

The Effect of Educational Facilities and Infrastructure Management and Teacher Professionalism on Educational Quality in Public Elementary Schools in Tungkall Ilir District, Banyuasin Regency

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ABSTRACT

This study aimed to analyze the effects of educational facilities and infrastructure management and teacher professionalism on educational quality in public elementary schools in Tungkall Ilir District, Banyuasin Regency. A quantitative ex post facto design was employed. The population comprised 193 teachers, while 65 teachers from A- and B-accredited schools were selected through purposive sampling. Data were collected using Likert-scale questionnaires and documentation. The instruments demonstrated high internal consistency, with Cronbach's alpha coefficients of 0.908 for facilities and infrastructure management, 0.913 for teacher professionalism, and 0.902 for educational quality. Data were analyzed using descriptive statistics, prerequisite tests, simple linear regression, and multiple linear regression with SPSS version 26. Facilities and infrastructure management had a positive and significant effect on educational quality ($B = 0.165$; $t = 2.854$; $p = 0.006$; $R^2 = 11.4\%$). Teacher professionalism also had a positive and significant effect ($B = 0.232$; $t = 3.403$; $p = 0.001$; $R^2 = 15.5\%$). Simultaneously, both predictors significantly affected educational quality ($F = 8.313$; $p = 0.001$; $R^2 = 21.1\%$), with the equation $Y = 2.836 + 0.120X_1 + 0.191X_2$. The findings show that integrated improvement of school-facility management and teacher professionalism is necessary to strengthen educational quality.

Keywords: Educational Facilities and Infrastructure Management; Teacher Professionalism; Educational Quality

INTRODUCTION

Educational quality is an important indicator of the success of educational provision. Quality education is reflected not only in students' learning outcomes but also in the quality of instructional processes, the readiness of school resources, the effectiveness of school management, and the school's capacity to establish a conducive learning environment. At the elementary-school level, educational quality lays the foundation for literacy, numeracy, character development, and

students' readiness to continue to higher levels of education (Triana, 2021; Hidayat & Asroi, 2022). From an educational-management perspective, educational quality is produced through the integration of inputs, processes, outputs, and the broader effects of educational services. It cannot be measured solely by academic attainment. Schools must also provide safe, purposeful, inclusive, and meaningful learning experiences through the coordinated work of principals, teachers, students, facilities, curricula, parents, and communities.

Among the factors that influence educational quality, educational facilities and infrastructure management and teacher professionalism occupy strategic positions. Facilities provide the physical and instructional support required for teaching and learning, whereas teachers are the principal actors who translate curricula and resources into classroom practice. Adequate facilities require teachers who can use them effectively, while professional teachers require sufficient resources to optimize instruction (Daryanto, 2020; Karwono, 2021). Ideally, elementary schools should provide adequate and well-managed educational facilities, and teachers should perform professionally in accordance with their academic backgrounds, competencies, and students' needs. When facilities are planned, utilized, maintained, and evaluated appropriately, and teachers demonstrate strong subject mastery, pedagogical skill, and commitment to continuous development, educational processes are more likely to be effective and aligned with school goals.

This ideal condition has not been fully achieved in public elementary schools in Tungal Ilir District, Banyuasin Regency. Preliminary observations identified 25 public elementary schools employing 193 teachers. Several schools continued to experience shortages of learning kits, textbooks, mathematics teaching aids, and instructional media. These limitations could constrain teachers' ability to present material concretely and engagingly. The observations also identified teachers assigned outside their academic fields, including an English Education graduate teaching civics, an Indonesian Language graduate teaching social studies, and an Economics and Accounting graduate teaching crafts. These conditions indicate a need to strengthen both facility management and teacher professionalism, especially in the alignment of teaching assignments, media use, and instructional-practice development.

Previous studies have examined infrastructure management, teacher professionalism, curriculum implementation, and teacher performance. Nevertheless, research simultaneously testing the effects of educational facilities and infrastructure management and teacher professionalism on educational quality in public elementary schools in Tungal Ilir District remains limited. The novelty of this study lies in integrating a managerial variable and a professional variable and positioning educational quality as an institutional outcome in this specific elementary-school context. Accordingly, this study aimed to analyze the effect of educational facilities and infrastructure management on educational quality, the effect of teacher professionalism on educational quality, and the simultaneous effect of both variables on educational quality in public elementary schools in Tungal

Iilir District, Banyuasin Regency. The results are expected to provide empirical evidence for schools and the local education office in formulating more targeted and data-informed quality-improvement strategies.

LITERATURE REVIEW

Previous Related Studies

Septiana et al. (2024) emphasized the importance of infrastructure management in supporting curriculum implementation. Their study showed that school infrastructure must be planned and organized in accordance with curricular needs so that learning programs can operate effectively. Nurstalis et al. (2021) likewise found that facilities and infrastructure management contributed to the improvement of learning quality by strengthening the availability and use of educational resources. Ruslan et al. (2020) found that teacher professionalism influenced teacher performance, while Rusdiana et al. (2023) showed that teacher professionalism, together with academic supervision, contributed to improvements in teacher performance. These studies demonstrate that professionalism is not merely a formal attribute but a practical capacity that shapes the quality of teachers' work. International evidence further supports the relevance of the present variables. Barrett et al. (2015) linked classroom design and environmental conditions with students' learning progress, and Uline and Tschannen-Moran (2008) associated school-facility quality with school climate and student achievement. Kunter et al. (2013) and Fauth et al. (2019) found that teachers' professional competence affected instructional quality and student outcomes. Collectively, these studies suggest that educational quality emerges through the interaction of organizational resources and teachers' professional capacity.

Educational Quality

Educational quality refers to the degree to which educational inputs and processes generate expected outcomes and provide meaningful services to students and other stakeholders. At the elementary-school level, quality includes academic achievement, character development, a safe and conducive learning climate, equitable learning opportunities, effective curriculum implementation, and the participation of parents and communities (Triana, 2021; Hidayat & Asroi, 2022). In this study, educational quality was represented by six dimensions: clarity of the school's vision and mission, professional principal leadership, teacher professionalism, a conducive learning environment, a broad and balanced curriculum, and community participation. These dimensions position educational quality as a systemic institutional condition rather than a single learning-outcome score.

Educational Facilities and Infrastructure Management

Educational facilities and infrastructure management encompasses the planning, procurement, distribution, use, maintenance, inventorying, supervision, and disposal of educational resources. Facilities include movable resources such as books, teaching aids, instructional media, learning kits, and technological devices, while infrastructure includes classrooms, libraries, offices, sanitation facilities, and the broader school environment. Effective management ensures that these resources are available, safe, accessible, and aligned with instructional needs (Daryanto, 2020; Karwono, 2021). The management cycle should begin with an analysis of learning needs rather than a simple list of missing items. Procurement should reflect priorities, budget capacity, equitable distribution among classes, curricular relevance, and the school's ability to maintain the resources. Once resources are available, schools should regulate their use, monitor their condition, document utilization, and assess their instructional benefits.

Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 22 of 2023 establishes facilities and infrastructure as minimum national standards for early-childhood, primary, and secondary education. This regulatory position confirms that facilities are not administrative accessories but basic requirements for orderly and high-quality educational provision. The physical environment also shapes students' experiences. Barrett et al. (2015) demonstrated that classroom lighting, flexibility, color, visual complexity, and spatial connections were related to students' learning progress. Uline and Tschannen-Moran (2008) found that facility quality interacted with school climate and student achievement. Thus, educational facilities influence quality not only through their availability but also through the comfort, safety, order, and psychological support they create.

Teacher Professionalism

Teacher professionalism refers to teachers' competence and commitment in performing educational duties responsibly and continuously improving their practice. Professional teachers master subject matter, design and implement instruction, manage classrooms, select appropriate methods and media, conduct assessment, monitor students' progress, and participate in professional communities (Aqib, 2020; Rusman, 2019). Professionalism is developmental rather than static. It should be strengthened through relevant training, teacher working groups, workshops, academic supervision, reflective practice, professional reading, action research, scholarly writing, and collaboration. Desimone (2009) argued that effective professional development should focus on content, involve active learning, maintain coherence with school needs, continue for an adequate duration, and promote collective participation. Teacher professionalism is particularly important in schools with limited facilities. Professional teachers can adapt instructional strategies, create alternative media, use the surrounding environment as a learning resource, and sustain student engagement. Conversely, complete

facilities will not automatically improve educational quality when teachers lack the pedagogical competence and commitment required to use them effectively.

Relationship among the Variables

Facilities and infrastructure management represents the school's organizational capacity to provide learning resources, while teacher professionalism represents the human capacity to transform those resources into educational experiences. The two variables are theoretically complementary. Facilities that are well managed but poorly used will have limited educational value, whereas professional teachers may be constrained when essential resources are unavailable. The conceptual assumption of this study is therefore that stronger facilities and infrastructure management will improve educational quality, stronger teacher professionalism will improve educational quality, and the simultaneous strengthening of both variables will produce a more effective school system and higher educational quality.

METHOD

Design and Samples

This study used a quantitative approach with an ex post facto design. No treatment was administered to the respondents; instead, the study tested predictive statistical relationships among conditions that had already occurred. Educational facilities and infrastructure management (X1) and teacher professionalism (X2) were the independent variables, while educational quality (Y) was the dependent variable. The study was conducted in public elementary schools in Tungal Ilir District, Banyuasin Regency, during the 2025/2026 academic year. The population comprised 193 teachers from 25 public elementary schools. A sample of 65 teachers was selected through purposive sampling. The selection criterion was employment at a public elementary school accredited A or B. The participating schools were SDN 3 Tungal Ilir, SDN 7 Tungal Ilir, SDN 9 Tungal Ilir, SDN 13 Tungal Ilir, and SDN 15 Tungal Ilir.

Instruments and Procedures

Data were collected through Likert-scale questionnaires and documentation. The questionnaires measured teachers' perceptions of facilities and infrastructure management, teacher professionalism, and educational quality. The facilities-management instrument covered school facilities, facilities owned by students, and supporting facilities from the surrounding environment. The teacher-professionalism instrument covered subject-matter mastery, research and scholarly writing, professional development, and knowledge of educational foundations. The educational-quality instrument covered the clarity of vision and mission, professional principal leadership, professional teachers, a conducive learning environment, a broad and balanced curriculum, and community participation.

The instruments were tested before the main data collection. Reliability testing produced Cronbach's alpha coefficients of 0.908 for facilities and infrastructure management, 0.913 for teacher professionalism, and 0.902 for educational quality. These coefficients indicated very high internal consistency. After the instruments were declared suitable, the questionnaires were administered to the selected teachers, and documentation was used to support information about schools and respondents.

Data Analysis

Data were analyzed using descriptive statistics to summarize the distribution of each variable. Prerequisite analyses consisted of the Kolmogorov-Smirnov normality test, linearity tests, and a multicollinearity test. The three hypotheses were examined using simple linear regression and multiple linear regression with SPSS version 26. Statistical decisions were made at a significance level of 0.05 (Arikunto, 2021; Ghozali, 2018; Sugiyono, 2024).

RESULT AND DISCUSSION

Descriptive Results

Descriptive statistics were calculated to identify the central tendencies and dispersion of educational facilities and infrastructure management, teacher professionalism, and educational quality. The results are presented in Table 1.

Table 1. Descriptive Statistics of the Research Variables

Variable	N	Min.	Max.	Mean	SD	Category
Facilities and infrastructure management (X1)	65	3.62	4.79	4.3158	0.25893	High
Teacher professionalism (X2)	65	3.57	4.79	4.2614	0.21377	High
Educational quality (Y)	65	3.89	4.43	4.1709	0.12613	High

Table 1 shows that facilities and infrastructure management obtained a mean score of 4.3158 with a standard deviation of 0.25893 and was categorized as high. Respondents generally perceived school facilities, student-owned learning facilities, and environmental support positively. Nevertheless, the observed shortages of instructional media and teaching aids indicate that a high average does not mean that all facilities were evenly available across schools. Teacher professionalism had a mean score of 4.2614 and a standard deviation of 0.21377, placing it in the high category. The result indicates that teachers generally demonstrated sound professional capacity, particularly in subject-matter mastery and instructional implementation. Variation among respondents may reflect

differences in teaching experience, educational background, access to training, participation in teacher working groups, scholarly-writing competence, and readiness to use instructional media. Educational quality had a mean score of 4.1709 and a standard deviation of 0.12613 and was also categorized as high. This result suggests that the schools had generally favorable conditions related to school vision, principal and teacher professionalism, learning environment, curriculum, and community participation. Even so, the preliminary observations indicated that the strengthening of learning facilities and teacher professionalism remained necessary.

Prerequisite Test Results

Before hypothesis testing, the data were examined for normality, linearity, and multicollinearity. The results are summarized in Table 2.

Table 2. Summary of the Prerequisite Tests

Test	Indicator	Value	Criterion	Decision
Normality of X1	Asymp. Sig.	0.065	> 0.05	Normal
Normality of X2	Asymp. Sig.	0.200	> 0.05	Normal
Normality of Y	Asymp. Sig.	0.200	> 0.05	Normal
Linearity of X1-Y	Deviation from Linearity	0.237	> 0.05	Linear
Linearity of X2-Y	Deviation from Linearity	0.577	> 0.05	Linear
Multicollinearity of X1	Tolerance / VIF	0.921 / 1.086	Tolerance > 0.10 ; VIF < 10	No multicollinearity
Multicollinearity of X2	Tolerance / VIF	0.921 / 1.086	Tolerance > 0.10 ; VIF < 10	No multicollinearity

The normality-test significance values were 0.065 for facilities and infrastructure management, 0.200 for teacher professionalism, and 0.200 for educational quality. All values exceeded 0.05; therefore, the data were normally distributed. The deviation-from-linearity values were 0.237 for the relationship between facilities management and educational quality and 0.577 for the relationship between teacher professionalism and educational quality. Both values exceeded 0.05, indicating linear relationships. The tolerance value for each independent variable was 0.921 and the VIF was 1.086. Because tolerance exceeded 0.10 and VIF was below 10, the regression model did not exhibit multicollinearity.

Hypothesis Testing

Simple and multiple linear regression analyses were used to test the three hypotheses. The results are presented in Table 3.

Table 3. Summary of the Regression Results

Model	R	R ²	B	Test value	p	Regression equation
X1 -> Y	0.338	0.114	0.165	t = 2.854	0.006	$Y = 3.460 + 0.165X_1$
X2 -> Y	0.394	0.155	0.232	t = 3.403	0.001	$Y = 3.180 + 0.232X_2$
X1 and X2 -> Y	0.460	0.211	X1 = 0.120; X2 = 0.191	F = 8.313	0.001	$Y = 2.836 + 0.120X_1 + 0.191X_2$

The first model showed that facilities and infrastructure management had a positive and significant effect on educational quality. The regression coefficient was 0.165, the t value was 2.854, and p was 0.006. The equation $Y = 3.460 + 0.165X_1$ indicates that a one-unit increase in facilities and infrastructure management was associated with a 0.165-unit increase in educational quality. The R² value of 0.114 means that facilities management explained 11.4% of the variance in educational quality. The second model showed that teacher professionalism had a positive and significant effect on educational quality. The coefficient was 0.232, the t value was 3.403, and p was 0.001. The equation $Y = 3.180 + 0.232X_2$ indicates that a one-unit increase in teacher professionalism was associated with a 0.232-unit increase in educational quality. Teacher professionalism explained 15.5% of the variance in educational quality. The multiple-regression model showed that facilities and infrastructure management and teacher professionalism simultaneously had a positive and significant effect on educational quality. The F value was 8.313 with p = 0.001. The equation $Y = 2.836 + 0.120X_1 + 0.191X_2$ indicates that both variables retained positive coefficients when analyzed together. The model explained 21.1% of the variance in educational quality, while the remaining 78.9% was associated with other factors outside the model.

Effect of Educational Facilities and Infrastructure Management on Educational Quality

The positive and significant effect of facilities and infrastructure management indicates that educational quality increases when school resources are planned, used, and maintained more effectively. At the elementary level, books, learning kits, mathematics aids, instructional media, classrooms, and other resources help teachers present material concretely, create a comfortable learning environment, and increase student engagement. The contribution of 11.4% confirms that facilities are important but are not the sole determinant of educational quality. The result

supports Karwono (2021), who positioned facilities management as a process for ensuring that educational resources are used effectively and efficiently, and Septiana et al. (2024), who showed that infrastructure management supports curriculum implementation. It is also consistent with Nurstalis et al. (2021), who associated effective facility management with improvements in learning quality.

Barrett et al. (2015) found that classroom lighting, flexibility, color, complexity, and spatial connections were associated with learning progress. This implies that facility management should not focus only on meeting physical standards but should also address the learning experiences created by those facilities. Likewise, Uline and Tschannen-Moran (2008) demonstrated that facility quality was related to school climate and achievement. Clean, safe, orderly, and accessible facilities can reinforce comfort, belonging, and seriousness in educational activity. For the schools in Tungkal Ilir District, the result highlights the importance of needs assessment, priority-based procurement, inventorying, maintenance schedules, utilization records, and evaluation of the instructional benefits of facilities. Without these processes, resources may remain listed as assets without becoming effective instruments for quality improvement.

Effect of Teacher Professionalism on Educational Quality

Teacher professionalism had a stronger partial contribution than facilities management. This finding is theoretically reasonable because teachers interact directly with students, design instruction, explain subject matter, select methods and media, manage classrooms, provide feedback, and assess learning. Professionalism therefore influences educational quality through concrete instructional actions rather than through an abstract professional status. The result supports Aqib (2020) and Rusman (2019), who emphasized subject mastery, commitment to students, instructional skill, and continuous development as central characteristics of professional teachers. It is also consistent with Ruslan et al. (2020) and Rusdiana et al. (2023), who linked teacher professionalism with teacher performance.

Kunter et al. (2013) showed that professional competence affects instructional quality and student development, while Fauth et al. (2019) demonstrated that teacher competence affects student outcomes through teaching quality. In the present context, these mechanisms include clear learning objectives, well-structured explanations, appropriate questions, formative feedback, varied activities, and the ability to maintain students' interest. Professional-development programs should therefore respond to teachers' actual instructional needs. Desimone (2009) suggested that effective development should be content-focused, active, coherent, sufficiently sustained, and collaborative. In Tungkal Ilir District, programs should address out-of-field teaching assignments, subject-matter reinforcement, lesson planning, simple instructional-media development, formative assessment, reflective practice, and peer collaboration through teacher working groups.

Simultaneous Effect on Educational Quality

The simultaneous contribution of 21.1% demonstrates that educational quality results from the interaction of organizational capacity and professional capacity. Facilities and infrastructure management supplies the physical and instructional support, while teacher professionalism converts that support into meaningful educational processes. Neither variable can be optimized in isolation. An integrated quality-improvement program should therefore connect facility provision with teacher development. For example, the procurement of mathematics teaching aids should be accompanied by training in their use, classroom supervision, and reflection on students' learning. The development of a school library should be connected to classroom literacy programs, reading routines, and evaluation of students' literacy skills. Such integration prevents facilities from becoming unused inventory and ensures that professional development is connected to available school resources.

Principals should prepare learning-based facility maps that record resource conditions, usage frequency, teachers' constraints, maintenance needs, and procurement priorities. Academic supervision should assess not only administrative completeness but also teachers' use of resources, management of student activity, feedback practices, and adaptation of instruction based on assessment results. The local education office can use the findings to differentiate support among schools. Schools with inadequate facilities require procurement and maintenance assistance, while schools with sufficient facilities may require stronger utilization and monitoring. Professional-development programs should likewise be adjusted to schools' resource conditions, subject needs, and specific classroom problems rather than delivered uniformly.

Practical Implications and Research Limitations

The practical implication is that educational quality should not be pursued through isolated administrative compliance. Schools need a coordinated strategy in which facilities are treated as learning resources, teachers are supported as the main drivers of learning, principals manage the relationship between both components, and the education office provides targeted assistance and monitoring. This study has several limitations. The principal data were obtained from teachers' perception questionnaires and may therefore contain subjective responses. The ex post facto design was non-experimental, so the identified effects should be interpreted as statistical or predictive relationships rather than absolute causality. In addition, the model explained 21.1% of educational-quality variance, indicating that other variables, including principal leadership, school culture, academic supervision, student motivation, parental support, school climate, and educational financing, should be examined in future research. Mixed-method studies could provide a more comprehensive explanation of the mechanisms underlying educational quality.

CONCLUSION

Educational facilities and infrastructure management had a positive and significant effect on educational quality in public elementary schools in Tungkal Ilir District, Banyuasin Regency, explaining 11.4% of its variance. Teacher professionalism also had a positive and significant effect and explained 15.5% of the variance. Simultaneously, the two variables explained 21.1% of educational quality, with the regression equation $Y = 2.836 + 0.120X_1 + 0.191X_2$. Teacher professionalism showed the larger partial contribution, but facilities management remained an essential organizational support. Principals should strengthen facilities management through needs-based planning, phased procurement, inventorying, maintenance, utilization monitoring, and evaluation of instructional benefits. Teachers should strengthen professionalism through training, teacher working groups, workshops, media development, reflective practice, and instruction adapted to students' needs. The Banyuasin District Education Office should provide targeted facility assistance, sustained professional development, and data-based evaluation so that educational quality in Tungkal Ilir District can improve continuously.

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