

Management of Facilities and Infrastructure to Enhance Student Satisfaction FITK UIN Sunan Kalijaga Yogyakarta

Fuad Fathanah¹, Na'imah², Abdul Aziz³

¹²³Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia

Email: fuadaja700@gmail.com¹

ABSTRAK

Pengelolaan sarana dan prasarana pendidikan merupakan komponen fundamental dalam penyelenggaraan layanan pendidikan tinggi yang secara langsung berkontribusi terhadap kualitas proses pembelajaran dan kepuasan mahasiswa sebagai pengguna utama fasilitas kampus. Penelitian ini bertujuan untuk menganalisis bagaimana kondisi pengelolaan sarana dan prasarana di Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta berlangsung, menganalisis faktor-faktor yang menyebabkan kondisi tersebut terjadi, serta menganalisis implikasinya terhadap pengalaman belajar dan kepuasan mahasiswa. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Informan dipilih secara purposif sebanyak lima mahasiswa aktif FITK UIN Sunan Kalijaga Yogyakarta. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman serta diperkuat triangulasi sumber. Hasil penelitian menemukan tiga temuan utama. Pertama, ketersediaan komponen *tangible* cukup memadai namun konsistensi pengelolaannya masih memerlukan penguatan. Kedua, terdapat tiga faktor yang berkontribusi yaitu pola pemeliharaan yang reaktif, kesenjangan perhatian antar gedung dan unit, serta belum optimalnya tindak lanjut hasil survei kepuasan yang telah berjalan secara periodik. Ketiga, kondisi tersebut berimplikasi pada belum maksimalnya proses pembelajaran sekaligus memunculkan rekomendasi strategis dari mahasiswa tentang pentingnya *roadmap* sarpras yang transparan dan responsif. Penelitian ini menyimpulkan bahwa transformasi pengelolaan dari reaktif menuju proaktif dan partisipatif merupakan prioritas pengembangan FITK UIN Sunan Kalijaga secara berkelanjutan.

Keywords: *Pengelolaan, Sarana, Prasarana, Kepuasan Mahasiswa*

ABSTRACT

Management of educational facilities and infrastructure is a fundamental component of higher education that directly contributes to the quality of the learning process and the satisfaction of students as the primary users of campus facilities. This study aims to analyze the current state of facilities and infrastructure management at the faculty of tarbiyah and teacher training UIN Sunan Kalijaga Yogyakarta, to analyze the factors contributing to this situation and to analyze its implications for students learning experiences and satisfaction. The study employs a qualitative approach using a case study design. The informants were selected through purposive sampling and consist of five current students from the FITK UIN Sunan Kalijaga Yogyakarta. Data were collected through interviews, observations, and documentation, then analyzed using the Miles and Huberman interactive model and supported by source triangulation. The research results identified three main findings. First, the availability of tangible components is sufficiently adequate, but the consistency of their management still requires strengthening. Second, there are three contributing factors: reactive maintenance patterns, disparities in attention between buildings and units, and the suboptimal follow up on the results of periodic satisfaction surveys. The third finding is that these conditions imply that the learning process has not been maximized and lead to strategic recommendations from students regarding the importance of a transparent and responsive infrastructure roadmap. This study concludes that transforming management from reactive to proactive and participatory is a priority for the sustainable development of the Faculty of Tarbiyah and Teacher Training at UIN Sunan Kalijaga.

Keywords: *Management, Facilities, Infrastructure, Student Satisfaction*

1. INTRODUCTION

Student satisfaction with higher education services is a strategic issue that continues to receive serious attention in the management of higher education institutions in Indonesia. Students have invested time and money in their education, so higher education institutions, as service providers, have an obligation to provide services commensurate with those sacrifices (Surani et al., 2025). One of the service components that students experience most directly is the availability and quality of facilities and infrastructure. In this regard, experts emphasize the critical importance of managing facilities and infrastructure seriously. Mulyasa states that facility and infrastructure management is responsible for organizing and maintaining educational facilities and infrastructure so that they can contribute optimally and significantly to the learning process within educational institutions, encompassing activities such as procurement, planning, supervision, storage, inventory management, disposal, and arrangement (Pangestu et al., 2025). According to Bafadal, the overall objective of managing educational facilities and infrastructure is to provide professional services so that the educational process can be carried out effectively and efficiently (Almarogi & Rofvini, 2020). The relevance of these experts' views is particularly evident in the context of the Faculty of Tarbiyah and Teacher Training (FITK) at UIN Sunan Kalijaga Yogyakarta, as the results of the 2025/2026 Odd-Semester Student Satisfaction Survey conducted by the Quality Assurance Agency (LPM) at UIN Sunan Kalijaga noted that the tangible dimension which encompasses physical facilities and infrastructure had the highest level of dissatisfaction compared to other service dimensions, with 137 students reporting dissatisfaction and 500 students reporting moderate dissatisfaction. More specifically, the item on WiFi speed received a score of 2.456, with service quality categorized as "Poor" the only item falling into that category while the quality of learning support tools received a score of 2.786, making it the item with the lowest score within the "Good" category. This data confirms experts' views that suboptimal management of facilities and infrastructure directly impacts student satisfaction levels (SUKA, 2025).

This study is based on the argument that the quality of facility and infrastructure management which encompasses the stages of planning, procurement, maintenance, and evaluation directly influences the level of satisfaction experienced by students in the Faculty of tarbiyah and teacher training at UIN Sunan Kalijaga Yogyakarta. Educational facilities and infrastructure influence student satisfaction through the quality of learning they produce thus, good management will have a direct impact on a more satisfying learning experience (Lutfiyah, 2023). This argument is supported by empirical data from the 2025/2026 Odd-Semester Student Satisfaction Survey Report published by the LPM UIN Sunan Kalijaga, which shows that the tangible dimension or physical facilities received the highest level of dissatisfaction among all measured service dimensions. The WiFi speed item received a score of 2.456, categorized as "Poor," while the quality of learning support tools received a score of 2.786 both consistently fell below the average of other dimensions such as assurance and reliability, which achieved significantly higher satisfaction levels. This fact logically leads to the hypothesis that the better the management of facilities and infrastructure is implemented particularly regarding the adequacy, accessibility, and quality of facilities the higher the level of satisfaction felt by students at the tarbiyah and teacher training at UIN Sunan Kalijaga Yogyakarta. The quantitative data from the LPM serves as the initial basis for establishing the urgency of this research, while this study specifically focuses on the tangible dimension through a qualitative approach to gain a deeper understanding of how students actually perceive the condition and management of these physical facilities. This fact logically leads to the hypothesis that the better the management of facilities and infrastructure particularly regarding sufficiency, accessibility, and quality the higher the level of satisfaction felt by students. Meanwhile, research (Ayusaputri et al., 2024) emphasizes that the successful management of facilities and infrastructure depends on thorough planning, regular maintenance, the involvement of all stakeholders, and the use of technology to monitor the condition of facilities. Nevertheless, both studies have limitations, the study (Febrianti et al.,

2019) focused solely on measuring satisfaction with the physical aspects of furniture and equipment without examining how the management system operates behind the scenes, while the study (Ayusaputri et al., 2024) focused more on the elementary school level, so its findings and recommendations may not be directly relevant to the context of higher education, which involves significantly different management complexities and student needs. Therefore, research that specifically examines the management of facilities and infrastructure in relation to student satisfaction at state Islamic universities, particularly UIN Sunan Kalijaga Yogyakarta, remains very limited and needs to be conducted.

Responding to the gaps identified in previous studies, this study was designed to address those gaps by conducting an in-depth examination of the management of facilities and infrastructure and student satisfaction levels at the Faculty of Tarbiyah and Teacher Training UIN Sunan Kalijaga Yogyakarta. Specifically, this study aims to: 1) analyze the current state of facilities and infrastructure management at the Faculty of tarbiyah and teacher training UIN Sunan Kalijaga Yogyakarta and how it influences student satisfaction levels, 2) analyze the factors causing the management of facilities and infrastructure at FITK UIN Sunan Kalijaga Yogyakarta to not yet fully satisfy students, and 3) analyze the implications of the management conditions of facilities and infrastructure on the learning experiences and satisfaction of students at FITK UIN Sunan Kalijaga Yogyakarta

2. RESEARCH METHODS

This study was conducted at UIN Sunan Kalijaga Yogyakarta as a purposively selected research site based on several fundamental considerations. First, UIN Sunan Kalijaga is one of the leading state Islamic universities in Indonesia, with a high level of complexity in managing its facilities and infrastructure given its large student population spread across eight faculties. Second, the availability of empirical data in the form of a student satisfaction survey report for the Faculty of Tarbiyah and Teacher Training for the odd semester of 2025/2026, published by the Quality Assurance Agency (LPM), makes this institution relevant and strategic as a research site. The focus of this study is on the management of facilities and infrastructure as the main variable examined for its relationship with student satisfaction levels, with the unit of analysis being the perceptions and experiences of FITK UIN Sunan Kalijaga students regarding the condition and management of facilities available on campus.

The research was conducted using a qualitative approach with a case study design. Primary data served as the main data source, obtained from the field. A qualitative approach was chosen because this study aimed to gain an in-depth understanding of how students perceive, experience, and interpret the quality of the management of facilities and infrastructure at the FITK UIN Sunan Kalijaga. In addition to primary data, this study also utilized secondary data in the form of journals, books, theses, and other relevant scholarly works.

The data sources were selected using purposive sampling, which involves selecting informants based on specific criteria relevant to the research objectives. The primary informants in this study were current students in the faculty of tabiyah and teacher training at UIN Sunan Kalijaga from various study programs who had completed at least two semesters of study, as such they were considered to have sufficient experience in experiencing and evaluating the condition of facilities and infrastructure in the faculty environment.

Data collection was conducted using three main methods. First, in-depth interviews were conducted with selected informants who met the criteria to directly explore their perceptions, experiences, and assessments of the management of facilities and infrastructure at the Faculty of Tarbiyah and Teacher Training at UIN Sunan Kalijaga. The interviews were conducted in a semi-structured manner using a prepared set of questions, yet remained flexible to follow the direction of the informants' responses to ensure richer and more in-depth data. Second, non-participant observation was conducted to examine the actual condition of available facilities and

infrastructure, including classroom conditions, learning support facilities, and other general facilities. Third, documentation was carried out by collecting and reviewing various relevant documents. These three techniques were used complementarily to ensure the depth and validity of the data obtained.

The data analysis technique used in this study is the interactive model (Miles et al., 1994) which consists of data reduction, data presentation, and drawing conclusions or verification. In the data reduction stage, all data from interviews and documentation were selected, simplified, and focused on aspects relevant to the research problem. Next, in the data presentation stage, the reduced information is organized into a systematic narrative to facilitate the drawing of conclusions. Finally, the conclusion-drawing stage is conducted by interpreting the patterns found in the data to answer the research question regarding the level of student satisfaction with the management of facilities and infrastructure at FITK UIN Sunan Kalijaga Yogyakarta. To ensure data validity, this study employs source triangulation by comparing interview data with the obtained documentation data.

3. RESULTS AND DISCUSSION

3.1 Results

The first finding of the study concerns the state of facilities and infrastructure management at the Faculty of Tarbiyah and Teacher Training at UIN Sunan Kalijaga Yogyakarta, as perceived by students in their daily academic activities. Based on the results of in-depth interviews and a review of documentation, a number of field findings were identified that illustrate the current state of facilities and infrastructure management. These data are presented in the following table.

Table 1. How Management of facilities and infrastructure at the FITK UIN Sunan Kalijaga

Source	Form	Coding
Student X1 (2026)	Certain learning support facilities need to be addressed and improved, such as projectors, Wi-Fi, and air conditioning in classrooms, which often experience technical issues	Utilization
Student X2 (2026)	Poorly maintained facilities disrupt the learning process	Maintenance
Student X3 (2026)	The facilities are complete, but some of them are damaged, and it will take quite a while to fix those problems.	Maintenance
(Ayu saputri et.al, 2024) <i>jurnal basicedu Vol.8 No.6</i>	Effective management of educational facilities and equipment improves the quality of educational services	Management
(Harini et.al 2024) <i>JIE vol.9 no.1</i>	Effective management of facilities and equipment contributes to improving the quality of learning	Management
(Maharini et.al 2025) <i>Jurnal Riset Rumpun Ilmu Pendidikan vol.4 no.2</i>	WiFi has the lowest satisfaction score and the greatest variation in perceptions among students	Utilization
(Lestari et.al 2023) <i>Dharma Acariya Nusantara vol.1.no.1</i>	The management of facilities and equipment must keep pace with the evolving needs of students	management

The utilization of facilities and infrastructure at the FITK at UIN Sunan Kalijaga Yogyakarta has generally not been optimal, particularly regarding the physical facilities used by

students in their daily academic activities. Student X1 stated that some academic support facilities frequently experience disruptions, indicating that the available facilities cannot be fully utilized by students. This situation directly impacts students' comfort and concentration during classes. Research study (Maharani et al., 2025) found that Wi-Fi connectivity had the lowest satisfaction score among all campus facilities surveyed, with the greatest variation in student perceptions, indicating that the uneven quality of technological facilities is a problem widely felt by college students

The lack of consistent and systematic facility maintenance provides a clear picture of how infrastructure management is carried out at FITK UIN Sunan Kalijaga. Student X2 noted that poorly maintained facilities often disrupt the learning process, while Student X3 added that although the facilities are complete, repairs take a considerable amount of time when damage occurs. Both statements consistently illustrate a maintenance pattern that is more reactive to existing damage rather than preventive in nature. This finding is reinforced by research (Ayusaputri et al., 2024) which confirms that effective management of infrastructure requires regular and planned maintenance, as poorly maintained facilities have a direct impact on the overall quality of educational services.

The management of infrastructure and facilities at the FITK of UIN Sunan Kalijaga as a whole still requires systematic and sustained improvement in order to truly meet the needs of students as the primary users of campus facilities. Observations on the ground indicate that, although the facilities are physically available, there is still significant room for improvement in their management to meet expected standards. These findings are in line with research (Maharani et al., 2025) which confirms that effective facilities and equipment management must be carried out in a planned manner and involve all components of the institution in order to contribute significantly to improving the quality of learning. Meanwhile, research by (Dina Lestari et al., 2023) also emphasizes that high-quality facilities and equipment management must be able to continuously adapt to the evolving needs of students so that the quality of education can continue to improve.

The second finding of this study focuses on the factors that have led to the management of facilities and infrastructure at the FITK at UIN Sunan Kalijaga Yogyakarta not yet fully meeting students' expectations. Based on the results of interviews and document analysis, several factors were identified that collectively contribute to this situation. The data are presented in the following table.

Table 2. Why the management of facilities and Infrastructure at FITK UIN Sunan Kalijaga Has Not Satisfied Student

Source	Form	Coding
Student X4 (2026)	Management remains reactive and unplanned	Maintenance
Student X1 (2026)	Repairs are unsystematic and often impromptu	Equity
Student X3 (2026)	Follow-up on the results of the student satisfaction survey needs to be faster and have a tangible impact	Response
(Bernisa et al, 2024) <i>Jurnal ilmiah Kanderang Tingang vol.15 no.1</i>	The inequality of infrastructure has led to student dissatisfaction	Equity
(Maimunah et al, 2026) <i>JMP-DMT vol.7 no.2</i>	Routine and participatory maintenance effectively addresses facility limitations	Partisipasi
(Ayu saputri et.al, 2024) <i>jurnal basicedu Vol.8 No.6</i>	Routine maintenance is key to successful facility management	Maintenance

Maintenance that has not been fully planned is the primary factor causing the management of facilities and infrastructure at FITK UIN Sunan Kalijaga to still require further attention. Student X4 noted that management remains reactive rather than well-planned, indicating that facility maintenance is typically addressed only after damage occurs, rather than through structured preventive measures. (Ayusaputri et al., 2024) emphasize that regular maintenance is key to successful infrastructure management, as facilities not consistently maintained directly impact the decline in the quality of educational services.

The uneven distribution of attention to building facilities and units at the FITK at UIN Sunan Kalijaga is also a factor contributing to student dissatisfaction. Students in the X1 cohort feel that the approach taken has been uneven and remains ad hoc; this finding indicates the need for clearer standardization in the management of facilities across all units on campus. In line with a study (Bernisa et al., 2024) which found that disparities in the management of facilities and infrastructure at universities have a direct impact on student dissatisfaction with the quality of educational services they receive.

The evaluation and planning of infrastructure are also factors that require attention in efforts to improve overall management. Student X3 stated that the satisfaction survey mechanism currently conducted at the end of each semester needs to be followed by faster follow-up actions that students can tangibly feel. This finding indicates that the issue is not a lack of student input, but rather the institution's insufficient responsiveness to the survey results that have been collected, so students have not yet felt the tangible impact of their participation in the infrastructure evaluation process. Research study (Maimunah et al., 2026) confirms that routine and participatory maintenance has proven effective in addressing facility limitations in educational institutions.

The third finding of the study analyzes the implications of the condition of facilities and infrastructure on enhancing the learning experience and satisfaction of students at the FITK UIN Sunan Kalijaga Yogyakarta. Based on interviews with informants, it was found that the condition of facilities and infrastructure has varying impacts on students' academic processes, while also encouraging constructive feedback from students as the primary users of campus facilities. The data is presented in the following table.

Table 3. What Are The Implications Of Facilities And Infrastructure Management Conditions On Student Satisfacion FITK UIN Sunan Kalijaga Yogyakarta

Source	Form	Coding
Student X1 (2026)	Projectors and the internet make the material easier to understand	Improvements
Student X2 (2026)	Wi-Fi access is difficult to obtain in some classrooms	Challenges
Student X5 (2026)	We hope there will be a clear and transparent infrastructure roadmap	Recommendations
(Febrianti et.al 2019) <i>JP3I vol.8 no.2</i>	Facilities have a significant impact on student satisfaction	Improvements
(Suriani et al 2025) <i>AINET vol.7 no.2</i>	Improvements to campus facilities are needed to increase student satisfaction	Recommendations
(Rozalinda et al 2025) <i>JJEM vol.6 no.1</i>	Good facilities create a conducive learning environment	Challenges

Improved learning quality is a positive outcome experienced by students when facilities and equipment are well-managed and function properly. Student X1 stated that projectors and internet access greatly help make course material easier to understand; this finding indicates that optimally functioning facilities contribute significantly to students' effectiveness and comprehension during the lecture process. In line with research (Febrianti et al., 2019) which

confirms that lecture infrastructure including furniture, equipment, and media collectively has a significant impact on student satisfaction, proving that the quality of available facilities directly contributes to a better learning experience..

Barriers to the learning process are a concern that requires serious attention when facilities and equipment are not managed optimally. Student X2 shared their experience of facing limited network access in several classrooms. This finding indicates that poorly maintained facilities not only create discomfort but also concretely disrupt the academic process, which should otherwise run smoothly. In line with the findings of a study (Surani et al., 2025) which confirms that the management of infrastructure and facilities in higher education institutions has a significant impact on student satisfaction, as careful planning to provide adequate facilities can create a conducive learning environment.

Strategic recommendations from students emerged as constructive insights stemming from their overall experience with the state of infrastructure at FITK UIN Sunan Kalijaga. Students in the X5 cohort expect FITK UIN SUKA to establish a clear and transparent roadmap for infrastructure development that is shared with students; this finding indicates that students not only voice their complaints but also demonstrate a mature understanding of the long-term solutions required. This finding aligns with research (Rozalinda et al., 2025) which states that the university needs to develop and improve existing infrastructure so that student satisfaction can increase significantly.

3.2 Discussion

The first finding of this study indicates that the management of facilities and infrastructure FITK UIN Sunan Kalijaga Yogyakarta, still requires attention and improvement, particularly regarding the utilization and maintenance of tangible components used by students in their daily academic activities. This finding indicates that the main challenge faced is not merely the availability of facilities, but rather the consistency of the maintenance system, which needs to be strengthened so that existing facilities can be utilized to the fullest by students. This situation reflects that the management of facilities and infrastructure at UIN Sunan Kalijaga still has significant room for transformation toward a more structured and scheduled system. Research study (Maharani et al., 2025) found that learning support facilities consistently received the lowest satisfaction scores among all campus facilities surveyed, with the greatest variation in student perceptions, indicating that the uneven quality of technological facilities is a problem widely felt by college students. Thus, this study shows that the management of infrastructure FITK UIN Sunan Kalijaga has not been conducted in accordance with the standards expected by students as the primary users of campus facilities.

The first finding reinforces the argument made from the outset of the study that a management approach that remains reactive and lacks standardization contributes to suboptimal student satisfaction with campus facilities. This finding is consistent with the situation observed at various other universities in Indonesia that face similar challenges.

Research by (Ayusaputri et al., 2024) confirms that effective infrastructure management requires regular and planned maintenance, as poorly maintained facilities directly impact the overall quality of educational services. Therefore, transforming the management system from reactive to proactive is a strategic step that must be prioritized FITK at UIN Sunan Kalijaga to ensure that student satisfaction with campus physical facilities can be sustainably improved.

The second finding of the study reveals that there are three factors that collectively contribute to the suboptimal state of infrastructure management at FITK UIN Sunan Kalijaga: a reactive maintenance system, disparities in attention given to building facilities and individual units, and the institution's suboptimal responsiveness to the survey results collected.

Consequently, students have not yet felt the tangible impact of their participation in the infrastructure evaluation process. These findings indicate that the issues regarding infrastructure management at FITK UIN Sunan Kalijaga are systemic and interrelated: reactive maintenance leads to uneven distribution of facilities, and the institution's suboptimal responsiveness means students have not yet felt the tangible impact of their participation in infrastructure evaluations. Together, these three factors form a pattern requiring a comprehensive improvement approach and cannot be resolved by addressing just one aspect alone. In line with research (Bararah, 2020) the main factors hindering infrastructure management include budget constraints, a lack of participation from some stakeholders, and technical issues in facility maintenance that are not addressed promptly.

The second finding confirms that maintenance, equity, and delays in following up on survey results collectively shape students' satisfaction with infrastructure and facilities, and these three factors cannot be separated from one another in efforts toward continuous improvement. In line with the research (Rossyandah et al., 2024) it is emphasized that the success of infrastructure management is significantly influenced by the participation of all stakeholders and the involvement of facility users in the evaluation and maintenance processes, as without user involvement, existing issues on the ground will not be detected early. This finding also serves as a positive note that UIN Sunan Kalijaga has, in fact, established a mechanism for gathering student feedback through periodic satisfaction surveys. The next strategic step that needs to be strengthened is ensuring that the results of these surveys are followed up in a concrete and measurable manner, so that students can feel that their voices truly form the basis for tangible improvements on the ground. Thus, the reform of infrastructure management at FITK UIN Sunan Kalijaga must be comprehensive, encompassing improvements to the maintenance system, standardization of building facilities, and the simultaneous development of a participatory evaluation mechanism

The third finding of this study reveals that the state of infrastructure management at FITK UIN Sunan Kalijaga has two opposing implications: on the one hand, well-maintained facilities have been shown to tangibly improve the quality of student learning; on the other hand, poorly maintained facilities have been shown to concretely hinder the learning process. This finding demonstrates that infrastructure is not merely a physical complement to the campus but a strategic variable that directly determines the quality of students' daily academic experiences. Furthermore, the emergence of constructive strategic recommendations from students indicates that they are not merely passive complainers but active agents with a mature understanding of solutions and can serve as strategic partners in infrastructure development. These findings align with research (Hasibuan et al., 2022) which found that the mismatch between the condition of infrastructure and facilities and expected standards has the potential to affect learning comfort, the quality of learning, and the overall development of students' potential.

The third finding aligns with the argument that proactive and participatory management of facilities and infrastructure will lead to higher student satisfaction while also creating broader positive implications for the quality of learning at FITK UIN Sunan Kalijaga. The most critical implication that FITK UIN Sunan Kalijaga must address immediately is establishing a facilities management system that is not merely reactive to damage but proactive in planning facility development transparently and involving students as evaluation partners. Research (Hakim et al., 2026) confirms that the implementation of infrastructure management that adheres to educational standards and involves all stakeholders has been proven to significantly and sustainably improve the quality of the learning process. Research (Wandani et al., 2025) also found that limited campus facilities are one of the dominant factors affecting the student learning experience; therefore, the planned and responsive development of infrastructure is a direct investment in the quality of education that cannot be ignored.

4. CONCLUSION

This study successfully identified three key findings that had not previously been specifically examined at the FITK UIN Sunan Kalijaga Yogyakarta. Regarding the management of infrastructure and facilities, it was found that while the availability of physical facilities is quite adequate, the consistency of the maintenance system still requires further improvement so that all tangible components can be optimally utilized by students in their daily academic activities. Regarding the reasons behind this situation, there are three interrelated systemic factors, a maintenance approach that remains largely reactive, a disparity in attention between buildings and units, and the lack of optimal follow-up on the results of periodic satisfaction surveys. In terms of the resulting implications, this situation produces two opposing effects well-functioning facilities have been proven to tangibly enhance students learning effectiveness, while facilities that are not maintained uniformly have the potential to hinder the smooth progress of academic processes. Furthermore, students have demonstrated a mature awareness of potential solutions, expressing the hope that the planned roadmap for infrastructure development be communicated more transparently and that the follow-up evaluation mechanisms be strengthened through participatory processes.

The qualitative approach using a case study design proved effective in providing in-depth and contextually relevant answers to all three research questions. The conceptual framework employed which included the concepts of facilities and infrastructure management and student satisfaction proved relevant in analyzing all research findings. The triangulation of primary and secondary data successfully produced a more comprehensive picture.

This study has several limitations that must be acknowledged. First, the study focuses on a single point in time and is therefore unable to capture the dynamics of changes in management over time. Second, this study relies solely on the students' perspective without incorporating the perspectives of facility managers and institutional leaders. Further research is recommended to integrate the perspective of facility managers, expand the number of informants to ensure greater representativeness, and consider the use of mixed methods so that findings can be statistically verified and narratively deepened.

REFERENCES

- Almarogi, A. M., & Rofvini. (2020). Manajemen Sarana Dan Prasarana Pendidikan Untuk Meningkatkan Mutu Pembelajaran. *Inclusive: Journal Of Special Education*, *Vi*(02), 77–90.
- Anggariani, R. D., & Anisah. (2023). Pemeliharaan Sarana Dan Prasarana Di Smkn 5 Padang. *Journal Of Learning And Educational Development*, *3*(2), 164–170. <https://doi.org/10.58737/Jpled.V3i2.139>
- Ayusaputri, K. G., Musatafa, I. A., Syamsuddin, & Warman. (2024). Pengelolaan Sarana Dan Prasarana Dalam Meningkatkan Kualitas Pelayanan Pendidikan. *Jurnal Basicedu*, *8*(6), 4766–4776.
- Bararah, I. (2020). Pengelolaan Sarana Dan Prasarana Pendidikan Dalam Meningkatkan Kualitas Pembelajaran. *Jurnal Mudarrisuna*, *10*(2), 351–370. <https://jurnal.uui.ac.id/index.php/jes/article/view/4793>
- Bernisa, Norsandi, D., & Wisman, Y. (2024). Pengelolaan Sarana Dan Prasarana Pendidikan Dalam Meningkatkan Kualitas Pendidikan Mahasiswa Fakultas Ilmpengelolaan Sarana Dan Prasarana Pendidikan Dalam Meningkatkan Kualitas Pendidikan Mahasiswa Fakultas Ilmu Sosial Dan Ilmu Politik Universitas Palangk. *Jurnal Ilmiah Kanderang Tingang*, *15*(1), 72–81. <https://doi.org/10.47861/Jdan.V1i1.261>
- Dikson Silitonga. (2024). Manajemen Sarana Dan Prasarana Pendidikan Di Sekolah Menengah

- Kejuruan (Smk) Negeri 3 Jakarta Pusat. *Jurnal Lentera Bisnis*, 13(3), 1962–1980. <https://doi.org/10.34127/Jrlab.V13i3.1250>
- Dina Lestari, Risma Ayu Anjali Pratama, & Silviana Dwi Anggraeni. (2023). Pengelolaan Sarana Dan Prasarana Pendidikan Dalam Meningkatkan Kualitas Pendidikan Mahasiswa Fakultas Ilmu Sosial Universitas Negeri Jakarta. *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa Dan Budaya*, 1(1), 101–113. <https://doi.org/10.47861/Jdan.V1i1.261>
- Febrianti, L., Suratno, & Rizky, M. (2019). Indeks Kepuasan Mahasiswa Pada Sarana Prasarana Kuliah Di Fakultas Keguruan Dan Ilmu Pendidikan Universitas Lambung Mangkurat. *Jp31 :Jurnal Pengukuran Psikologi Dan Pendidikan Indonesia*, 8(2), 118–127.
- Hakim, K., Suyantoro, & Wahyudi, M. F. (2026). Penerapan Manajemen Sarana Prasarana Sebagai Upaya Mencapai Standar Sarana Prasarana Pendidikan Di Sma Kanjeng Sepuh (Smaks) Sedayu Gresik. *Jurnal Kepemimpinan & Pengurusan Sekolah*, 11(1), 236–249.
- Hasibuan, R. K., Hasibuan, S. R., Adila, D., Khairiah, W., Siregar, S. H., Nasution, N. A., & Salim. (2022). Evaluasi Kelayakan Sarana Dan Prasarana Pendidikan Di Upt Sd Negeri 060912 Berdasarkan Standar Nasional Pendidikan. *Bhakti Nagori Jurnal Pengabdian Kepada Masyarakat*, 5(2), 1235–1244. <http://jurnalpendidikan.unisla.ac.id/index.php/reforma/article/view/651>
- Junanda, M. O., & Suryani, L. (2025). Pengaruh Fasilitas Belajar Terhadap Kepuasan Mahasiswa Studi Kasus Di Sekolah Tinggi Ilmu Administrasi Tabalong. *Jurnal.Stiatabalong*, 8(2), 378–390.
- Lutfiyah, Z. (2023). Strategi Manajemen Sarana Dan Prasarana Dalam Meningkatkan Mutu Pembelajaran Dan Prestasi Akademik Siswa Di Ma Bilingual Kota Batu. *Ulul Amri: Jurnal Manajemen Pendidikan Islam*, 2(2), 169–190.
- Maharani, N. Z., Safitri, A. N., Sipayung, I. A., Tambak, S., & Nasution, A. O. (2025). Pendekatan Statistik Deskriptif : Analisis Kepuasan Mahasiswa Terhadap Fasilitas Kampus Universitas Islam Negeri Sumatera Utara Medan , Indonesia Kepuasan Mahasiswa Yang Timbul Setelah Membandingkan Antara Harapan Dan Kenyataan Yang Dirasakan Selama. *Jurnal Riset Rumpun Ilmu Pendidikan*, 4(2), 2025.
- Maimunah, Umurohmi, U., & Zainuri, A. (2026). Manajemen Sarana Prasarana Dalam Mengatasi Keterbatasan Ruang Kelas Di Mis Al-Khairiyah Sinar Banten. *Manajemen Pendidikan Dasar Menengah Dan Tinggi (Jmp-Dmt)*, 7(2), 200–209.
- Merdekawati, A., Azlina, Y., & Wulansari, M. (2024). Kepuasan Mahasiswa Terhadap Mutu Layanan Pendidikan Universitas Bina Sarana Informatika Agustiena. *Jurnal Ekonomi, Bisnis Dan Manajemen*, 11(1).
- Miles, M. B., Huberman, A. M., & Saldana, J. (1994). *Qualitative Data Analysis A Methods Sourcebook* (3 (Ed.)).
- Nofrida, E. R., & Najib, K. H. (2023). Analisis Pengaruh Kualitas Layanan Akademik Terhadap Kepuasan Mahasiswa. *Jurnal Manajemen Pendidikan Dasar, Menengah Dan Tinggi [Jmp-Dmt]*, 4(4), 472–483. <https://doi.org/10.30596/Jmp-Dmt.V4i4.16231>
- Pangestu, M. R., Azis, M. A., & Ali, R. (2025). Manajemen Sarana Dan Prasarana Dalam Mendukung Mutu Layanan Pendidikan. *Jurnal Ilmu Manajemen Dan Pendidikan*, 2(1), 509–513.
- Putri, M., Subiyantoro, & Putri, A. W. (2025). Peran Manajemen Mutu Iso 9001 Dalam Pengelolaan Kualitas Sarana Dan Prasarana Di Universitas Islam Negeri Sunan Kalijaga, Yogyakarta. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10.
- Rossyandah, N. I., Mukarromah, K., Puspitasari, M. A., & Adianti, V. A. (2024). Analisis Pengelolaan Sarana Dan Prasarana Pendidikan Sekolah Dasar Negeri Kesek 1. *Jurnal Media Akademik (Jma)*, 2(12).
- Rozalinda, K., Wisda, R. S., & M.Nurzen.S. (2025). Analisis Kepuasan Mahasiswa Terhadap Ketersediaan Sarana Dan Prasarana Laboratorium. *Jambura Journal Of Education Management*, 6(1), 60–78.

- Saputri, N., Nadiya, & Amelia. (2023). Pengaruh Kinerja Dosen, Kualitas Pelayanan Akademik, Dan Fasilitas Belajar Terhadap Kepuasan Mahasiswa Fakultas Ekonomi Universitas Muhammadiyah Aceh. *Jemsi (Jurnal Ekonomi, Manajemen, Dan Akuntansi)*, 9(5), 2268–2277. <https://doi.org/10.35870/Jemsi.V9i5.1582>
- Suka, L. U. (2024). *Hasil Survei Kepuasan Mahasiswa Uin Sunan Kalijaga Yogyakarta Semester Genap 2023/2024*.
- Surani, Hayati, M. A. ., & Bakti, R. Y. (2025). Analisis Data Kepuasan Mahasiswa Terhadap Sarana Dan Prasarana Dengan Menggunakan Algoritma Naïve Bayes Pada Universitas Muhammadiyah Makassar. *Aunnet: Jurnal Informatika*, 7(2), 59–69.
- Wandani, F., Sulispala, N., Alim, J. A., & Ulya, Z. (2025). Analisis Faktor Penyebab Kurangnya Minat Belajar Mahasiswa Pgsd Di Perguruan Tinggi. *Jurnal Mahasiswa: Jurnal Ilmiah Penalaran Dan Penelitian Mahasiswa*, 7(3), 54–64. <https://doi.org/10.51903/Jurnalmahasiswa.V7i3.1306>