

Implementation of Facilities and Infrastructure at Pesantren Pelajar Mahasiswa Aswaja Nusantara: Opportunities and Challenges

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Abstract: The condition of educational facilities and infrastructure in pesantren is built simply, which only prioritizes the process of continuing learning activities and direct interaction between students and teachers, but there is no adequate support for utilization and organization. Facilities and infrastructure are one of the important things to always pay attention to in educational institutions. Well-managed facilities and infrastructure in an educational institution are influential in supporting the learning process. This study aims to analyze the implementation of facilities and infrastructure management at the Pesantren Pelajar Mahasiswa Aswaja Nusantara and identify opportunities and challenges faced in its management. The research was conducted using a descriptive qualitative approach, collecting data through field observations, interviews, and documentation. Then, data analysis was carried out by reducing data, presenting data, and drawing conclusions. The results showed that Pesantren Pelajar Mahasiswa Aswaja Nusantara has implemented facilities and infrastructure management by planning, procurement, maintenance, deletion, and control and evaluation. The pesantren has also succeeded in utilizing digital technology as a means and infrastructure to support learning activities. However, the challenges faced are the limited ownership of pesantren buildings, less than optimal maintenance of facilities, and the lack of equal distribution of infrastructure facilities between the central dormitory and branch dormitories. In conclusion, although there are significant challenges in managing facilities and infrastructure, this pesantren is able to take advantage of existing opportunities by working with the Ministry of Youth and Sports to be able to develop pesantren facilities and infrastructure. The pesantren education institution should increase efforts to maintain facilities and pay attention to more effective organization to overcome the challenges of building limitations and equal distribution of facilities between the central and branch dormitories. These steps are expected to better support success in the learning process.

Keywords: Educational Institution, Facilities and Infrastructure, Pesantren.

Introduction

The urgency of revitalizing Islamic education institutions cannot be ignored. In the context of global education transformation, the delay of pesantren in adopting an adaptive curriculum and adequate infrastructure has the potential to erode the role of pesantren as the center of moral and intellectual education of the people. Without innovation, pesantren are threatened with losing relevance in the midst of the ever-evolving modernization currents (Kholid, Tiarawati, dan Waslah 2022). The challenges of the times to face

the demands of a quality education system are difficult to realize without a good optimization of the input components of facilities and infrastructure. (Ulfah, Maryani, dan Indra 2024). Lack of attention to the development of facilities and infrastructure in student boarding school educational institutions can lead to an inevitable crisis. Without adequate facilities and infrastructure, the quality of education and character building of students is threatened to stagnate, widen the gap with modern educational institutions and hamper the contribution of pesantren in producing a competitive intellectual

generation in the global era. As one of the indicators of competence in educational institutions, infrastructure or facilities can facilitate the learning process with good management (Lismawati, Subiyantoro, dan Amaliyah 2023).

The management of facilities and infrastructure in pesantren education institutions has been regulated in the Pesantren Law. Through the Pesantren Law, the implementation of pesantren education is recognized as part of the implementation of national education. The Pesantren Law provides a legal basis for the recognition of the role of pesantren in shaping, establishing, building, and maintaining the Unitary State of the Republic of Indonesia, traditions, values and norms, variants and activities, professionalism of educators and education personnel, and quality assurance processes and methodologies. The Pesantren Law is also a legal basis for affirmation of the guarantee of equality in the level of quality of graduates, ease of access for graduates, and independence in the implementation of Pesantren, as well as a legal basis for the Central Government and Regional Governments to provide facilitation in the development of Pesantren (Pemerintah 2019).

In Government Regulation No. 19 of 2005 concerning National Education Standards related to the standards of educational facilities and infrastructure nationally, it has been clearly and explicitly stated in Chapter VII Article 42 that "Each educational unit in education is required to have facilities which include furniture, educational equipment, educational media, books, and other learning resources, consumables, and other equipment needed to support an orderly and sustainable learning process." (Pemerintah 2005). The enactment of the Law shows a picture of the position and dynamics of pesantren as Islamic educational institutions that must always be considered and evaluated so as not to be trapped in a narrow conception of simplicity that overrides supporting elements such as facilities and infrastructure (Majid 2022).

Optimizing good facilities and infrastructure is very important to support the learning process and realize the success of educational programs. Optimization of facilities and infrastructure can be

done starting from planning to find out and meet the needs of facilities and infrastructure, considering the priority scale in procurement costs, periodic control, maintenance to ensure facilities and infrastructure are in good condition and can function optimally, then the elimination of facilities and infrastructure that are deemed unnecessary (Thaariq, Pratama, dan Wahyudin 2024). The urgency of facilities and infrastructure as a support for the learning process, pesantren as an Islamic educational institution should carry out facilities and infrastructure management. The concern of all elements in pesantren institutions is needed, because they carry the responsibility to maintain, care for, foster a sense of belonging and increase awareness of the importance of pesantren facilities and infrastructure as supporting learning activities (Fauzi 2022).

The phenomenon of the spread of student pesantren education seems appropriate and very interesting to be raised as an object of research at this time. This is not only because of its relatively young age, but the management of student pesantren has its own specifications. In contrast to pesantren in general, which on average organize religious education for primary to secondary education levels only. Pesantren Pelajar Mahasiswa Aswaja Nusantara does not only have one dormitory building, but there are four dormitory buildings spread across several areas of Yogyakarta with a distance from each other, so that it becomes an attraction to be used as an object of research by seeing how the implementation of infrastructure management in the institution. As a religious-based educational institution that is increasingly developing in the student environment, student pesantren face the challenges of modernization and the need for adequate facilities to support the learning process of students. Adequate facilities and infrastructure not only determine the quality of education, but also have an impact on the physical and psychological well-being of santri. Given the complexity of social change and the demands of globalization, this analysis will explore the opportunities and challenges faced by Pesantren Pelajar Mahasiswa Aswaja Nusantara in aligning traditional needs with the demands of the times. This is important to

provide strategic solutions in developing facilities that support the quality of education in pesantren.

Materials and Methods

This research uses descriptive qualitative methods that reveal facts, situations, and phenomena that occur when research is conducted by presenting data based on the actual situation in the field. Qualitative methods aim to understand and interpret the meaning of events of human behavior interaction in certain situations from the perspective of the researchers themselves. The research provides a detailed description of the course or sequence of events. With a qualitative approach, data is generated in the form of written or spoken words from informants who can be observed (Moleong 2010). The data collection technique is done by triangulation, data analysis is inductive, the research results emphasize meaning rather than a generalization (Sugiyono 2013). The selection of qualitative methods is based on the research objectives, namely to find out the implementation of facilities and infrastructure management at the Pesantren Pelajar Mahasiswa Aswaja Nusantara. The research conducted requires a method with field data collection so that the use of qualitative research is considered relevant to be able to reveal the data obtained in the form of a narrative and then describe it according to the existing reality by analyzing the data. This study aims to determine the implementation of facilities and infrastructure management in a pesantren institution which is described based on the results of observations, answers to questions in interviews, and field documentation. The research was conducted at the Student Islamic Boarding School located in Mlangi, Nogotirto, Gamping, Sleman, Special Region of Yogyakarta.

In qualitative research, it is necessary to have a research subject as one of the sources of research data. The research subject is a reference source that has data related to the variables that are the subject of research and can provide information according to the author's needs. The sampling technique used is nonprobability sampling, which is a sample

selection scheme that does not open opportunities for the entire population to become sources or research subjects, so that only a select few populations with certain conditions can become research subjects. The type of sampling chosen by the author is purposive sampling, which is sampling in a selective and subjective way by the researcher to determine the people who will become research subjects so that only informants with certain and selected criteria can provide data (Firmansyah dan Dede 2022). In this study, the research subject is the caregiver of the Pesantren Pelajar Mahasiswa Aswaja Nusantara.

This research uses indepth interviews or free and unstructured interviews conducted with direct and face-to-face contact between researchers as information seekers and research subjects as informants (Hadi 2005). Observation which is a human activity using the five senses of the eye as the main tool in addition to the five senses of the ear, mouth, smell, and skin. (Bungin 2017). Then documentation in the form of writings, images, or monumental works of the object of research as a complement to the data generated from observations and interviews that have been conducted by researchers (Alhamid dan Anufia 2019). Data analysis techniques are carried out with several steps including data reduction, data presentation, and conclusion drawing/verification. Data analysis technique is a process of systematic data collection to facilitate researchers to obtain conclusions and so that the data obtained can be arranged properly to be easily understood by others (Sugiyono 2013). In guaranteeing data validity, researchers use source triangulation techniques to measure how accurate the data obtained from informants when data collection takes place. Source triangulation is testing the data by checking the data obtained through several sources such as comparing interview data with field documentation obtained by the informant (Zuhairi 2016).

Results and Discussion

Results

The implementation of facilities and infrastructure management at Pesantren Pelajar Mahasiswa

Aswaja Nusantara includes several steps, namely 1) planning; 2) procurement; 3) maintenance; 4) elimination; 5) control and evaluation. Pesantren Pelajar Mahasiswa Aswaja Nusantara with a total of four dormitory buildings which are divided into several complexes currently does not have a special team of facilities and infrastructure structurally evenly distributed in each pesantren complex, all matters related to facilities and infrastructure are still one in the central complex. In the branch complexes, matters related to facilities and infrastructure are controlled by the cleaning division manager who is not only tasked with taking care of the cleanliness of the dormitory environment, but also taking care of the needs of facilities and infrastructure in each complex. In this case, the caregiver is directly involved in the implementation of pesantren facilities and infrastructure with the assistance of several administrators and students.

The first step taken by Pesantren Pelajar Mahasiswa Aswaja Nusantara in implementing facilities and infrastructure management is the planning process. Planning is done by analyzing the needs first. The caregiver is directly involved in planning and analyzing the needs of pesantren facilities and infrastructure by conducting surveys, data collection, and discussions directly with the administrators and students of each complex regarding the facilities and infrastructure needed to support pesantren learning activities. The planning step in the management of pesantren facilities and infrastructure is carried out to ensure that existing facilities and infrastructure are able to support learning activities and the needs of students. In planning, caregivers and administrators pay attention to the basic, short-term, long-term needs, and educational development goals of the pesantren. Caregivers and administrators analyze the existing and current conditions of facilities and infrastructure in pesantren, such as the availability of dormitories, halls, libraries, and other facilities needed. After planning with a needs analysis, the management submits the results of the planning analysis to the treasurer to be further agreed with the caregiver regarding budgeting and the allocation of appropriate funds. At this stage, Pesantren Pelajar

Mahasiswa Aswaja Nusantara prepares a detailed budget plan for the procurement, maintenance, or development of facilities according to a predetermined priority scale. Thus, the management of funds and other resources can be more effective and efficient, and avoid waste. In addition to the budget aspect, planning includes a measurable implementation schedule to ensure every need can be met on time and according to standards. In this case, Pesantren Pelajar Mahasiswa Aswaja Nusantara has an annual target in planning large facilities and infrastructure. This was conveyed by Kyai Mustafid, S. Fil. as the caregiver of the Pesantren Pelajar Mahasiswa Aswaja Nusantara as follows:

“Sejauh ini pesantren memiliki target perencanaan tahunan terkait sarana dan prasarana, jadi ya tiap tahun itu ada targetnya, misal dalam satu tahun itu sarana dan prasarana apa yang harus diwujudkan, lalu tahun kedua apa, tahun ketiga apa, gitu. Sehingga misal dalam 3 tahun itu sudah berhasil terpenuhi dan terwujud beberapa kebutuhan sarana dan prasarana”.

After planning and analyzing needs, the next step is procurement. Procurement is carried out by understanding the results of the needs analysis and then holding a meeting between the caregivers and the management by reviewing the needs analysis that has been made and realizing the procurement of the facilities and infrastructure needed. Before realizing procurement from the results of the needs analysis, caregivers and administrators consider the priority scale of needs to be procured first. This process begins with procurement planning, which requires detailed identification of facility and infrastructure needs and effective and efficient budget allocations. In procurement, caregivers and administrators must ensure that the procurement plan is in accordance with the expected plans and objectives. After the procurement is completed, the facilities must be checked again to ensure that they meet the needs. Thus, the procurement step is not only a purchasing process, but also part of an effort to maintain the sustainability and quality of infrastructure facilities that support the education process in pesantren.

Maintenance can be done after the procurement of facilities and infrastructure. Caregivers and administrators carry out maintenance of facilities and infrastructure by periodically seeing and paying attention to whether the facilities and infrastructure are still functioning properly and optimally. Maintenance is carried out by scheduling cleaning pickets by students which are routinely carried out every Sunday, then storing learning tools after being used for pesantren learning classes. When students find facilities and infrastructure that are damaged or not suitable for use, they will report to the management, then followed up by the caregiver by considering whether maintenance needs to be carried out by sending a repairman to repair it or even the removal of facilities and infrastructure if they are severely damaged. But so far, the Pesantren Pelajar Mahasiswa Aswaja Nusantara still does not have an appropriate mechanism and very rarely carries out deletion, because routine maintenance is carried out. In the control and evaluation step, the caregivers and administrators monitor the facilities and infrastructure in the pesantren. The management ensures that the use of facilities does not exceed the capacity or applicable rules to avoid damage that occurs. Control is carried out by involving students in maintaining cleanliness and maintenance so that students have a sense of responsibility for facilities and infrastructure in the pesantren environment. Evaluation is carried out by periodic review, feedback from students, and inventory of facilities and infrastructure. Evaluation of facilities and infrastructure in Pesantren Pelajar Mahasiswa Aswaja Nusantara is generally carried out simultaneously with a routine evaluation meeting of the management of all branches of the complex together with the caregiver.

Pesantren Pelajar Mahasiswa Aswaja Nusantara has taken the opportunities that exist by collaborating with the government and digitalization. This was conveyed directly by Kyai Muhammad Mustafid, S. Fil. as the caregiver of the Pesantren Pelajar Mahasiswa Aswaja Nusantara to the researcher as follows:

“Sarana dan prasarana harus dikembangkan untuk supporting system dalam kegiatan

pembelajaran yang kondusif di pesantren. Nah, untuk mewujudkan hal ini sebenarnya banyak peluangnya, termasuk kerjasama dengan pemerintah. Beberapa waktu lalu Pesantren Pelajar Mahasiswa Aswaja Nusantara mendapatkan bantuan kerja sama dengan Kementerian Pemuda dan Olahraga Republik Indonesia (Kemenpora) berupa dana sebesar 50 juta untuk optimalisasi sarana dan prasarana pesantren. Nah itu kemarin sudah dimanfaatkan secara penuh untuk mengoptimalkan sarana dan prasarana pendukung kegiatan pembelajaran santri. Pesantren Pelajar Mahasiswa Aswaja Nusantara juga telah melakukan transformasi digital dengan memanfaatkan platform digital berupa online education ketika pengajian kitab setiap subuh yang dilaksanakan secara daring melalui platform aplikasi zoom meeting. Hal ini saya lakukan agar lebih efektif untuk menjangkau seluruh santri kompleks cabang supaya lebih mudah dalam mengaji, tidak semuanya kok pada waktu subuh menuju ke kompleks pusat, mengingat jarak setiap kompleks yang berjauhan”.

Furthermore, when researchers asked about the challenges faced by the Pesantren Pelajar Mahasiswa Aswaja Nusantara in implementing facilities and infrastructure management, Kyai Muhammad Mustafid, S. Fil. said that:

“Kalau soal tantangan sih sejauh ini ya jelas perlunya optimalisasi yang kondusif dan pemerataan antara seluruh asrama kompleks cabang. Pesantren Pelajar Mahasiswa Aswaja Nusantara kan memiliki beberapa kompleks cabang, tidak hanya pusat saja. Nah itu yang menjadi tantangan, gimana caranya agar seluruh kompleks cabang dapat ter-optimalisasi dengan baik sarana dan prasarannya. Karena ada beberapa kejadian di mana para santri antar kompleks itu barengan. Seperti contohnya dalam penggunaan alat proyektor, itu kan pesantren baru memiliki 2 buah proyektor yang letaknya ada di kompleks pusat dan kompleks cabang Baciro. Jadi kalau kompleks lain membutuhkan proyektor ya sementara ini harus bergantian dengan kompleks-kompleks tersebut”.

Kyai Muhammad Mustafid, S. Fil. as the caregiver of the pesantren has the hope that:

“Kedepannya sarana dan prasarana setiap komplek cabang dapat terkendali dan berjalan dengan optimal, tidak hanya komplek pusat saja. Saya itu berharap dapat terwujudnya digitalisasi sehingga inventarisir sarana dan prasarana setiap komplek akan lebih mudah terkontrol dengan mudah, lalu juga memperbarui sarana dan prasarana yang lebih up to date gitu, termasuk perpustakaan itu kan sudah punya buku banyak sekali, tapi perangkatnya kurang memadai yaitu rak buku sebagai tempat penyimpanan kurang tercukupi. Kemudian juga ya saya berharap adanya katalogisasi terkait buku-buku yang ada di perpustakaan pesantren agar lebih mudah untuk meminjamnya. Saya juga sangat ingin sekali terbentuknya tim khusus pengelolaan sarana dan prasarana yang lebih terorganisir setiap kompleknya, mekanismenya juga jelas. Karena selama ini ya saya yang turun secara langsung dengan dibantu beberapa pengurus”.

The caregiver also hopes that in the future the branch complexes will soon have permanent buildings. Because so far the branch complexes are still renting buildings (contracts) and only the central complex already has dormitories with permanent buildings. This has been proven by observations by researchers who saw firsthand the dormitories in the entire Pesantren Pelajar Mahasiswa Aswaja Nusantara complex. The purpose of this hope is that the caregiver wants all students in each complex to feel safer and more comfortable in studying at the pesantren, because some time there has been an act of theft in the men's dormitory branch complex. Hopefully, by having a permanent dormitory building, this incident will not happen again. But of course it is not easy to be able to directly and quickly realize this, considering that Pesantren Pelajar Mahasiswa Aswaja Nusantara has 3 branch dormitory complexes. This can be realized if the pesantren has sufficient funds to acquire land and then build a branch dormitory building, or if it gets a land grant or waqf from certain parties.

Discussion

Pesantren Pelajar Mahasiswa Aswaja Nusantara has implemented facilities and infrastructure management by carrying out the planning, procurement, maintenance, deletion, and control and evaluation processes. This is in line with the theory of the management process of educational facilities and infrastructure according to (Barnawi dan Arifin 2016) that the management of educational facilities and infrastructure can be defined as the entire process of procurement and utilization of components that directly and indirectly support the learning process to achieve efficient and effective educational goals. The process in the management of facilities and infrastructure is carried out by planning, procurement, organization, use, and elimination. The five processes are carried out in an integrated manner so as to create a cycle of management of educational facilities and infrastructure. The process of facilities and infrastructure management begins with planning which is carried out to find out the facilities and infrastructure needed by educational institutions. Then proceed with procurement which is a sequence of activities in providing and realizing all facilities and infrastructure in accordance with what was planned. Then the arrangement which includes inventory activities, maintenance, and storage of facilities and infrastructure. Furthermore, the use process, namely the utilization of facilities and infrastructure that have been planned and held to be able to support learning activities and the process of achieving educational goals. Then deletion is done by removing facilities and infrastructure that are no longer suitable for use from the inventory list of facilities and infrastructure of educational institutions.

The planning process is an important first step in the management of facilities and infrastructure in order to prevent unwanted mistakes. Careful planning has a direct influence and impact on learning activities and the achievement of educational goals. Planning must be done carefully in considering the facilities and infrastructure needed based on the needs, quantity, type, price, and benefits obtained. Planning can mean a process of systematically preparing various

activities that will be carried out to achieve certain goals. Planning can also be interpreted as the process of calculating and determining something that will run in an effort to achieve goals, who does it and how to do it (Usman 2006). The procurement process is a variety of activities carried out by providing all the needs of goods, objects, or services in accordance with planning to be able to support learning activities and achieve educational goals (Gunawan 2002). Procurement is divided into three types, namely land procurement, building procurement, and equipment or furniture procurement. Land procurement can be done by purchasing, receiving grants, or rights of use. Building procurement is done by building, buying, or renting certain buildings as is done by the Student Islamic Boarding School in the branch complex whose dormitory rents a house building. Then the procurement of equipment or furniture is done by purchasing new or used goods, raw materials or finished goods, and can be in the form of receiving assistance from the government, community, or other parties (Prihatin 2014).

The maintenance of facilities and infrastructure carried out by the Pesantren Pelajar Mahasiswa Aswaja Nusantara by means of inventory, regular monitoring by caregivers and administrators, and direct maintenance by students is in line with the opinions of (Ananda dan Banurea 2017) in a book entitled "Management of Educational Facilities and Infrastructure" that periodic maintenance of facilities and infrastructure used in the long term such as repairing buildings, replacing spare parts, and replacing goods with the latest specifications is one of the steps that can be taken to prevent and minimize new purchases that require larger funds if there is damage to the facilities and infrastructure of educational institutions. If maintenance has been carried out but there is still severe and irreparable damage to existing facilities and infrastructure, then a deletion process can be carried out. The elimination of facilities and infrastructure is a series of activities that have the aim of eliminating, removing, and destroying facilities and infrastructure that cannot function anymore. In the implementation of the elimination of facilities and infrastructure as one of the functions of management of educational facilities

and infrastructure, consideration must be made with certain normative reasons. Some things that need to be considered before carrying out the deletion include items that are severely damaged and cannot be repaired anymore, items that are not in accordance with the needs, old-fashioned items whose use is inefficient and not in accordance with the needs of today, items whose use is feared to be able to spend large costs and cause waste (Indrawan 2015).

Controlling of facilities and infrastructure carried out by students routinely every week as well as evaluations related to facilities and infrastructure discussed during evaluation meetings between administrators and caretakers carried out by the Pesantren Pelajar Mahasiswa Aswaja Nusantara in accordance with the theory of (Suharsaputra 2013) that control aims to ensure that implementation is in accordance with what is planned and to ensure that it is in accordance with the expected goals. Control can be carried out in the form of procedures or direct intervention to optimize facilities and infrastructure. In the implementation of control or evaluation, it can be done by means of internal supervision, external supervision, preventive supervision, and repressive supervision. Internal supervision is carried out by the facilities and infrastructure team from within the educational institution itself, while external supervision is carried out by a team from outside the educational institution. Then preventive supervision is carried out before the activity plan is carried out, while repressive supervision is carried out after the implementation of the activity (Wahyuningrum 2000).

Conclusion

Pesantren Pelajar Mahasiswa Aswaja Nusantara has implemented facilities and infrastructure management by carrying out a series of processes starting from planning, procurement, maintenance, elimination, to the process of control and evaluation. This pesantren has several dormitory buildings that are spread out so that good coordination is needed and optimization of equitable distribution of facilities and

infrastructure in each complex. The responsibility for managing facilities and infrastructure is still fully held by the central board with the active involvement of the pesantren caregivers. This good management shows that the existence of optimally managed facilities and infrastructure can significantly support santri learning activities and the achievement of pesantren education goals. The caregiver as the highest authority in the pesantren has made good use of opportunities to develop facilities and infrastructure as evidenced by the collaboration between the pesantren and the Ministry of Youth and Sports of the Republic of Indonesia (Kemenpora). The pesantren has also utilized digital technology to facilitate learning activities in the form of book recitation at dawn which can be followed by all students in various branches through the zoom meeting platform. The challenges faced by the Pesantren Pelajar Mahasiswa Aswaja Nusantara include limited facilities in the branch complex and limited budget in the construction of a permanent dormitory building. This should be overcome by forming a special team for managing facilities and infrastructure in each branch so that optimal distribution of facilities and infrastructure can be realized. The caregiver of the Pesantren Pelajar Mahasiswa Aswaja Nusantara has high hopes for the realization of a permanent building for each branch complex that allows each student to study more comfortably and safely and the achievement of digitalization in the process of inventorying pesantren facilities and infrastructure.

Conflict of Interest: The researcher declares that there is no potential conflict of interest in the research entitled "Implementation of Facilities and Infrastructure Pesantren Pelajar Mahasiswa Aswaja Nusantara". All stages of research starting from planning, data collection and analysis, to the preparation of the results report were carried out independently without any intervention or influence from outside parties that could affect the results or interpretation of the data. The researcher emphasizes that there is no financial gain or professional relationship that could lead to bias in this research. The research was purely conducted

with academic objectives to be able to enrich the literature on facilities and infrastructure management in pesantren educational institutions. The results of the research are expected to make a positive contribution to the development of the quality of education in pesantren educational institutions without being influenced by personal interests or external interests.

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