



## MANAGEMENT OF EDUCATIONAL FACILITIES AND INFRASTRUCTURE IN HIGH SCHOOL SCHOOLS IN MERAUKE REGENCY

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### Abstract

This study aims to determine (1) the management of educational facilities and infrastructure in senior high schools throughout Merauke Regency. (2) Identify factors supporting the management of educational facilities and infrastructure in senior high schools throughout Merauke Regency. (3) Identify factors inhibiting the management of educational facilities and infrastructure in senior high schools throughout Merauke Regency. This study is a qualitative study. Data collection techniques used observation, interviews, and documentation. Data validity was verified using source triangulation and technical triangulation. Data analysis included data condensation, data presentation, and conclusion drawing. The results of this study show that (1) management of educational facilities and infrastructure in high schools throughout Merauke Regency has been carried out. This has been done in SMAN 1 Merauke, SMAN 2 Merauke and KPG Khas Papua Merauke. This is done by managing BOS funds, managing facilities and infrastructure such as providing fans in each class and conducting workshops for teachers to improve their abilities in the teaching process and the quality of education. Supporting factors for management of educational facilities and infrastructure in high schools throughout Merauke Regency such as in SMAN 1 Merauke, namely the principal has a high commitment to managing and prioritizing infrastructure, in SMAN 2 Merauke such as recruiting competent teachers in their fields, in KPG Khas Papua Merauke such as the commitment of solid leadership & team, collaborative culture. Inhibiting factors for the management of facilities and infrastructure in improving the quality of education in high schools throughout Merauke Regency, such as at SMAN 1 Merauke, are many old and damaged infrastructure, at SMAN 2 Merauke, such as disagreements regarding the policies made, at KPG Khas Papua Merauke, such as budget limitations & price/logistics fluctuations.

**Keywords :** Management, Facilities and Infrastructure, Merauke Education

### Abstrak

Penelitian ini bertujuan untuk mengetahui (1) manajemen sarana dan prasarana pendidikan di Sekolah Menengah Atas se-Kabupaten Merauke. (2) Mengidentifikasi faktor-faktor



pendukung manajemen sarana dan prasarana pendidikan di Sekolah Menengah Atas se-Kabupaten Merauke. (3) Mengidentifikasi faktor-faktor penghambat manajemen sarana dan prasarana pendidikan di Sekolah Menengah Atas se-Kabupaten Merauke. Penelitian ini merupakan penelitian kualitatif. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Keabsahan data menggunakan triangulasi sumber dan triangulasi teknik. Analisis data meliputi kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini yaitu menunjukkan data bahwa (1) manajemen sarana dan prasarana pendidikan di SMA Se-Kabupaten Merauke telah dilakukan. Hal tersebut seperti telah dilakukan di SMAN 1 Merauke, SMAN 2 Merauke dan KPG Khas Papua Merauke. Hal tersebut dilakukan dengan pengelolaan dana Bos, pengelolaan sarana dan prasarana seperti penyediaan kipas angin di setiap kelas dan melakukan workshop untuk guru agar dapat meningkatkan kemampuannya dalam proses pengajaran maupun mutu pendidikan. Faktor-faktor pendukung manajemen sarana dan prasarana pendidikan di SMA Se-Kabupaten Merauke seperti pada SMAN 1 Merauke yaitu kepala sekolah memiliki komitmen tinggi untuk mengelola dan memprioritaskan sarpras, di SMAN 2 Merauke seperti dengan merekrut guru yang kompeten dibidangnya, di KPG Khas Papua Merauke seperti adanya komitmen pimpinan & tim solid, budaya kolaboratif. Faktor-faktor penghambat manajemen sarana dan prasarana dalam meningkatkan mutu pendidikan di SMA Se-Kabupaten Merauke seperti di SMAN 1 Merauke yaitu banyak sarpras yang sudah tua dan rusak, di SMAN 2 Merauke seperti berselisih paham terkait kebijakan yang dibuat, pada KPG Khas Papua Merauke seperti keterbatasan anggaran & fluktuasi harga/logistik.

**Kata Kunci :** Manajemen, Sarana Prasarana, Pendidikan Merauke

## 1. INTRODUCTION

Education is the primary foundation for preparing the nation's next generation. As a crucial means for achieving progress in various aspects of life, education also plays a role in helping individuals choose and shape a decent and dignified life. Education plays a crucial role in improving the quality of human resources (HR), particularly in developing logical, analytical, systematic, critical, and creative thinking skills. These abilities are necessary for individuals to survive and adapt amidst the dynamics of a constantly changing, uncertain, and increasingly competitive world. However, the education sector in Indonesia still faces several challenges, such as limited facilities and infrastructure, a shortage of qualified teaching staff, and difficult access to education in remote areas, including inland areas like Papua (Kogoya et al., 2023). Educational facilities can include various tools that can be useful for the teaching and learning process. These include buildings, classrooms, and other facilities used for learning activities. Meanwhile, educational infrastructure refers to facilities that are not directly used in the learning process but still play a vital role in supporting the smooth running of learning, such as schoolyards, parks, campus access roads, campus areas, and sports fields. All of these elements are included in the category of educational infrastructure (Yertas, 2022).

One of the main challenges facing education in Indonesia today is the inaccessibility of schools and the lack of adequate facilities and infrastructure. This situation is particularly concerning in remote areas, where educational facilities are severely limited in both quantity and quality. Many schools are experiencing damage to classrooms, with chairs, desks, shelves, and other equipment rendered unusable. This situation disrupts students' learning and results



in a quality education that falls short of expectations. Furthermore, the limited number of professional educators exacerbates this situation, as the lack of competent human resources and supporting facilities directly impacts the current low quality of education (Azzahra, 2022). Papua's vast territory and complex geography pose numerous challenges in terms of school access and the provision of adequate educational facilities. Many areas in Papua are remote and isolated, making efforts to develop educational infrastructure and transportation more complex and costly (Bawor, 2023).

Papua is a marginalized region in Indonesia, so various aspects still need to be improved, such as community capacity, economic improvement, and ensuring quality education for Papuans. This situation contributes to the high school dropout rate and low literacy rate in the province. Educational challenges in Papua include a limited number of teaching staff due to a lack of qualified human resources. Furthermore, the availability of educational facilities, such as buildings, learning tools, and other supporting infrastructure, is a crucial issue, impacting school activities. The steps taken by previous governments are crucial for further study, particularly in the context of policy implementation theory. Every policy or action implemented naturally produces varying results, ranging from successful implementation to the emergence of various obstacles that can hinder its effectiveness. Therefore, several policy recommendations need to be considered to improve the quality of education in Papua. These include the development and improvement of sustainable educational infrastructure, greater attention to teacher certification and welfare, and ensuring community security for a comfortable educational process (Tutukansa et al., 2022). Facilities and infrastructure are the most influential and crucial factors supporting the learning process in schools. The condition of educational facilities in Indonesia, particularly in areas outside Java, remains deplorable, as reported by Commission X of the Indonesian House of Representatives (DPR RI). These facilities and infrastructure play a vital role because they influence the development of children's potential and abilities in the learning process (Masbullah, 2023).

To develop a better and more advanced generation, regional governments, through the implementation of regional autonomy policies, design various educational programs tailored to the potential and characteristics of their respective regions, while still adhering to the direction of national education policy. Although Special Autonomy for Papua provides space to accelerate development in the human resources sector, its implementation has not yet shown significant results. Various educational challenges remain in Yapen Islands Regency, Papua Province. For example, the implementation of education in schools has not been able to improve the quality of education in accordance with existing regulations. Furthermore, the availability of facilities, infrastructure, and educational support facilities remains limited and inadequate. In addition, almost all educational units experience a shortage of civil servant educators, compounded by low teacher competency and suboptimal quality of the learning process (Kendi, 2023). In addition to the aforementioned issues, based on the researcher's initial observations, the management of facilities and infrastructure is crucial for supporting educational quality.

## 2. RESEARCH METHOD

This study employed a qualitative approach. Bogdan and Taylor (1992) state that a qualitative approach is a method for researchers to produce research results, which can be in the form of narrative text, derived from research findings and data processing, with the goal of analyzing and understanding the phenomenon being studied. Sugiyono (2018) defines data



collection techniques as the initial process for determining data in the field. In this study, a case study method was employed. To obtain data on the Management of Educational Facilities and Infrastructure in Senior High Schools throughout Merauke Regency, researchers went directly to the field to collect data through observation, interviews, and documentation. Data collection instruments are tools selected and utilized by researchers to facilitate the process of collecting data in a structured and directed manner (Arikunto, 2019). In this study, the instruments or tools used were an interview guide as a reference for conducting interviews, an observation sheet as a reference for observations, and a documentation checklist as a reference for collecting data such as photographs and existing documents. In the data analysis technique model in the Management of Educational Facilities and Infrastructure in Senior High Schools throughout Merauke Regency, there are three stages in conducting data analysis, namely data condensation, data presentation, and conclusion drawing.

### 3. RESULTS AND DISCUSSION

Based on the data obtained from the research on Educational Facilities and Infrastructure Management in Senior High Schools (SMAN) throughout Merauke Regency, the researcher will then compare and contrast the results obtained during the research with various existing theories. Therefore, the following is a description of the discussion.

#### A. Educational Facilities and Infrastructure Management in Senior High Schools (SMAN) throughout Merauke Regency

From the results of the research conducted with informants and through data and documentation collection, the following information and discussion regarding Educational Facilities and Infrastructure Management in Senior High Schools (SMAN) throughout Merauke Regency were obtained.

##### a. Educational Facilities and Infrastructure Management at SMAN 1 Merauke

Educational facilities and infrastructure management at SMAN 1 Merauke was carried out by first identifying the needs for classrooms, laboratories, libraries, sports facilities, and learning media according to the number of students. Procurement of infrastructure, second, surveying the condition of buildings and facilities that need repair or new procurement. Third, arranging classrooms and laboratories to be comfortable and conducive to learning. Fourth, developing a schedule for effective use of the space/labs. Identifying the need for classrooms, laboratories, libraries, and sports facilities is an effort by SMAN 1 Merauke to ensure the proper functioning of student learning infrastructure and that it is directly related to the learning process. This also aligns with the concept of educational infrastructure as proposed by Marzuqi et al. (2020) which states that infrastructure can be divided into two categories: direct infrastructure and indirect infrastructure. Direct infrastructure is directly involved in learning activities, such as classrooms and practice rooms. Meanwhile, indirect infrastructure is not directly related to the teaching and learning process but still plays a crucial role in supporting smooth learning. Examples include the school cafeteria, garden, health unit (UKS), and teacher's lounge.

Having a comfortable classroom layout is a good management practice and can make students feel at home while learning. This is in line with what Margiati & Puspaningtyas (2021) stated, namely, that management is the process of organizing and regulating activities to be carried out. The function of management is to design and manage so that planning is systematically and well-organized. At SMAN 1 Merauke, there is also a Ministry of Education



and Culture Program run by SMAN 1 Merauke related to Facilities and Infrastructure Management in Improving the Quality of Education such as the use of Chromebooks or laptops donated by the Ministry of Education and Culture for learning, construction/rehabilitation of classrooms, laboratories, and libraries and the provision of school WiFi to support digital literacy. In addition, the Head of the Education Office gave demands and directions to SMAN 1 Merauke regarding facilities and infrastructure management to support improving the quality of education.

The provision of Wi-Fi to support digital literacy at SMAN 1 Merauke is a form of management to make the learning process more effective and allow students to access learning materials digitally. This is in line with what Zohriah et al., (2023) stated that Management is the ability or expertise in organizing and organizing activities with the aim of achieving the educational process effectively and efficiently. Therefore, for educational developers, an understanding of management is very important as a basis for the process of achieving goals. This goal is for the implementation of education to run according to expectations and be realized according to a certain scope. In implementation and supervision, management is responsible for managing all resources, including teaching staff, budget, equipment, markets, time, methods, materials, and information, so that goals can be achieved with maximum efficiency.

The provision of Wi-Fi to support digital literacy by SMAN 1 Merauke is also expected to improve the quality of education at SMAN 1 Merauke. This is in line with what Azizah & Witri (2021) stated that educational quality is a crucial element that reflects the excellence and efforts of each educational institution. Therefore, student success in the learning process is a primary indicator in assessing educational quality achievement. Furthermore, the provision of Wi-Fi to support digitalization at SMAN 1 Merauke is an effort to increase the competitiveness of SMAN 1 Merauke students in facing global competition. Quality is a challenge for business and educational institutions as they are faced with the problem of how to manage quality in the face of global competition.

#### b. Management of Educational Facilities and Infrastructure at SMAN 2 Merauke

The management of educational facilities and infrastructure at SMAN 2 Merauke is carried out as follows: First, by providing everything students and teachers need to ensure smooth teaching and learning activities and increase student interest in participating. Second, it is carried out well and coordinated directly by the Vice Principal for Facilities and Infrastructure. Third, it is regulated by the Vice Principal for Facilities and Infrastructure in planning, management, and maintenance. Providing facilities for students and teachers to ensure smooth teaching and learning activities and increase student interest is part of the goal of providing educational infrastructure. This is in line with Rismayani's (2021) statement that educational facilities and infrastructure have several objectives, one of which is to support the creation of a conducive and secure school environment. Furthermore, the administrative management of facilities and infrastructure also serves to provide and equip various facilities needed to support teaching and learning activities. Second, maintaining these facilities ensures that learning activities provided by teachers to students run smoothly and optimally.

The management of facilities and infrastructure by the Vice Principal of SMAN 2 Merauke is a positive step, allowing for monitoring and ensuring their condition. The management of facilities and infrastructure by the Vice Principal of SMAN 2 Merauke is also part of the management process, as stated by Arifudin et al. (2021) who stated that "management" comes from the English word "to manage," which means to organize or





administer. Terminologically, management refers to a series of interconnected activities, although their implementation does not always occur sequentially or systematically. SMAN 2 Merauke's facility and infrastructure management features unique features in improving the quality of education, such as comfortable classrooms, projectors connected to computers, easily accessible internet for teachers and students, fans in all classrooms, and air conditioning in the lab. Second, a comfortable school environment is created that supports the learning process. Third, a beautiful and comfortable environment supports the learning process. Fourth, by collaborating with the School Operational Assistance (BOS) management, each November each employee submits a request for infrastructure needs.

The provision of comfortable classrooms at SMAN 1 Merauke by providing fans is an effort to utilize educational equipment so that educational goals can be achieved perfectly. This is in line with what was stated by Nurharirah & Effane (2022) that facility and infrastructure management is the process of managing the use of all educational facilities so that they can be utilized optimally, effectively, and efficiently. Its main function is to regulate and coordinate the use of these facilities to support the learning process optimally. The purpose of implementing this management is to ensure that all educational facilities are used as optimally as possible to support the achievement of predetermined educational goals.

The collaboration in managing the school's school operating funds (BOS) every November at SMAN 2 Merauke is a form of teamwork in the management process. This aligns with Primayana & Dewi (2021) who stated that management is a process carried out to achieve organizational goals through teamwork. In its implementation, management involves subjects as actors and objects as management targets. Meanwhile, education is understood as an effort and learning process that encourages students to actively develop their potential. This includes strengthening religious spirituality, self-control, personality development, increasing intelligence, fostering noble morals, and mastering skills needed both for themselves and society. In the educational process, teaching and administrative staff play a crucial and strategic role, particularly in shaping students' character.

Collaboration in managing BOS funds at SMAN 2 Merauke is a personal strategy for the school to improve educational quality. This is in line with what Triana et al. (2022) stated: "The strategy for implementing educational quality improvement programs is carried out through school-based quality management, which focuses on creating an effective school model. In this model, the school places professionalism and empowerment of all staff as the primary foundation for the success of all quality improvement programs at the school. At SMAN 2 Merauke, the Ministry of Education and Culture also implements programs related to the Management of Facilities and Infrastructure to Improve Educational Quality, such as "driver schools" with provisions for driving learning (deep learning), free nutritious meals, individual classes implementing the independent curriculum with a deep learning approach, additional semi-military classes, extracurricular activities, and "driver schools."

#### c. Management of Educational Facilities and Infrastructure at the KPG Khas Papua Merauke

Management of educational facilities and infrastructure at the KPG Khas Papua Merauke is carried out as we have done before. First, space/equipment mapping (digital inventory, item cards, QR/numbering) is crucial for improving the quality of education at the KPG Khas Papua Merauke. Second, analysis of learning load, student-to-room ratio, K3 (safety) priorities, and ICT support. Third, transparent and efficient procurement. Fourth, prioritizing quality standards, ease of maintenance, and availability of spare parts. Fifth, ensuring alignment with the curriculum and the characteristics of Papuan contextual learning. Sixth, arrangement and



distribution: space zoning, ergonomics, accessibility, evacuation routes, fire extinguishers and first aid kits at strategic locations. Seventh, utilization and user services: SOPs for lab/equipment use, room booking systems, loan logbooks, and risk labeling. Eighth, periodic maintenance (preventive & corrective maintenance): service schedule, daily cleanliness/ventilation checks, humidity/rust control, especially for damp areas. Ninth, security & safety: CCTV/officers on duty, access control, anti-vandalism education, evacuation drills.

The transparent procurement of facilities and infrastructure at the KPG Khas Papua Merauke is part of the facility and infrastructure management. This is in line with Sutisna's (2022, p. 22) statement that facility and infrastructure management encompasses all stages, from planning, procurement, utilization, and supervision of educational facilities, with the aim of supporting the smooth, effective and efficient teaching and learning process at school. This facility management is also intended to help students more easily understand learning materials, allowing for optimal implementation of teaching programs through the selection and use of appropriate facilities. At the KPG Khas Papua Merauke, there are School Management activities that support the Management of Facilities and Infrastructure in Improving the Quality of Education at SMA Negeri Khas Papua Merauke. These include: first, a workshop on data-based RKS/RKAS planning and infrastructure risk management; second, training on asset procurement and management; and the safe operation of labs/libraries/ICT facilities; and third, the MGMP/Principals Forum (sharing good practices in spatial planning, lab management, and ICT). Fourth, school safety and health training (fire extinguishers, first aid, evacuation). Fifth, digital literacy and cybersecurity training for school networks.

The workshop conducted by the KPG Khas Papua Merauke is an effort to manage the human resources of the KPG Khas Papua Merauke so that they continue to develop further in the future. This human resource management is also in line with the management principles as stated by Asrita (2024) that management is a skill that can be mastered in a process of managing various existing things in a creative, active, and efficient manner in order to achieve a predetermined vision. Therefore, there is a role for people with good management skills in the success of an activity.

#### B. Supporting Factors for Educational Facilities and Infrastructure Management in Senior High Schools in Merauke Regency

Several factors support the management of facilities and infrastructure in improving the quality of education in senior high schools throughout Merauke Regency, as follows:

##### a. Supporting Factors for Educational Facilities and Infrastructure Management at SMAN 1 Merauke

At SMAN 1 Merauke, supporting factors for educational facilities and infrastructure management include the principal's strong commitment to managing and prioritizing infrastructure, teachers' effective use of infrastructure in teaching and learning activities, a culture of discipline and responsibility in maintaining infrastructure, and the school committee's support for infrastructure procurement.

##### b. Supporting Factors for Educational Facilities and Infrastructure Management at SMAN 2 Merauke

At SMAN 2 Merauke, supporting factors for educational facilities and infrastructure management include recruiting competent teachers, adequate facilities, quality education in academic and non-academic areas in accordance with the provisions of the Constitution and the applicable curriculum, and the quality of facilities, management, and processes.



### c. Supporting Factors for Educational Facilities and Infrastructure Management at the KPG Khas Papua Merauke

At the KPG Khas Papua Merauke, supporting factors for educational facilities and infrastructure management include: first, commitment from the leadership and a solid team, a collaborative culture; second, planned funding (priorities/phasings); support from the committee/alumni/partners; third, organized data and clear SOPs; and regular audits. Fourth, access to technical services (technicians, after-sales support), as well as inter-school networks for resource sharing.

### C. Factors Inhibiting the Management of Educational Facilities and Infrastructure in Senior High Schools in Merauke Regency

Several factors hinder the management of educational facilities and infrastructure in senior high schools throughout Merauke Regency, as follows:

#### a. Factors Inhibiting the Management of Educational Facilities and Infrastructure at SMAN 1 Merauke

At SMAN 1 Merauke, factors inhibiting the management of educational facilities and infrastructure include: First, many facilities are old and damaged (desks, chairs, leaking roofs, and incomplete laboratories), requiring significant costs for repair or replacement. Second, some students lack discipline in maintaining the facilities. Third, damage sometimes occurs due to careless use.

#### b. Factors Inhibiting the Management of Educational Facilities and Infrastructure at SMAN 2 Merauke

At SMAN 2 Merauke, factors inhibiting the management of educational facilities and infrastructure include disagreements regarding established policies, some teachers/students not accepting the program, lack of coordination, unforeseen circumstances, and some individuals operating independently.

#### c. Factors Inhibiting Educational Facilities and Infrastructure Management at the Typical Papuan Merauke KPG

At the Typical Papuan Merauke KPG, the factors inhibiting educational facilities and infrastructure management include: first, budget limitations and price/logistics fluctuations, especially in remote locations. Second, delays in procurement/service and spare parts availability. Third, environmental conditions: humidity/corrosion, unstable electricity and internet access. Fourth, user behavior: vandalism/carelessness, and uneven compliance with SOPs. Fifth, limited technical capacity: lack of specialized technicians for lab equipment/ICT.

### D. Efforts Made by Senior High Schools in Merauke Regency in Educational Facilities and Infrastructure Management

The following efforts have been made by senior high schools in Merauke Regency in educational facilities and infrastructure management.

#### a. Efforts Undertaken by SMAN 1 Merauke in Educational Facilities and Infrastructure Management

Efforts undertaken by SMAN 1 Merauke in Educational Facilities and Infrastructure Management include data collection, planning, maintenance, optimization of use, development of ICT facilities and infrastructure, involvement of the school community, supervision, and maintaining the cleanliness and beauty of the school to support the continuous improvement of educational quality.

#### b. Efforts Made by SMAN 2 Merauke in Educational Facilities and Infrastructure Management





At SMAN 2 Merauke, SMAN 2 Merauke's efforts in educational facilities and infrastructure management include frequent meetings and outreach to teachers and students, structured, and planned maintenance programs, an independent Vice Principal for Facilities and Infrastructure, continuous evaluation of all programs, continuous supervision and direction of facility and infrastructure management performance, improvements to school facilities and infrastructure, material and moral support, evaluation of the effectiveness of the program, and evaluation of each activity.

c. Efforts Undertaken by the Papua-Merauke Special Education Group (KPG Khas Papua Merauke) in Educational Facilities and Infrastructure Management

At the Papua-Merauke Special Education Group (KPG Khas Papua Merauke), efforts undertaken by the Papua-Merauke Special Education Group (KPG Khas Papua Merauke) in educational facilities and infrastructure management include a combination of internal (in-house training, coaching) and external (service/partner technical guidance). Topics include: RKS/RKAS planning, procurement and assets, K3, laboratory/library management, ICT and network security, and quality monitoring and evaluation. We measure the impact through service indicators, citizen satisfaction, and declining audit findings.

#### 4. CONCLUSION

The results of this study indicate that educational facilities and infrastructure management has been implemented in high schools throughout Merauke Regency. This has been done at SMAN 1 Merauke, SMAN 2 Merauke, and KPG Khas Papua Merauke. This is done through the management of School Operational Assistance (BOS) funds, infrastructure management such as providing fans in each classroom, and conducting workshops for teachers to improve their teaching skills and educational quality.

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