



Planning of Educational Facilities and Infrastructure Procurement at MTs Nurul Amal Pancasila Pemulutan

Asmawi^{1*}, Muhammad Isnaini², Febriyanti³

^{1,2,3} UIN Raden Fatah Palembang

asmawispdi@admin.smp.belajar.id

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Abstract

Educational institutions need to continuously improve their facilities and infrastructure to support an effective learning process. This study analyzes the planning and procurement of infrastructure facilities at Madrasah Tsanawiyah Nurul Amal Pancasila, Pemulutan District, Ogan Ilir Regency, as well as the obstacles faced. Using a qualitative research approach with descriptive methods, data were collected through observation, interviews, and documentation. The results showed that procurement planning involves four main stages: needs analysis, prioritization, budget preparation, and budget setting. Some of the obstacles found include limited information, limited budget, inaccurate cost estimation, limited funding sources, and differences of opinion between stakeholders. To overcome these problems, systematic data collection, in-depth needs evaluation, market research for cost estimation, and improved coordination between stakeholders are required. Effective planning and transparent financial management can optimize resource allocation, ensure the availability of quality education facilities, and improve the learning environment and student learning outcomes...

Keywords: education infrastructure, procurement planning, infrastructure management, qualitative research, budget constraints.

Abstrak

Institusi pendidikan perlu terus meningkatkan sarana dan prasarana untuk mendukung proses pembelajaran yang efektif. Penelitian ini menganalisis perencanaan dan pengadaan sarana prasarana di Madrasah Tsanawiyah Nurul Amal Pancasila, Kecamatan Pemulutan, Kabupaten Ogan Ilir, serta kendala yang dihadapi. Menggunakan pendekatan penelitian kualitatif dengan metode deskriptif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa perencanaan pengadaan melibatkan empat tahap utama: analisis kebutuhan, penentuan prioritas, penyusunan anggaran, dan penetapan anggaran. Beberapa kendala yang ditemukan meliputi keterbatasan informasi, keterbatasan anggaran, ketidakakuratan estimasi biaya, terbatasnya sumber pendanaan, dan perbedaan pendapat antar pemangku kepentingan. Untuk mengatasi permasalahan tersebut, diperlukan pengumpulan data yang sistematis, evaluasi kebutuhan yang mendalam, riset pasar untuk estimasi biaya, serta peningkatan koordinasi antar pemangku kepentingan. Perencanaan yang efektif dan pengelolaan keuangan yang transparan dapat mengoptimalkan alokasi sumber daya, memastikan ketersediaan fasilitas pendidikan yang berkualitas, serta meningkatkan lingkungan belajar dan hasil pembelajaran siswa..

Kata kunci: sarana prasarana pendidikan, perencanaan pengadaan, manajemen infrastruktur, penelitian kualitatif, keterbatasan anggaran.

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INTRODUCTION

Education is a crucial aspect of human life that not only helps individuals understand various concepts but also shapes character and the ability to face the dynamics of modern times. Through education, people can optimize their intellectual, emotional, social, and independent potential, ultimately producing excellent achievements amidst rapid global change. Education serves as the primary foundation for national development, as the quality of human resources is largely determined by the quality of education obtained. Thus, education is not merely a process of knowledge transfer but also an instrument to prepare superior generations capable of responding effectively to contemporary challenges (Mustari & Darmayanti, 2024; Prayoga et al., 2024; Siregar, 2020).

Beyond self-development, education also functions as a medium for shaping intelligence and skills that align with the needs of modern society. Social, cultural, and technological transformations demand a form of education that is dynamic and adaptive to change. Education must be able to produce graduates who are competitive, creative, and innovative, capable of meeting global demands. This means that the education system must consistently evolve in accordance with societal needs and current trends. In this way, quality education contributes directly to the improvement of social welfare as a whole (Rapanta et al., 2021).

Professional education management is a key factor in maintaining and improving the quality of education in every institution. Ineffective education management may lead to numerous problems, including poor quality teaching, low student outcomes, and declining public trust in educational institutions. This demonstrates that the management of education cannot be handled carelessly but requires well-structured, measurable, and strategic approaches. Institutions that are managed professionally are able to create a conducive learning environment and produce competent graduates. Thus, effective management plays a crucial role in achieving the goals of education (Bush, 2020).

If educational institutions are poorly managed, the consequences can be severe, including decreased trust and a decline in student enrollment. Communities are likely to withdraw their support and place their children in schools that provide better quality services. This loss of trust presents a serious threat to the sustainability of educational institutions. Therefore, it is imperative that schools prioritize professional and effective management to maintain credibility and competitiveness (Lapiente & Van de Walle, 2020).

Institutions that manage their educational processes seriously will undoubtedly produce a significant positive impact on both learners and society at large. An effective management system facilitates a teaching and learning process that is measurable, efficient, and tailored to student needs. More importantly, professional education management enhances the quality of graduates, ensuring that they are not only academically proficient but also emotionally and socially well-rounded. This highlights the importance of building an effective management framework for all educational institutions (Rapanta et al., 2021).

Aside from management, educational facilities and infrastructure play a vital role in ensuring the success of the learning process. Facilities such as classrooms, laboratories, libraries, sports areas, and information technology are essential for effective teaching and learning. Adequate infrastructure increases student interest, supports the use of diverse learning strategies, and enhances teacher creativity. Thus, educational facilities are directly linked to the overall effectiveness of the learning process. Without adequate infrastructure, achieving quality education becomes difficult (Barrett et al., 2019).

The comfort and effectiveness of both students and educators during the learning process are largely dependent on the adequacy of facilities. Proper infrastructure creates a positive and conducive environment for students to stay focused and engaged. Teachers, in turn, can develop more innovative strategies with the help of sufficient learning facilities. Therefore, facilities and infrastructure directly influence the efficiency and productivity of teaching and learning (Kim et al., 2019; Tokan & Imakulata, 2019).

The management of facilities and infrastructure, particularly in terms of procurement, is one of the most critical operational functions in schools. Facility procurement must be carried out in a well-planned manner, ensuring that the needs of the school are accurately identified and adequately met. Through careful planning, schools can provide facilities that align with curriculum requirements and enhance the learning experience. Consequently, procurement is not just an administrative task but also a strategic function within education management (Atkin & Brooks, 2021).

Procurement activities encompass identifying needs, budgeting, planning, and acquiring facilities relevant to the learning objectives. This process plays a strategic role because the availability of appropriate infrastructure has a direct impact on the quality of education provided. Well-executed procurement ensures that teaching and learning can take place effectively and efficiently. Thus, procurement must remain a top priority for educational leaders seeking to improve institutional performance (Matarneh et al., 2019).

Barrett et al., (2019) emphasize that the precise and timely procurement of educational facilities is essential to achieving high-quality learning outcomes. Adequate facilities allow students to develop the competencies and skills necessary to succeed in their studies. At the same time, teachers are better able to design and implement diverse teaching strategies when supported by sufficient infrastructure. Therefore, procurement goes beyond technical necessity, standing as a strategic pillar in creating quality education.

Observations at Madrasah Tsanawiyah Nurul Amal Pancasila reveal that the facilities and infrastructure at the school are well-maintained and effectively support the learning process. The physical facilities, such as classrooms, laboratories, libraries, and sports amenities, are not only available but also properly managed. These conditions create a conducive learning atmosphere, providing comfort and motivation for students to actively participate in classroom activities. This demonstrates the direct impact of facility quality on student learning outcomes (Kim et al., 2019).

Classrooms at the school are designed to be clean, comfortable, and equipped with modern learning equipment. Such an environment fosters a positive learning atmosphere that enhances student engagement and motivation. Teachers also benefit from this setting, as they can deliver lessons more effectively using adequate teaching aids. This aligns with the view of Khlaisang & Songkram, (2019) who stress the importance of a comfortable and well-equipped learning environment for students.

The science laboratories at the school are also well-equipped, allowing students to conduct experiments and practical activities effectively. These laboratories provide hands-on experiences that strengthen students' understanding of theoretical concepts while also developing scientific inquiry skills. Access to such facilities supports a deeper level of learning, confirming the findings of Schmitt and Lee (2022) on the benefits of modern science laboratories.

In addition to classrooms and laboratories, the school library is an essential component of the learning process. A well-stocked and organized library gives students access to a variety of resources that broaden their knowledge across different fields of study. The library serves as both a reading space and a research hub, encouraging independent learning and critical thinking. (Oliveira et al., 2019) highlight that well-managed libraries contribute significantly to student learning outcomes.

Sports facilities at the school also play a vital role in holistic education. Well-maintained sports fields and gymnasiums provide students with opportunities to develop their physical abilities while fostering teamwork and sportsmanship. Physical education not only contributes to health and fitness but also builds discipline, collaboration, and perseverance. This supports Baafi, (2020) argument that physical education is crucial for comprehensive student development.

With such complete and well-managed facilities, Madrasah Tsanawiyah Nurul Amal Pancasila has successfully created an enjoyable and effective learning environment. The conducive atmosphere motivates students to engage more actively in the learning process and perform better academically. This condition proves that investment in educational facilities yields significant long-term benefits. Hence, the school has set a benchmark for how infrastructure can enhance educational quality (Haleem et al., 2022).

The strong management of facilities at the school demonstrates the importance of professional education management in enhancing learning outcomes. The synergy between effective management practices and adequate infrastructure ensures that students receive quality education. With proper support, learners can reach their maximum potential in both academic and non-academic fields. This integrated approach highlights the relationship between management, facilities, and educational outcomes.

Overall, the success of education at Madrasah Tsanawiyah Nurul Amal Pancasila is not solely attributed to the competence of its teachers but also to the adequacy of its infrastructure. A balance between quality teaching and comprehensive facilities is essential in achieving optimal learning outcomes. Therefore, continuous improvement in both management and infrastructure is needed to sustain high-quality education in the long term.

Looking ahead, it is crucial that the institution continues to evaluate and upgrade its educational management system and facilities in line with technological and social developments. Ongoing improvements are necessary to ensure that the quality of education remains relevant and competitive in the global context. Schools that can adapt effectively to change will remain trusted and respected by their communities.

In conclusion, the findings affirm that high-quality education cannot be separated from effective management and adequate infrastructure. Both elements must work hand in hand to achieve the national education goals and enhance the global competitiveness of the nation. Therefore, institutions like Madrasah Tsanawiyah Nurul Amal Pancasila provide a valuable model for other schools striving to improve the quality of education.

METHODS

In this study, the authors will use a qualitative research approach. The type of research used is qualitative field research. Qualitative research aims to understand social phenomena in a natural context by involving unstructured data collection through interviews, participatory observation, or document analysis (Yusriani, 2022). Field research is a qualitative data collection method conducted in a natural environment to understand individual or group interactions in their context (Pahleviannur et al., 2022). Thus, this research will rely on relevant theories without using statistical formulas in data analysis.

In this research, the author will use a qualitative approach to directly understand the field conditions related to planning the procurement of educational facilities and infrastructure at Madrasah Tsanawiyah Nurul Amal Pancasila, Pemulutan District, Ogan Ilir Regency. The descriptive qualitative approach was chosen because the data collected in the form of interview scripts, observations, and documentation, not numbers (Abdussamad, 2021). This research seeks to describe in detail the object under study based on facts in the field, so as to provide an in-depth understanding of the planning for the procurement of educational facilities and infrastructure in the madrasa.

RESULTS AND DISCUSSION

Facilities and Infrastructure Procurement Planning at Madrasah Tsanawiyah Nurul Amal Pancasila.

Facilities and infrastructure procurement planning in the context of education is an important part of school management. This process aims to ensure that educational institutions have adequate facilities and equipment to support the teaching and learning process. The following are the steps in planning the procurement of facilities and infrastructure:

Analysis of Facilities and Infrastructure Needs at Madrasah Tsanawiyah Nurul Amal Pancasila

Based on the results of the study, it can be seen that the planning of procurement of facilities and infrastructure in Madrasah Tsanawiyah Nurul Amal Pancasila Pemulutan District, Ogan Ilir Regency is a stage before the procurement of facilities and infrastructure is carried out. Procurement planning begins with conducting a needs analysis. Needs analysis is carried out with the aim of knowing the needs of facilities and infrastructure for teaching and learning activities for one year such as teaching and learning needs and teacher needs. Through needs analysis, schools can find out the facilities and infrastructure that need to be added, repaired, replaced, meet the materials that run out, and which can support programs that will be developed in the next year so that school activities, whether related to teaching and learning or not, can be carried out according to plan. By conducting a needs analysis, the submission of procurement of school facilities and infrastructure will be in accordance with the needs. With the needs analysis, the procurement of goods will be in accordance with the needs.

The items analyzed are all facilities and infrastructure ranging from office stationery (ATK) needs to large needs such as learning media, practical materials, electronic devices, school infrastructure needs, and damaged equipment, whether directly related to learning activities or not. The price of goods is used to distinguish between items included in the small inventory and items included in the large inventory. Items included in the small inventory are items with prices below Rp.500,000, - and are consumables. As for large inventory items are items with prices above Rp.500,000, - and are items that have a useful value of more than one year.

Prioritization of Facilities and Infrastructure in Madrasah Tsanawiyah Nurul Amal Pancasila

Prioritization is a stage carried out after the needs analysis has been completed in planning the procurement of educational facilities and infrastructure at Madrasah Tsanawiyah Nurul Amal Pancasila, Pemulutan District, Ogan Ilir Regency. Prioritization determines the school needs and learning needs that are most needed and purchased first. The level of urgency of goods needs varies, prioritization aims to prioritize urgent needs so that learning activities are not hampered. Because the needs of goods cannot be submitted simultaneously given the adequacy of available funds. Urgent needs are prioritized.

Prioritization is done by determining the needs of the school starting from teaching materials, teaching and learning activities, equipment to support school activities, to stationery. All items proposed for the school year are prioritized items so that there are no higher-level needs. When teachers propose the need for goods, they also do not determine the priority items but directly propose the needs. This is because the teacher's needs are not too many. However, the submission of needs applies to the purchase of one fiscal year so that its fulfillment can be done within one year. The prioritization of facilities and infrastructure needs at Madrasah Tsanawiyah Nurul Amal Pancasila involves the collaboration of various parties, including the principal, teachers, administrative staff, and school committee. The process begins with data collection from teachers and staff regarding the condition and deficiencies of facilities and infrastructure. The principal then leads a coordination meeting where the results of the data collection are analyzed together with the administrative staff to determine the urgency of the needs. The school committee also participates in the evaluation and decision-making regarding budget allocation and prioritization of needs. The involvement of all parties ensures that decisions taken cover a broad perspective and consider various aspects, so that the existing budget can be used effectively to improve the quality of education and facilities in the madrasah.

Preparation of Facilities and Infrastructure Budget Plan at Madrasah Tsanawiyah Nurul Amal Pancasila

The next activity after prioritizing needs is budgeting. The preparation of the facilities and infrastructure budget plan at Madrasah Tsanawiyah Nurul Amal Pancasila is a structured process that involves collaboration between the principal, Waka Sarana and Prasarana, administrative staff, teachers, and the school committee. The process begins with the collection

of data and reports on the condition of existing facilities and infrastructure, including damage, shortages, and additional needs. The collected data is analyzed in a coordination meeting to determine priority needs based on urgency and impact on the learning process. The budget plan is prepared by considering the available budget and the most urgent needs. The involvement of various parties ensures that the budget plan reflects a broad perspective and accommodates significant needs in the field. The preparation of the facilities and infrastructure budget plan at Madrasah Tsanawiyah Nurul Amal Pancasila is carried out through a structured process and involves various parties. Starting with data collection on the condition of facilities and infrastructure from teachers and staff, this process involves in-depth analysis to identify and prioritize urgent needs. Coordination meetings are held with the school principal, Waka Sarana dan Prasarana, administrative staff, teachers and school committee representatives to discuss and draft the budget. This draft includes cost estimates for repairs, new procurement and maintenance. Afterwards, the draft budget is discussed and approved in a follow-up meeting before it submitted for final approval. This process ensures that the budget meets the most urgent and relevant needs and optimizes the use of available funds to support the quality of education in the madrasah.

Determination of Budget Plan for Procurement of Facilities and Infrastructure in Madrasah Tsanawiyah Nurul Amal Pancasila

Determining the budget plan is the last step taken by Madrasah Tsanawiyah Nurul Amal Pancasila, Pemulutan Sub-district, Ogan Ilir Regency in planning the procurement of educational facilities and infrastructure. The school has compiled the needs of the school along with the estimated funds used in the School Revenue and Expenditure Budget Plan (RAPBS). In preparing the RAPBS, the school holds a special meeting, namely an annual work meeting which is held regularly once a year before the new school year begins. The results of the RAPBS that have been prepared will also be informed to the school committee. RAPBS for approval. After the budget plan has been prepared based on the needs analysis and cost estimation, the next step is to obtain approval from the authorized parties. This process involves a coordination meeting with the principal, Waka Sarana dan Prasarana, administrative staff, representatives of the school committee, and teachers involved in the preparation process.

At this stage, the budget plan is discussed in detail to ensure that all needs are appropriately accounted for and funds are allocated according to established priorities. During the approval process, each party provides input and feedback to improve the budget plan. The school principal as the main party gives final approval after ensuring that the budget plan covers all urgent needs and fits within the available budget. The Head of Facilities and Infrastructure and administrative staff ensure that the proposed budget can be implemented effectively, while school committee representatives provide perspectives from parents and the community to ensure that the budget reflects the interests of the school community. Input from teachers is also important to ensure that the budget plan matches the actual conditions on the ground.

Obstacles and Ways to Overcome Problems in Planning Procurement of Facilities and Infrastructure at Madrasah Tsanawiyah Nurul Amal Pancasila.

In planning the procurement of facilities and infrastructure, Madrasah Tsanawiyah Nurul Amal Pancasila Pemulutan Sub-district, Ogan Ilir Regency, found obstacles.

Limited Information

In the process of analyzing the needs of facilities and infrastructure at Madrasah Tsanawiyah Nurul Amal Pancasila, several obstacles are often faced, especially in the stage of identifying needs and inventorying existing facilities and infrastructure. One of the main obstacles is the lack of accurate information on the condition of existing facilities and infrastructure. The lack of up-to-date and detailed data makes it difficult to prioritize needs effectively. In addition, uncertainty regarding the use and condition of existing items can complicate the process of identifying new needs.

To overcome this obstacle, the solution involves systematic and continuous data collection efforts. The assessment team conducts periodic surveys and inventories to ensure

that the data available is always up-to-date. In addition, involving all stakeholders, including teachers and staff, in the information collection process helps gain a more complete perspective on the condition and needs of facilities and infrastructure. The use of asset management software was also implemented to improve data accuracy and facilitate the tracking of goods. Another solution implemented was the preparation of a facilities and infrastructure condition report that was integrated with the budget plan. In this case, the assessment team mapped needs based on priorities identified through data analysis and input from related parties.

By involving the school committee in the evaluation, the madrasah can ensure that all urgent and important needs are covered in the budget plan.

Budget Limitations

The prioritization of facilities and infrastructure in Madrasah Tsanawiyah Nurul Amal Pancasila often faces various obstacles that affect the effectiveness and efficiency of budget management. One of the main obstacles is the limited budget available compared to the number of needs identified. This often results in a mismatch between desired priorities and financial capabilities, so some urgent needs may be overlooked. In addition, the lack of accurate and up-to-date data on the condition of facilities and needs is also a problem, which hinders the process of prioritization based on valid information.

To overcome these obstacles, Madrasah Tsanawiyah Nurul Amal Pancasila implemented several strategic solutions. First, the madrasah conducted a thorough evaluation of all facilities and infrastructure needs by collecting relevant data from various sources, including facility condition reports and feedback from teachers and staff. This approach allows the team to identify and prioritize needs that are truly urgent and have a direct impact on the quality of education. In addition, the madrasah also considers additional funding options through cooperation with third parties, such as sponsors or donors, to help cover budget shortfalls.

Cost Estimation Inaccuracies

In the preparation of the facilities and infrastructure budget plan at Madrasah Tsanawiyah Nurul Amal Pancasila, several common obstacles are often encountered. The main obstacles include the inaccuracy of cost estimation which is often caused by fluctuations in the prices of materials and equipment, as well as the limited data available for planning. For example, the price of building materials or technological equipment can change significantly over time, affecting the budget that has been drawn up previously. In addition, the lack of historical data or up-to-date market information can make it difficult to determine realistic and precise estimates.

To overcome these obstacles, several solutions have been implemented. One of them is to conduct regular market research to obtain accurate and up-to-date price information. The budget development team also works closely with goods and services providers to obtain more stable and reliable price quotes. In addition, benchmarking with other institutions that have similar needs can provide a clearer picture of estimated costs. The use of sophisticated budget planning software also helps in estimating costs more accurately and monitoring price changes.

Limited Funding Sources

Cost sources are also a challenge in budgeting. Limited funding sources can hinder the fulfillment of optimal facilities and infrastructure needs.

As a solution, the madrasah explored various funding options, including funds from the government, donations from the school committee and contributions from donors. Developing a realistic and flexible budget plan allows for more effective allocation of funds, prioritizing immediate needs first. In addition, involving various parties in the budget-setting process helps to ensure adequate financial support and sustainability in the procurement of facilities and infrastructure.

Differences of Opinion Between Various Parties

In determining the budget plan for the procurement of facilities and infrastructure at Madrasah Tsanawiyah Nurul Amal Pancasila, several obstacles are often faced. One of the

main obstacles is the difference of opinion between various related parties regarding the prioritization of budget allocations. The principal and Waka Sarana and Prasarana often have different views on the urgent needs that must be met. In addition, budget limitations are also a problem as the available budget is often insufficient for all identified needs. Meeting documentation shows that these disagreements can slow down the budget preparation and approval process.

To overcome the obstacle of differing opinions, the solutions implemented involved improved communication and coordination between all relevant parties. In coordination meetings, more in-depth discussions were held on priorities and urgent needs, with the aim of reaching mutual agreement. The Head of Facilities and Infrastructure conducted more in-depth analysis and data presentations to help other parties understand the urgency of the various needs. In addition, to deal with budget constraints, the madrasah prioritizes procurement of the most urgent and strategic facilities and infrastructure, and seeks additional funding sources if possible.

CONCLUSIONS AND SUGGESTIONS

Based on research conducted at Madrasah Tsanawiyah Nurul Amal Pancasila, planning the procurement of educational facilities and infrastructure is a structured and systematic process, which includes analyzing needs, determining priorities, preparing budget plans, and setting budgets. Needs analysis is a crucial first step to identify the facilities and infrastructure needed through data collection from various parties, including teachers and administrative staff. After that, procurement priorities are determined based on the urgency of the need, the impact on the learning process, and budget limitations, thus ensuring optimal resource allocation. The preparation of the budget plan is done by considering the estimated costs that include purchase, installation, maintenance, and operation, as well as seeking various funding sources to support the sustainability of the procurement program. In the final stage, budget setting is done through joint coordination and approval, to ensure transparency and accountability in the implementation of the procurement plan.

However, in its implementation, several obstacles were identified, such as limited information, limited budget, inaccurate cost estimation, and differences of opinion between related parties. To overcome these problems, the madrasah implemented various strategies, including systematic data collection, in-depth evaluation of needs, search for alternative funding sources, market research to improve the accuracy of cost estimates, and strengthening communication and coordination between stakeholders. With this integrated approach, madrasahs can ensure that facilities and infrastructure procurement runs effectively and efficiently, supports the improvement of education quality, and meets the needs of learners in a better learning environment

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