, Education, Total Quality Management (TQM).*

Abstrak: Sarana dan prasarana yang efektif sangat penting untuk menciptakan lingkungan belajar yang efektif dan mendukung perkembangan siswa. Sekolah dengan sarana-prasarana yang baik dapat membantu setiap proses pembelajaran. Oleh karena itu, penelitian ini bertujuan untuk menganalisis peran sarana dan prasarana dalam meningkatkan kualitas pembelajaran di sekolah dasar. Metode penelitian menggunakan kualitatif. Adapun teknik pengumpulan data menggunakan wawancara dan studi dokumentasi. Penelitian dilaksanakan di SD Nahdlatul Ulama Yogyakarta. Analisis data dalam penelitian menggunakan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil penelitian mengungkapkan bahwa Hasil penelitiannya adalah: (1) luas tanah yang dimiliki dan ditempati gedung sekolah; (2) jumlah kamar yang dimiliki sebanyak 43; (3) kondisi bangunan milik SD Nahdlatul Ulama Sleman; (4) sarana olah raga dan ibadah sangat memadai; (5) upaya pengembangan sarana dan prasarana termasuk renovasi gedung sekolah sebagai upaya pengembangan dan pemeliharaan prasarana sekolah. b) Peran sarana dan prasarana dalam peningkatan mutu sekolah adalah untuk meningkatkan efisiensi pembelajaran, motivasi siswa, lingkungan belajar yang aman dan nyaman, serta kerjasama dan interaksi antara siswa dan guru.

Kata kunci : *Infrastruktur, Kualitas, Total Quality Management (TQM)*

INTRODUCTION

In improving the quality of human resources,

education has a very important role. Educational

institutions must at least be able to keep up with

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the rapid development of science and technology. Special attention is paid to the development and progress of education to improve the quality and quality of education. Good human resources also come from good education. This encourages the whole community to pay special attention to the development of the world of education (Campos et al., 2018). Management of facilities and infrastructure in the world of Education can be interpreted as the process of using and utilizing all educational equipment effectively and efficiently, Infrastructure management can make an optimal contribution to the course of the educational process in schools.

LITERATURE REVIEW

Educational facilities and infrastructure are one of the educational factors whose existence is very absolute in the educational process. The success of educational programs through the learning process is strongly influenced by many factors, one of which is the availability of adequate educational facilities and infrastructure accompanied by optimal utilization and management. Educational facilities and infrastructure are one of the important and main resources in supporting the learning process in schools, for that it is necessary to improve their utilization and management, so that the expected goals can be achieved (Ruhayana & Aeni, 2019). This management has an important role in regulating educational facilities and infrastructure in order to make a maximum and significant contribution to the course of the educational process (Chasovy & Giatman, 2023).

Educational facilities and infrastructure are an

important component of education and become one of the eight national standards of education. So important are educational facilities and infrastructure that every institution strives to meet the standards of facilities and infrastructure to improve the quality of schools. The completeness of facilities and infrastructure is one of the attractions for prospective students. The types of facilities and infrastructure that are standardized include educational units, land, buildings, and the completeness of facilities and infrastructure (Sandi & Fauzi, 2023). indicators can be used as a benchmark for the excellence and quality of a school, these indicators include the teaching and learning process in the school, the completeness of facilities and infrastructure, the professionalism of education staff or human resources, the academic achievement of students and the quality of school management (Ikhsannudin & Pakpahan, 2021).

Management is engaged in improving the quality of education. Because management is very important to improve the quality of education and relevant. Therefore, every stakeholder in the world of education must understand its role and even be able to do it. One important component in the progress of a country is education (Fadhli, 2022). A good education is essential for effective student learning. To achieve the best quality of learning, it is not only important to pay attention to classroom learning, but also to ensure that schools have the right facilities and infrastructure.

The success of primary schools, good facilities and infrastructure are very important. Adequate tools and infrastructure include comfortable classrooms, well-equipped

laboratories, diverse libraries, and more. Students will get better learning outcomes and teachers will have the ability to maximize the learning process. Infrastructure is anything that can help the learning process directly, such as learning media, equipment, and school supplies. Infrastructure also includes everything that can help indirect learning success, such as the road to school, lighting, and restrooms. The completeness of infrastructure will help teachers perform their duties better. Schools that have complete infrastructure have several advantages (Anshori et al., 2022)

In the implementation of education, the concept of school management called Quality Management (TQM) aims to bring better changes in education management in accordance with the progress, needs, and dynamics of society. TQM means that each student is responsible for the quality of teaching. This means that all parties, including the school committee, principal, administrators, teachers, and students, are involved in the academic process of teaching and understand the educational goals to be achieved (Sakdiah & Zamzami, 2018). Improving and controlling quality by prioritizing the interests of users is a reliable quality management (TQM) approach. All teachers and teaching staff are responsible for providing quality education, which will ultimately result in better quality education. (Hasnadi, 2021).

The terms "educational opportunities or support" or "educational facilities" refer to classrooms, subject matter, tools, materials, and other facilities that can help students. Students' ability to learn is affected by Sarpras' educational infrastructure, including roads, yards, sports fields, telephones, and furniture. The role of facilities and

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infrastructure as an attraction for schools in the eyes of the community is very important because good facilities and infrastructure attract students, maintain teacher welfare, and help students learn better. These facilities and infrastructure are considered to have a significant social impact in terms of economy, and improving school infrastructure can determine the number of students (Ahmad, 2021). In the field of education, facilities and infrastructure include various components, including school buildings, classrooms, libraries, laboratories, sports fields, computer facilities, and other technical facilities. If designed, maintained, and integrated properly into learning activities, these facilities and infrastructure can have a positive impact on student learning.

Although facilities and infrastructure are very important to improve the quality of education, there are still problems to maximize their function (Septa et al., 2023). Limited resources for the maintenance and development of facilities and infrastructure, lack of knowledge and understanding of ergonomic and child-friendly designs, and incompatibility of the use of facilities and infrastructure with educational programs are problems that often arise. Facilities and infrastructure standards are national educational standards that must be met by educational institutions. However, some institutions are unable to meet these standards. This results from the special autonomy granted to each educational unit to manage their own facilities and infrastructure (Erroyani, 2022).

So, the existence of this research is to find out the important role of facilities and infrastructure so that it can improve the quality of schools. By

analyzing the factors that influence the effective use of facilities and infrastructure, the challenges faced, and their impact on the quality of learning, this study aims to provide a better understanding of the role and function of developing methods and tools to improve the quality and quality of education.

RESEARCH METHODOLOGY

This study applied qualitative descriptive methodology. This study involved Nahdlatul Ulama elementary school students in Sleman City, Yogyakarta. The study begins on March 15, 2023. The information used in this study can be obtained directly from existing sources, such as partial interviews at school, school documentation, and inventory data (Marmoah, 2019). Document observation and analysis techniques are used to collect data. The observation method makes it possible to know directly the availability and condition of school facilities and infrastructure. This method also makes it possible to analyze school documents, such as the area of the school, the number of classes, and so on (Mutiara et al., 2022). The approach used in this study is a descriptive approach, because with a descriptive approach, data will be produced in the form of words, as the characteristics in qualitative research. Descriptive research is research intended to collect information about the status of an existing symptom, namely the state of symptoms according to what they are at the time the study is conducted (Sugiyono, 2019).

The reason the researchers chose this location is because from year to year, Nahdlatul Ulama Elementary School, Sleman Yogyakarta, continues

to experience significant progress, starting with improvements to the ceremonial grounds, adding classrooms for teaching and study rooms, and other educational facilities. The quality of learning offered has also increased, especially from an academic and non-academic perspective. Therefore, this research has a problem formulation, namely: what is the role of facilities and infrastructure in improving the quality of learning at Nahdlatul Ulama Elementary School, Sleman, Yogyakarta?

FINDINGS AND RESULTS

Infrastructure Facilities and Education Quality Improvement

An educational institution is a place to build a quality generation. With that, it is expected to be able to create quality education in order to produce that generation. To meet the need for quality education, educational institutions must try and strive to manage education as well as possible so that the desired quality can be achieved. This can be done in various ways. One of them is by improving and optimizing the management of facilities and infrastructure. Schools that have adequate facilities and infrastructure will be able to improve the quality of school education. This happens because adequate facilities and infrastructure will support learning activities to obtain the desired results (Utomo & Ibadurrahman, 2022). This can be supported by the management of facilities and infrastructure that aims to help prepare and manage all the equipment needed for the implementation of the educational process so as to help smooth the teaching and learning process. School principals are the component of

education that plays the most role in improving the quality of education.

The principal is the driving force of the educational institution, the regulator of policy direction in order to achieve educational goals. As stated by Rosyandi and Pardjono, the position of the principal determines the direction of an institution, regulates school programs. The principal is expected to bring the spirit of teacher work and build school culture in improving the quality of education. Hereby, the principal has the authority to run, optimize, supervise and coordinate the management of educational facilities and infrastructure so that it can run well in accordance with the objectives of the educational institution (Arafat, 2020). In the learning process, as an educator, of course, requires facilities and infrastructure that are able to support the learning activities of students. Apart from the ability of teachers to organize learning activities, the support of facilities and infrastructure is very important in helping teachers. The more complete educational facilities and infrastructure available will make it easier for teachers to carry out their duties as educators (Suranto et al., 2022).

Facilities and infrastructure at Nahdlatul Ulama Elementary School, Sleman

Learning infrastructure is a component of learning that helps each student reach their potential in school, both formal and informal. School facilities and infrastructure can be grouped into several infrastructures, each with a different amount of equipment (Rostini et al., 2023). Regulation of the Minister of National Education number 24 of 2007 concerning standards of educational facilities and infrastructure, article 1

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(chapter 4) discusses the standards of school facilities and infrastructure and covers at least eleven types of school facilities: (1) classrooms, (2) library rooms, (3) science laboratories, (4) leadership rooms, (5) teacher rooms, (6) prayer rooms, (7) UKS rooms, (8) latrines/toilets, (9) warehouses, and (10) circulation chambers (Akromusyuhada, 2022). In this case, SD Nahdlatul Ulama has met 95% of the established standards. However, because the school does not have enough sports fields, students have to go to the village field with a distance of 15-20 minutes on foot. This is a facility available at SD Nahdlatul Ulama Sleman in Yogyakarta.

The area of land owned and occupied by the school building

So according to the results of an interview with the principal Isnaeni Marzuqi, the principal responsible for the management of the school. According to the data, the area of SD Nahdlatul Ulama Sleman in Yogyakarta is about 4,800 square meters. The land area at SD Nahdlatul Ulama meets the regulations set by Permendikbud number 40 of 2008, which stipulates a minimum land area of one floor of 3504 m². In terms of facilities and infrastructure, the land area is in accordance with the Ministry of Education and Culture, but there is still a lack of field for sports. Therefore, the village field or ceremonial field is still used for sports centrally.

Number of rooms

Based on findings from observations and interviews conducted by researchers, the report reached the following conclusions:

Tabel 1 Number of rooms

No	Type of Sarpras	Sum
1	Classroom	18
2	Library	1
3	Laboratory Room	2
4	Practice room	0
5	Leadership Room	1
6	Teacher's Room	1
7	Prayer Room	1
8	Student Council Room	0
9	UKS Room	1
10	Toilet Room	7
11	Warehouse Space	1
12	Playground/Sport	1
13	TU Room	1
14	Counseling Room	0
15	Building Space	1
	Entire	36

From the data above, it is clear that SD Nahdlatul Ulama Sleman has infrastructure facilities that meet 98% of the established standards. The only problem left is the shortage of land for sports fields. This is in accordance with the Regulation of the Minister of National Education number 24 of 2007, which discusses the standards of school room facilities and infrastructure. Article 1 (chapter 4) of the regulation discusses the standards of school infrastructure facilities that have at least eleven types of school infrastructure, namely (1) classrooms, (2) library rooms, (3) science laboratory rooms, (4) leadership rooms, (5) teacher rooms, (6) prayer rooms, (7) UKS rooms, (8) latrines/toilets, (9) warehouses, (10) circulation, (11) playgrounds/sports.

Building Conditions owned by the school

The condition of the school building can be said to be good for use based on observations and interviews. In this case, the tools and facilities owned by SD NU Sleman Yogyakarta are quite representative and complete. These infrastructure facilities include:

1) The classrooms of SD NU Sleman

Yogyakarta are quite representative and conducive to the implementation of the learning process. The school has classroom facilities which include tables, chairs, white boards, markers, wall clocks, decorations, calendars, and others. There are 18 classrooms consisting of 4 classes of class I, 2 classes of class II, 4 classes of class III, 3 classes of IV, 2 classes of class V, and 3 classes of class VI.

- 2) The Computer Laboratory of SD NU Sleman Yogyakarta has a room area of 45 m² and is equipped with adequate and complete facilities. This facility is used as a means to support the learning process, especially in the field of computer science.
- 3) In the UKS room, there are enough health equipment and medicine stocks to meet the needs of students who are sick at school. This room consists of two parts, namely one room for male students and one room for female students. In addition, the facilities inside include P3K equipment and beds.
- 4) SD NU Sleman Yogyakarta has provided very adequate sports facilities for student activities. These facilities include sports fields and various types of sports equipment that are complete and varied.
- 5) At SD NU Sleman Yogyakarta, there is a mosque with an area of 119 m² which is used as a place of worship for the community and school students to carry out religious activities. In addition, this mosque is also usually used as a space for teaching and learning activities.

- 6) At SD NU Sleman Yogyakarta, the 80 m² teacher's room is used by teachers to carry out their teaching duties. Meanwhile, the principal's room is a room with an area of 20 m² which is used by the Principal to carry out his duties and to conduct meetings with the vice principal.
- 7) The Principal's Room is located next to the Administration room and is used to handle school administration.
- 8) The Living Room is used to receive guests who are interested in school affairs and all school residents.
- 9) Library Room is a space used to support students.
- 10) The bathroom at SD NU Sleman Yogyakarta is divided into two, namely the student bathroom and the teacher's bathroom. There are 10 units of student bathrooms and 2 units of teacher bathrooms, With the support of adequate school facilities, school development programs that focus on students and teaching and learning activities can be carried out properly.

Sports and Worship Facilities

Items related to sports, such as basketballs, footballs, baseball equipment, etc., are stored in special rooms. Some are stored in warehouses. The school uses this room to store sports facilities. The school has a private mosque adjacent to the school for places of worship for students and teachers.

Efforts to develop Facilities and Infrastructure

The results of the researcher's interview with the principal, Mr. Isnaeni Marzuqi, showed that the development of school facilities and infrastructure

was carried out through various efforts, one of which was the renovation of school buildings. To achieve this, 20–25% of funds from schools and BOS are used for maintenance. Management of educational facilities and infrastructure is defined as a collaborative process of utilizing educational facilities and infrastructure effectively and efficiently. Management of facilities and infrastructure can be done through the procurement of facilities and infrastructure. The school has its own budget, including from the government, BOS funds, and donors. Maintenance of facilities and infrastructure in elementary schools. (Herawati et al., 2020, p. 25) According to Baranawi and Arifin.M, the procurement of facilities and infrastructure is intended to support the education process to run well and efficiently in accordance with the desired goals (Zainudin & Badrudin, 2023).

Process of Planning, Procurement, Maintenance and Supervision of Facilities and Infrastructure in improving the quality of education at SD Nahdlatul Ulama, Yogyakarta

Planning

Preparing for the completion of positions and foundations at SD Nahdlatul Ulama Yogyakarta by describing the requirements of the position and the framework needed and involving the faculty in its management. Usually planning is done twice a year, namely at the beginning of each semester. Procurement planning is carried out in schools. Permendiknas 24 Year 2007 40 Year 2008 concerning the Utilization of Central School Office and Basic Principles as Rules in Determining

School Supplies Needs. To ensure a smooth learning experience, planning is carried out. The principal's talks with the deputy head of facilities and infrastructure have revealed that the deputy head of facilities and infrastructure is responsible for planning at SD Nahdlatul Ulama Yogyakarta. Usually, setting is done by:

- 1) assess the necessary foundations and offices;
- 2) maintain the availability of necessary facilities and infrastructure;
- 3) Provide information needed by the principal regarding facilities and infrastructure; and
- 4) Planning by procuring facilities and infrastructure. The planning of facilities and infrastructure at SD Nahdlatul Ulama Yogyakarta did not go according to plan. Due to lack of funds, procurement planning takes longer (Digdowiseiso, 2022).

Procurement

The promised learning infrastructure and facilities are available at SD Nahdlatul Ulama Yogyakarta. However, there is still a severe shortage of staff in management. The deputy head of facilities and infrastructure of SD Nahdlatul Ulama Yogyakarta is in charge of planning and procuring facilities and infrastructure based on needs analysis. However, this purchase cannot be separated from the available budget. Securing workplaces and buildings is an alternative measure to acquiring equipment and goods given that plans have not yet been fully completed. Facilities and infrastructure can be bought, rented, lent, or built by the buyer himself. To obtain facilities and infrastructure at SMP Negeri 1 Hamparan Perak, the following steps are required:

- 1) see and discuss the facilities and infrastructure needed, and get advice from existing teachers or staff;
- 2) make a plan with a list of infrastructure and facilities;
- 3) evaluate the school's current budget and resources;
- 4) Identify significant needs for infrastructure and facilities that cannot be met with current funds or budgets;
- 5) acquisition of foundation and learning offices for SD Nahdlatul Ulama Yogyakarta by utilizing BOS reserves. Where are the numbers? in the Minister of Education? 1 Year 2018 about BOS. The school receives assistance from the BOS Fund, a government program, for non-personnel operational costs. According to the Unofficial Law, non-school fee numbers include fees for teaching materials or consumable hardware, as well as new roundabout fees for electricity, water, telecommunications administration, office and system maintenance, additional time payments, transportation, use, and duties, as stipulated in PP 48 of 2008.

Maintenance

SD Nahdlatul Ulama Sleman, All school residents including the principal, teachers and other students who are responsible for maintaining the facilities and infrastructure that have been available. According to what the researchers found, school residents are responsible for maintaining facilities and infrastructure, both from classrooms, computer labs, practicum labs, and others. There are two kinds of maintenance at SD Nahdlatul

Ulama Sleman Yogyakarta, namely daily maintenance and periodic maintenance. Such as: cleaning computers, classrooms, administration rooms, principal's and teachers' rooms, as well as cleaning computers are part of daily maintenance. In this case, students clean the classrooms daily with the help of gardeners and according to their picket schedule. The teacher in charge of the related learning process is in charge of maintaining and maintaining the science and computer laboratories. Regarding routine maintenance, such as painting buildings and repairing damage to other buildings, the walls of school buildings and classrooms at SD Nahdlatul Ulama Sleman Yogyakarta still appear to be in good condition which indicates that building maintenance is quite good.

Supervision

Efforts to regulate educational facilities and infrastructure are part of the activities carried out to keep them in good condition and make maximum use of them to ensure the success of teaching in schools. Facilities and infrastructure are managed collaboratively by school managers, education staff, parents or guardians, school committees and other stakeholders. The results of supervision of facilities and infrastructure are reported within a predetermined period (one semester and one year). At SD Nahdlatul Ulama Sleman, Yogyakarta. Representatives of facilities and infrastructure are in charge of supervising facilities and infrastructure. The results of interviews with school administrators so that their use and maintenance do not interfere with the ongoing learning process.

CONCLUSSION

Based on the description and discussion above, it can be concluded that the existing infrastructure facilities in schools are very adequate, and suitable for use for students. The results showed that SD Nahdlatul Ulama Sleman, has (1) the area of land owned and occupied by the school building land area is around 4,800 m², (2) the number of rooms owned is 43 rooms, (3) the condition of the building owned by the school is very good, (4) sports and worship facilities are very adequate, (5) efforts to develop facilities and infrastructure, namely by renovating school buildings as an effort to develop and maintain school infrastructure.

Adequate and quality facilities and infrastructure in elementary schools can have a positive impact on the quality of teaching. Comfortable classrooms, adequate learning opportunities, and a safe physical environment can increase student learning effectiveness and motivation. The role of facilities and infrastructure in improving the quality of elementary schools is to improve learning efficiency, student motivation, a safe and comfortable learning environment, as well as cooperation and interaction between students and teachers.

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