



FACILITY MANAGEMENT TO ENHANCE THE LEARNING PROCESS AT ELEMENTARY SCHOOLS IN SETIA DISTRICT

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Abstract

Elementary schools need personnel (school principals, teachers, administrative staff, security guards, and librarians), facilities (textbooks, teacher manuals, library books, teaching aids, office supplies, and furniture), infrastructure (land, buildings, libraries, and sports fields), and costs (school operational costs, building procurement costs, educational equipment costs, and book procurement costs). This study aims to determine: (1) Planning, procurement, utilization, maintenance, and elimination of educational facilities in Setia District Elementary Schools. Data collection methods include observation, interviews, and documentary studies. The results show the importance of educational facility and infrastructure management as support for learning activities. Detailed planning is required for the procurement of facilities and infrastructure that are in line with needs and field conditions. Educational facilities and infrastructure should be utilized effectively and efficiently to support the education process. Maintenance of facilities and infrastructure should also be done regularly to keep them in good condition. Damaged items should be reported to be replaced promptly with new ones.

Keywords: *Management of Educational, Facilities, and Infrastructure*

1. INTRODUCTION

Management is a major part of managing an institution. According to Onsimus (Lukman, 2018:65), the word 'management' comes from Latin, from the root word 'manus' which means hand, and 'agere' which means to do. These two words are combined to form the verb 'managere' which means 'to handle'. The word 'manager' is a verb in English 'manage' with the noun 'management', and 'manager' for the person who performs management activities. Then management is translated into Indonesian as 'manajemen' or management. Educational facilities are all equipment, materials, and furniture directly used in the educational process at schools. Educational infrastructure relates to all basic support devices that indirectly support the implementation of the learning process at schools. The emphasis on these definitions is on their nature, where facilities directly support learning processes, while infrastructure indirectly supports them. Barnawi (2012:47).

To achieve effective management of educational facilities and infrastructure, it is necessary to consider the principles of goal achievement, efficiency, administrative compliance, clarity of responsibility, and cohesion. These principles focus on readiness, careful planning, compliance with regulations, appropriate delegation, and cohesive work in managing facilities and infrastructure. Hamiyah (2015:127). Planning for educational facilities and infrastructure is a process of thinking about and making decisions related to the procurement of educational facilities and infrastructure for a certain period so that the implementation can be carried out efficiently, effectively, and with quality to achieve specific goals. Matin (2013:8) stated that: "Educational planning requires information from all parts. The nature and types of information vary according to their sources." Therefore, the planning process must be done carefully and thoroughly because a well-thought-out plan has a significant impact on the implementation of activities in managing educational facilities and infrastructure to achieve the set goals.

The Government Regulation and the Laws of the Republic of Indonesia regulate national education standards, including facilities and infrastructure standards. Adequate educational

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facilities and infrastructure are crucial for improving the quality of education. Elementary schools need adequate personnel, facilities, infrastructure, and funding. Effective management will occur if all these components function optimally. Therefore, this research will focus on school facility management to enhance the effectiveness of learning in public elementary schools in Setia District, Southwest Aceh Regency. This research is important because quality human resources can be created through adequate education, including suitable facilities and infrastructure. Elementary schools in Setia District have good potential with certified teachers and complete facilities.

Elementary schools in Setia District are schools, all of which have 6 classes and each school has teachers who have passed the Teacher Certification. Many student development activities are carried out to improve the quality of students. The facilities owned by elementary schools in Setia District are quite complete, so student development activities can be carried out well. There are several district-level achievements that are often achieved by students of elementary schools in Setia District when competing in competitions organized by the Department of Education and Culture of the District. Based on the above description, the author intends to conduct a thesis research entitled "School Facility Management to Enhance the Effectiveness of Learning Processes in Public Elementary Schools in Setia District, Southwest Aceh Regency".

General Objective : The general objective of this research is to determine the School Facility Management at Elementary Schools in Setia District, Southwest Aceh Regency.

Specific Objectives: The specific objectives of this research are:

1. To determine the planning of educational facilities in the development of educational quality at Elementary Schools in Setia District.
2. To assess the procurement of educational facilities in the development of educational quality at Elementary Schools in Setia District.
3. To examine the utilization of educational facilities towards the improvement of educational quality at Elementary Schools in Setia District.
4. To investigate the maintenance of educational facilities in the development of educational quality at Elementary Schools in Setia District.
5. To analyze the elimination of educational facilities in the development of educational quality at Elementary Schools in Setia District.

2. IMPLEMENTATION METHOD

2.1 Research Approach

This study uses a Descriptive Qualitative Research Approach. In conducting this research and its analysis, it is based on a process of searching for complete data. Subsequently, the data is presented descriptively in the form of words.

2.2 Research Subjects

The research subjects involved in this study are the School Principal, Teachers, School Operators, Librarians, School Guards, and Students who are being researched. All of these subjects are encouraged to provide data on the implementation of facility management in improving the quality of learning in Primary Schools in the Setia District.

2.3 Research Instruments

In qualitative research, the primary instrument is the researcher itself. This is because in qualitative research, the researcher acts as the main instrument responsible for identifying the core issues of the research, selecting informants as data sources, collecting data, assessing the quality of data, analyzing data, interpreting data, and drawing conclusions from the research findings. Therefore, it can be explained that research instruments are tools or facilities used to collect data to produce complete, accurate, and precise data that are easy to process or report. The research



instruments used by the author in data collection include interview guides, observation guides, and documentation study guidelines.

2.4 Credibility Test

Credibility testing is useful for examining the validity of research data by utilizing something else such as interview results, observation results, and documentation study results. The researcher in this study used triangulation. According to Moleong (2008:206): "Triangulation is a way to check the validity of data by using something else, outside the data, for checking purposes or as a comparison to the data." Based on the expert opinion above, it can be explained that the data presented by the researcher must be truly credible and valid so that it cannot be doubted. Thus, findings or data can be considered valid if there is no difference between what the researcher reports and what actually happens in the object being studied. In this study, the researcher used source triangulation and technique triangulation. Source triangulation involves data obtained from one informant being confirmed by another informant who is also involved in the management of educational facilities and infrastructure.

In this case, data obtained from the principal will be compared with data obtained from the vice principal (responsible for facilities and infrastructure), and the school treasurer. Technique triangulation involves checking the data obtained in the field using three different techniques: observation, interviews, and documentation. Technique triangulation in this study was used in the maintenance of educational facilities and infrastructure, as well as the inventory of educational facilities and infrastructure. In the planning stage of educational facilities and infrastructure, the procurement of educational facilities and infrastructure, and the disposal of educational facilities and infrastructure have been carried out so direct observation cannot be conducted. In addition, the documents available only concern the inventory of educational facilities and infrastructure in the form of individual school reports. The data obtained from the interview results were compared with the data from observation results and notes from the documentation study.

2.5 Data Collection Techniques

The data collection procedure in this qualitative study includes three strategies:

1. Observation In this observation method, the researcher uses non-participatory observation, where the observer does not participate in the activity but only observes it. Through observation, the researcher hopes to obtain accurate information about how School Facilities Management can Effectively Improve the Learning Process at Public Elementary Schools in Setia District, Southwest Aceh Regency.
2. Interview According to Moleong (2016:186), "An interview is a conversation with a specific purpose. The conversation is conducted by two parties: the interviewer who asks questions and the interviewee who provides answers to those questions." In this study, the researcher used a structured interview technique. The aim is to openly discover issues, where the interviewee is asked for their opinions and ideas.
3. Documentation Documentation is a record of past events in various forms such as pictures, sketches, photos, and others. Documents are equipment used in observation and interview methods. The documents used in this study are various documents related to improving the quality of learning at Elementary Schools in Setia District.

The data collected from this research will be analyzed using several stages: preparation, analysis, presentation of analysis results. Data analysis is the process of systematically searching and organizing data obtained from interviews, field notes, and documentation. This includes organizing data into categories, detailing into units, synthesizing, organizing into patterns, selecting what is important and will be studied, and making conclusions that are easily understood by oneself and others.

From the explanation above, it can be concluded that data analysis in qualitative research is obtained through various data collection methods (interviews, questionnaires, recordings, data from

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books, data from the web). With the steps of data analysis in this research, accurate data results can be obtained and properly accounted for regarding School Facilities Management to Effectively Improve the Learning Process at Public Elementary Schools in Setia District, Southwest Aceh Regency.

2.6 Data Analysis Techniques

Data collection techniques in qualitative research involve various sources and continuous data collection using various data collection techniques (triangulation). Data analysis techniques involve categorizing data to show patterns, relationships, interpreting meaning, and presenting or reporting it to others. Qualitative data analysis is interactive and ongoing until completion. The researcher uses Miles Huberman's data analysis model, which includes data collection, data reduction, data display, conclusion drawing, and verification. The steps of data analysis are as follows:

1. Data Collection: Systematic and standard procedures for obtaining data sources through observation, interviews, and document studies. Data is presented in the form of observational descriptions, interview transcripts, and document study descriptions.
2. Data Reduction: Sorting collected data from interviews, grouping data from interviews of all informants according to the same interview questions, summarizing interview results, and grouping them with observation and document study results.
3. Data Display: Creating specific patterns from reduced data according to themes or main issues to provide clear and understandable information. Summarized data based on research questions is presented in narrative form.
4. Conclusion Drawing and Verification: Drawing conclusions from displayed data. Data narratives from the display data are presented in research results, supported by field evidence from interviews, observations, and document studies. The researcher compares the research results with theory, leading to conclusions and recommendations regarding school facilities management.

Sugiyono (2014:408) states that qualitative data analysis is an ongoing, repeated, and continuous effort. Reducing data, presenting data, and drawing conclusions/verifying them sequentially indicate successful analysis activities. The analyzed data is explained and interpreted in words to describe field facts or answer research questions, then summarized. Based on the expert's opinion above, data obtained through field research is analyzed and interpreted in simpler language. Analyzing and interpreting data and information from the beginning to the end of the research with reference to related theoretical foundations. Data analysis in this qualitative research is done by categorizing, directing, eliminating unnecessary data, and organizing data (data reduction), summarizing key points, and drawing conclusions (data verification).

3. RESULTS AND DISCUSSION

There are currently 7 public elementary schools in Setia District, with details as follows: (1) SD Negeri 1 Setia located in Rambong Village, Setia District; (2) SD Negeri 2 Setia located in Alue Dama Village, Setia District; (3) SD Negeri 3 Setia located in Lhang Village; (4) SD Negeri 4 Setia located in Tangan-tangan Cut Village, Setia District; (5) SD Negeri 5 Setia located in Ujung Tanah Village, Setia District; (6) SD Negeri 6 Setia located in Mon Mameh Village, Setia District; (7) SD Negeri 7 Setia located in Cinta Makmur Village, Setia District. For the academic year 2023/2024, all public elementary schools in Setia District have 6 classrooms, with the following student numbers: (1) SD Negeri 1 Setia has 8 students; (2) SD Negeri 2 Setia has 7 students; (3) SD Negeri 3 Setia has 7 students; (4) SD Negeri 4 Setia has 8 students; (5) SD Negeri 5 Setia has 7 students; (6) SD Negeri 6 Setia has 8 students; (7) SD Negeri 7 Setia has 7 students. Despite being located in rural areas far from urban centers, the students in these schools are very enthusiastic about their education.



3.1 Planning the educational infrastructure needs at the State Elementary Schools in Setia District

From the research results, it is evident that the implementation of educational infrastructure management is crucial to support learning activities and enhance the quality of educational management. This includes planning, procurement, utilization, maintenance, and disposal processes. Planning for the procurement of educational infrastructure involves analyzing needs, establishing programs for the future, and evaluating existing infrastructure. Schools also need to manage their selected needs based on surveys and equip themselves with necessary items for use.

Based on interviews with the School Principal, the planning process for educational infrastructure at the State Elementary Schools in Setia District involves submitting a request letter to the Education Office. Data compiled from the schools is synchronized into the Education Database to determine needs for the short, medium, and long term. If the online system responds positively, the process for procurement, addition, and renovation of infrastructure is initiated. For example, the requirements for desks and chairs, stationery, teaching materials, reading books, classrooms, health units, cabinets, whiteboards, etc., for the years 2022, 2023, 2024, and 2025 are recorded and submitted to the South West Aceh Education Office both physically and online.

The planning activities are based on real conditions in the field, meaning that the observed conditions are first analyzed to identify the needs for infrastructure, teaching aids, and resources. The planning process involves analyzing the needs for teaching aids, teaching aids, and teaching media in the learning process. All teaching and learning activities carried out by teachers and students are analyzed to determine priorities based on purchasing power. Once the data is complete, a letter is prepared and sent to the South West Aceh Education Office, and the data is also submitted online. If there is a shortage of office supplies, the school seeks and appoints suppliers in the procurement planning process to fulfill these needs. In conclusion, the planning process for procurement of educational infrastructure involves analyzing the needs, prioritizing based on urgency, reviewing existing resources to avoid excess, submitting requests to the Education Office, and considering the costs involved in purchasing the required items.

3.2 Procurement of educational facilities and infrastructure in State Elementary Schools in Setia District

The research findings emphasize the importance of educational facilities and infrastructure in supporting learning activities and achieving educational goals. In the procurement process for educational facilities and infrastructure at the State Elementary Schools in Setia District, Aceh Barat Daya, interviews with the school principals revealed that funding comes from the Operational Assistance for Educational Units (Bantuan Operasional Satuan Pendidikan - BOSP). However, these funds are only applied for in small amounts each semester. Proposals for procurement are submitted to the Aceh Barat Daya Education Office. For example, in 2022, schools received assistance in the form of new desks and chairs, amounting to 15% of the total number of students. Proposals made in 2023 are typically realized in 2024. However, proposals submitted for 2024 have yet to be realized, despite being sent via letter and through the DAPODIK system. The school principals express a strong desire for rapid improvements, particularly in the condition of school buildings, the School Health Unit (Unit Kesehatan Sekolah - UKS), and especially the deteriorating school fences.

From the above responses, the author concludes that planning a list of necessary procurement items is crucial for enhancing the quality of education. Despite limited funding available through BOSP, which is typically requested every six months, schools manage to allocate funds for procurement. Interviews with teachers at the State Elementary Schools in Setia District revealed that procurement methods include buying, renting, and receiving donations, following the relevant laws and regulations. Collaborative discussions among teachers and staff are conducted to identify urgent needs, with some teachers resorting to having students

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collectively purchase items not fulfilled by the school, such as hand towels, sports uniforms, and classroom decorations.

3.3 Utilization of Educational Facilities and Infrastructure at State Elementary Schools in Setia District

The utilization of educational facilities and infrastructure is an endless activity. Although these facilities are advanced, if used carelessly and haphazardly, their functionality may be compromised. The utilization of educational facilities and infrastructure at State Elementary Schools in Setia District can be understood from the results of interviews conducted by the author with respondents. From the interview with the head of State Elementary School in Setia District, it is known that the utilization of educational facilities and infrastructure is as follows: The utilization of educational facilities and infrastructure at the school is very beneficial and needed by all members of the school community. It can be said to be optimal because students and teachers can use the facilities provided by the school.

For example, students are allowed to use teaching aids in the library, sports equipment, and borrowed books for home study. Teachers are also allowed to borrow teaching aids for practical activities with students. Equipment such as projectors, laptops, or Chromebooks, and printers can also be used by all teachers if needed for their work and teaching. Inventory management is usually handled by a trusted individual, ensuring proper recording for future reference. Sudden needs such as paper, markers, printer ink, pens, notebooks, envelopes, and others can be immediately purchased using school operational funds or cash. This ensures that the utilization of facilities and infrastructure at State Elementary Schools in Setia District can be optimized properly, effectively, and efficiently. Although there may be changes needed to keep up with the current technological advancements in education, such as the lack of projectors in every classroom.

On the other hand, the responses from the interviews with classroom teachers at State Elementary Schools in Setia District can be summarized as follows: If facilities and infrastructure are used exclusively for students and teachers during the learning process. Meanwhile, for special events such as Independence Day, students can borrow items without charge, and the local community sometimes borrows school chairs for events like elections, with the school providing them as long as the borrowed items are well-maintained to avoid damage. If damaged, items must be replaced according to the borrowing needs. Other teachers also mention that all available resources, including chairs, tables, books, are utilized by students, ensuring that everything is put to good use.

Staff members/operators also indicate that all resources are being utilized properly. In conclusion, the utilization of facilities and infrastructure at State Elementary Schools in Setia District is utilized to its maximum potential for the teaching-learning process, stored and maintained properly according to agreed-upon regulations. Although there are occasional damages caused by mischievous individuals in the community, the school remains committed to maintaining and managing all resources properly. This ensures a safe, clean, and appropriate educational environment for all students.

3.4 Utilization of Educational Facilities and Infrastructure at State Elementary Schools in Setia District

Maintenance of educational facilities and infrastructure in State Elementary Schools in Setia District is carried out periodically by teachers and students. They maintain cleanliness and repair minor damages to ensure that the condition of the items remains good. In the event of more serious damage, the school will call in an expert appointed by the principal to repair it. Maintenance also includes the school buildings and equipment such as computers. For example, school buildings are repainted if they have not looked bright for a long time, and computers are serviced by experts if they experience performance issues. This maintenance process helps to



smooth the learning process at the school. Teachers and students also participate in maintaining the cleanliness of the classrooms after use. Additionally, maintenance is carried out efficiently to minimize additional costs. Proper inventory management and maintenance also support the smooth running of the learning process as expected by all school stakeholders. Maintenance of facilities and infrastructure at State Elementary Schools in Setia District is part of good school management. The principal leads this process according to the principles of effective management leadership. Teachers also play a role in this maintenance by applying management functions in planning, organizing, mobilizing the school system, and supervising. Thus, the maintenance of facilities and infrastructure at the school helps to ensure that all equipment needed in the learning process functions properly.

3.5 Dissolution of educational facilities and infrastructure in State Elementary Schools in Setia District

In the elimination of educational facilities and infrastructure in State Elementary Schools in Setia District, the subjects as sources of information provide answers to questions related to the implementation of the elimination of facilities and infrastructure. The following are the results of interviews with the Headmaster of State Elementary Schools in Setia District: "The school is unable to eliminate school facilities and infrastructure, but damaged goods are usually reported to the Aceh Barat Daya Education Office and the local government to be removed from the school's inventory list, so that the damaged items can be replaced with new ones. Make a preliminary inventory of which items are lightly and heavily damaged, so that there is evidence of recording the elimination of facilities and infrastructure. After accurately recording the data, it is submitted to the Education Office by sending a letter containing the data.

After receiving a response from the Office, the elimination process will be carried out, witnessed by teachers, students, parents, village elders, and the police. Take pictures of all the elimination processes as proof that the school has conducted facilities and infrastructure management in the elimination process. In 2023, there was only one elimination activity for facilities and infrastructure at State Elementary School in Setia District, namely State Elementary School 1 Setia located in Rambong Village, Setia District, Aceh Barat Daya Regency. The methods used by the school include: 1) holding an auction, 2) donating to another organization, 3) dismantling the building witnessed by the Office, village elders, teachers, committee members, supervisors, and if necessary, the Police, 4) removal witnessed by superiors, 5) creating a report on the implementation of the elimination of educational facilities and infrastructure at the school."

The response from the Elementary School Teachers Council in Setia District regarding the elimination of facilities and infrastructure is as follows: "The elimination or removal of school facility and infrastructure items cannot be done by the school, but by the local government. And since the new principal has taken office, there has been no elimination of school facilities and infrastructure." The response from the teachers of State Elementary School 1 Setia regarding the elimination activities is as follows: The elimination or removal of school facility and infrastructure items must first be accompanied by a written report because it concerns evidence of all furniture in the school. Secondly, items that are no longer in use will be stored temporarily, and thirdly, notification to the Education Office is necessary to inform them that the elimination or removal of items will be carried out.

The response from other teachers of State Elementary School 1 Setia regarding the elimination of facilities and infrastructure is as follows: The elimination process follows government regulations and established rules, and a report of the elimination is created. From the respondents' answers, the author concludes that the elimination of facilities and infrastructure in State Elementary Schools in Setia District begins with reporting to the Education Office for removal from the school's inventory list. Elimination is also considered as one of the activities in the management of educational facilities and infrastructure in schools to remove items for specific reasons. The purpose of this activity is because not all items in schools can be used for

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educational purposes indefinitely. Sometimes there are items that have been damaged and can no longer be used. When such conditions are encountered, elimination from the inventory list is carried out according to the provisions and procedures stipulated in the laws and regulations.

From the description of the research findings, there are five indicators of the research findings that have been explained in detail: Planning the Needs of Educational Infrastructure for State Elementary Schools in Setia District: The planning of educational infrastructure needs is done carefully and thoroughly, including needs analysis, the programs formulated, and evaluation of the existing infrastructure. Steps such as inventorying school equipment shortages, developing needs plans, and integrating plans with available funds are part of the planning process.

Procurement of Facilities and Infrastructure for State Elementary Schools in Setia District: The procurement of facilities and infrastructure is carried out to meet the needs of schools, both through government funding and other means such as donations, exchanges, or self-purchases. The procurement process involves various stages, including the submission of a list of needs, centralized purchasing, and rechecking of ordered items. Utilization of Educational Facilities and Infrastructure for State Elementary Schools in Setia District: Educational facilities and infrastructure are optimally utilized by all school members, including teachers, staff, and students. The use of facilities and infrastructure must be effective and efficient, in accordance with their functions and considering the characteristics of students at the school.

Maintenance of Educational Facilities and Infrastructure for State Elementary Schools in Setia District: Maintenance of facilities and infrastructure is carried out periodically to prevent damage and ensure the smooth running of the learning process. Maintenance includes the upkeep of buildings, equipment, and other school facilities to keep them in good condition and usable optimally. Disposal of Educational Facilities and Infrastructure for State Elementary Schools in Setia District: Disposal of unused or damaged items is carried out according to established procedures, including approval from relevant parties such as the Education Department. The purpose of disposal is to reduce losses, prevent waste, and relieve maintenance responsibilities. Through the research findings, we can see the efforts made by State Elementary Schools in Setia District in managing and utilizing educational facilities and infrastructure, as well as the challenges and constraints faced related to limited funds and lack of government assistance.

4. CONCLUSION

Based on the research findings on facility management to enhance the effectiveness of the learning process at the elementary schools in Setia District, it can be concluded that the planning, procurement, utilization, maintenance, and disposal of educational facilities have been conducted in accordance with the applicable management procedures. The planning of facility needs has included needs analysis, future program planning, evaluation of existing facilities, and procurement of equipment according to priorities. The procurement of facilities has been carried out through the School Operational Assistance Fund (BOSP), renting, purchasing, grants, and communal efforts. The utilization of educational facilities has been effectively done by all school residents. The maintenance of facilities is done periodically and continuously.

The disposal of facilities is carried out according to the established procedures, including through auctions, grants, burning, removal, and the creation of official reports. The implications of this research underline the importance of implementing effective educational facility management to enhance the learning process's effectiveness. Well-maintained facilities will provide a conducive learning environment for teachers and students. Additionally, good inventory management will help optimize the use of resources. Recommendations include the need for regular monitoring and evaluation of educational facility management to ensure that all processes are in line with the plan. An active role from all stakeholders, such as teachers, staff, and school committees, is also necessary in maintaining, preserving, and utilizing educational facilities effectively.



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