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THE INFLUENCE OF SARPRAS MANAGEMENT ON THE QUALITY OF GRADUATES IN SMPN IN AWANGPONE DISTRICT

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Abstract

This study aims to analyze the influence of facility and infrastructure management on the quality of graduates in public junior high schools. The main underlying problem is that researchers found low quality of graduates in several public junior high schools, which is suspected to be related to the suboptimal management of educational facilities and infrastructure. The research method used is quantitative with an ex post facto approach. The data collection technique was carried out by distributing questionnaires to 80 respondents consisting of principals, teachers, and educational staff in public junior high schools. Data analysis was conducted using a simple linear regression technique to test the influence of facility and infrastructure management on graduate quality. The results showed that facility and infrastructure management had a positive and significant effect on graduate quality with a coefficient of determination (R^2) of 0.625. This means that facility and infrastructure management contributed 62.5% to improving graduate quality, while the rest was influenced by other factors. This finding confirms that the availability, maintenance, and optimal utilization of facilities and infrastructure can improve the quality of educational output. Therefore, facility and infrastructure management needs to be a primary concern for schools in an effort to continuously improve graduate quality.
Keywords: Influence, Facilities and Infrastructure Management, Graduate Quality.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh manajemen sarana dan prasarana terhadap mutu lulusan di SMP Negeri. Permasalahan utama yang melatarbelakangi yaitu peneliti menemukan rendahnya mutu lulusan di beberapa SMP Negeri yang diduga berkaitan dengan pengelolaan sarana dan prasarana pendidikan yang belum optimal. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan ex post facto. Teknik pengumpulan data dilakukan melalui penyebaran kuesioner kepada 80 responden yang terdiri dari kepala sekolah, guru, dan tenaga kependidikan di SMP Negeri. Analisis data dilakukan menggunakan teknik regresi linear sederhana untuk menguji pengaruh manajemen sarana dan prasarana terhadap mutu lulusan. Hasil penelitian menunjukkan bahwa manajemen sarana dan prasarana berpengaruh positif dan signifikan terhadap mutu lulusan dengan nilai koefisien determinasi (R^2) sebesar 0,625. Hal ini berarti bahwa pengelolaan sarana dan prasarana memberikan kontribusi sebesar 62,5% terhadap peningkatan mutu lulusan, sedangkan sisanya dipengaruhi oleh faktor lain. Temuan ini menegaskan bahwa ketersediaan, pemeliharaan, dan pemanfaatan sarana dan prasarana yang optimal dapat meningkatkan kualitas output pendidikan. Oleh karena itu, manajemen sarana dan prasarana perlu menjadi perhatian utama bagi pihak sekolah dalam upaya meningkatkan mutu lulusan secara berkelanjutan.
Kata kunci: Pengaruh, Manajemen Sarana dan Prasarana, Mutu Lulusan.

INTRODUCTION

Education is defined as a process that focuses not only on academic aspects but also encompasses spiritual, moral, and social skills development. This demonstrates that education must be holistic and comprehensive. Relevance and efficiency are crucial in educational management, ensuring that the education provided is relevant to the needs of the times and accessible to all levels of society.

Based on Government Regulation Number 19 of 2005 concerning National Education Standards (SNP), an advanced school is a school that meets at least 8 National Education Standards, namely; (Content standards, Process standards, Graduate competency standards, Educator and education personnel standards, Facilities and infrastructure standards, Management standards, Financing standards, Assessment standards).[1]

Education is the primary foundation for improving the quality of human resources (HR). At the junior high school (SMP) level, schools play a crucial role in building the foundation of students' knowledge, skills, and character. The success of education at this level can be measured by the quality of graduates, which reflects the effectiveness of the teaching and learning process.

The quality of education graduates is greatly influenced by various aspects, such as the curriculum, teaching staff, learning process, and available facilities and infrastructure, including teaching aids and materials.[2] Therefore, infrastructure, teacher competencies, and curriculum need to be adapted to developments and changes in the world of education, so that students can understand the subject matter optimally.

Quality education depends heavily on a quality learning process. The result of quality education is graduates who possess competencies that meet established standards. Furthermore, quality graduates are also characterized by their ability to continue their education to a higher level or work directly in the business and industrial world. Educational institutions play a crucial role in improving graduate quality by considering various factors that can influence the achievement of this quality.

The quality of a school's graduates is not only influenced by the academic abilities acquired through the learning process, but also by the effectiveness of the school's management. In this regard, infrastructure management plays a central role in creating a conducive learning environment and supporting improvements in educational quality.

Observations from several schools revealed a suboptimal graduate quality. This was evident in the number of alumni whose final grades were lower than those achieved by students on the final

[1] Departemen Pendidikan Nasional, "Peraturan Pemerintah Nomor 19 Tahun 2005," *Tentang Standar Nasional Pendidikan*, 2005.

[2] Nur Zain, "Gerakan Menata Mutu Pendidikan Teori & Aplikasi," *Yogyakarta: As-Ruzz Media*, 2017.

summative assessment, a lack of technology skills, and student behavior that was not in line with Pancasila values. This, of course, will impact the quality of education amidst the demands of a modern environment, particularly in continuing education at a higher level.

In the process of creating quality, there are several factors that cause the quality of graduates to not experience an even increase, including the lack of adequate educational facilities and infrastructure accompanied by suboptimal utilization and management.

Facilities and infrastructure in the world of education in Indonesia itself are always accompanied by efforts to improve the quality of education, therefore in Article 45 Paragraph 1 of the National Education System Law Number 20 of 2003 it is explained: "Every formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of physical potential, intellectual intelligence, social, emotional, and psychological of students."[3]

The educational process is inseparable from the crucial role of facilities and infrastructure in supporting its smooth running. The success of learning in schools is influenced by how well, effectively, and efficiently all available facilities and infrastructure are utilized. Management of facilities and infrastructure (sarpras) is a key element in supporting a quality educational process. Facilities include tools and facilities directly used in the learning process, such as classrooms, laboratories, and educational equipment. Meanwhile, infrastructure includes supporting facilities such as school buildings, sports areas, and other infrastructure that support educational activities.

Educational facilities and infrastructure are a very important part of the teaching and learning process.[4] To achieve educational goals, the existence of these facilities and infrastructure should not be neglected, but rather, should be prioritized to ensure their quality and quantity continue to improve in every educational institution. Furthermore, in today's technological era, every educational institution is required to provide facilities and infrastructure that are constantly updated to keep pace with current developments.

The management of facilities and infrastructure has the task of managing and maintaining them so that they have maximum influence on the teaching and learning process.[5] In order to

[3] Republik Indonesia Undang-Undang, "Sistem Pendidikan Nasional," *Semarang: Aneka Ilmu*, 2003.

[4] M. Rizaldi Aznan and Rini Setyaningsih, "Pengaruh Manajemen Sarana Dan Prasarana Terhadap Kualitas Layanan Pembelajaran Di SMAN 1 Kampar," *Jurnal Cerdas Mahasiswa*, no. X (2022): 76–88.

[5] Reinikah Fajarani and Ade Firman Khanafi, "Manajemen Sarana Dan Prasarana Dalam Meningkatkan Proses Pembelajaran Dalam Pendidikan Islam," *Jurnal Pendidikan Indonesia* 2, no. 7 (2021): 1233–41.

improve facilities and infrastructure, it is necessary to provide clear direction to school administrators, both to the principal and other administrators.[6]

Maintenance of educational facilities and infrastructure is an effort to carry out management and organize facilities so that all facilities and infrastructure are always in good condition and ready to be used efficiently and effectively, so that they can support the achievement of educational goals optimally.[7] Supervision in the Qur'an has been confirmed by Allah saying in QS Al-Mujadillah/58: 7

اَلَمْ تَرَ اَنَّ اللّٰهَ يَعْلَمُ مَا فِى السَّمٰوٰتِ وَمَا فِى الْاَرْضِۗ مَا يَكُوْنُ مِنْ نَّجْوٰى ثَلٰثَةٍ اِلَّا هُوَ رَابِعُهُمْ وَلَا خَمْسَةٍ اِلَّا هُوَ سَادِسُهُمْ وَلَآ اَدْنٰى مِنْ ذٰلِكَ وَلَآ اَكْثَرَ اِلَّا هُوَ مَعَهُمْ اَيْنَ مَا كَانُوْاۚ ثُمَّ يُنَبِّئُهُمْ بِمَا عَمِلُوْا يَوْمَ الْقِيٰمَةِۗ اِنَّ اللّٰهَ بِكُلِّ شَيْءٍ عَلِيْمٌ

Translation: “Do you not see that Allah knows whatever is in the heavens and whatever is in the earth? There is no secret conversation between three but He is the fourth, and there are no five but He is the sixth. There are no fewer than that, nor more than that, but He is with them wherever they are. Then He will inform them of what they used to do on the Day of Resurrection. Indeed, Allah is All-Knower of all things.”[8]

Considering the current state of educational institutions in almost all schools in Indonesia, both public and private, they often face complex challenges, particularly related to a lack of infrastructure and human resources, which undoubtedly impacts the teaching and learning process. This requires schools to effectively manage both infrastructure and human resources.

There are several studies that are relevant to this research, including research conducted by Muslimin and Kartiko[9] about the Influence of Facilities and Infrastructure on the Quality of Education at the International Standard Madrasah Nurul Ummah Pacet Mojekorto with the results of the study that there is a significant influence between facilities and infrastructure on the quality of education, the magnitude of the influence of facilities and infrastructure on the quality of education is 36.4%. While the influence of infrastructure on the quality of education is 17.0%. So it is known that the most dominant facility variable influences the quality of education, the results

[6] Tri Adi Muslimin and Ari Kartiko, “Pengaruh Sarana Dan Prasarana Terhadap Mutu Pendidikan Di Madrasah Bertaraf Internasional Nurul Ummah Pacet Mojokerto,” *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2020): 75–87.

[7] Sri Herawati et al., “Manajemen Pemanfaatan Sarana Dan Prasarana Pembelajaran,” *Attractive: Innovative Education Journal* 2, no. 3 (2020): 21–28.

[8] R I Depag, “Al-Qur’an Dan Terjemahannya Departemen Agama Republik Indonesia,” *Semarang: PT Karya Toha Putra*, 2019.

[9] Muslimin and Kartiko, “Pengaruh Sarana Dan Prasarana Terhadap Mutu Pendidikan Di Madrasah Bertaraf Internasional Nurul Ummah Pacet Mojokerto.”

of the determination coefficient test (R2) show that the R Square value is 0.147, this means that the influence of variables X1 and X2 simultaneously on the Y variable is 14.7%.

Similar to the study entitled "The Influence of Human Resource Management and Facilities and Infrastructure Management on the Quality of Education" 2021. The results of the study showed that: 1) there is a significant influence of facilities and infrastructure management on the quality of education by 70.4%; and 2) there is a joint influence of human resource management and facilities and infrastructure management on the quality of education by 76.3% in Public Junior High Schools in Ulaweng District, Bone Regency.[10]

What distinguishes this research from several previous studies is the focus on infrastructure in improving the quality of research education and more specifically on the quality of graduates in Awangpone sub-district, Bone Regency and also the type of research conducted is different from previous researchers.

This research was conducted in all SMPNs in Awangpone District, Bone Regency. Based on the observations made, problems were found regarding limited learning facilities and infrastructure and the results of the observations showed that the problem that occurred was that the quality of graduates was still less than optimal.

Problems with learning facilities and infrastructure can be seen from the lack of availability of learning facilities, learning technology, and learning tools. This can be seen from the number of learning technologies such as LCD projectors which are only 1 so that their use is done alternately, in addition to the availability of computers in the computer laboratory is also limited and sometimes requires students to use 1 computer for 3 students, furthermore the science laboratory equipment is incomplete so that the learning process is less than optimal. Meanwhile, the condition of facilities in the classroom is also less good, it can be seen from the condition of the tables, classroom chairs and bookcases that are mostly damaged so that students feel uncomfortable in learning. On the other hand, problems with facilities and infrastructure also occur in the school administration staff section, namely the lack of usable computer facilities, so that sometimes it hinders the work of staff, especially in providing services to students.

[10] Musdalifah Musdalifah, "Pengaruh Manajemen Sumber Daya Manusia Dan Manajemen Sarana Dan Prasarana Terhadap Mutu Pendidikan," *Nazzama: Journal of Management Education* 1, no. 2 (2022): 135–46.

RESEARCH METHODS

This study uses an ex post facto approach. This research aims to identify possible causes contributing to changes in behavior, symptoms, or phenomena that arise as a result of an event. The reason for choosing an ex post facto study is that this method allows researchers to investigate the cause-and-effect relationships of an event that has already occurred without manipulating variables.

A research approach is a procedure and plan that begins with the hypothesis stage and continues with data collection, analysis, and conclusions. The approaches used in this study consist of two types: a methodological approach and a scientific approach. Methodologically, this study adopts a positivistic approach with quantitative methods because it involves statistical analysis. Meanwhile, the scientific approach chosen is the management approach, because the variables measured are related to the management of facilities and infrastructure, as well as the quality of graduates, which are measured through a research questionnaire.

RESULTS AND DISCUSSION

The research results are based on the data collection and analysis process. This study employed descriptive analysis to describe the actual conditions in several junior high schools in Awangpone District, Bone Regency, while inferential analysis was used to answer the research questions and test the hypotheses.

The purpose of this study was to analyze the influence of infrastructure management and human resource management on the quality of graduates at junior high schools in Awangpone District, Bone Regency. Research data were collected through instruments related to infrastructure management (X) and graduate quality (Y) variables.

The approach used in this study was management-oriented, with variable measurements using a Likert-type questionnaire. After data collection, analysis was conducted using descriptive methods to obtain an overview of each variable. Furthermore, inferential analysis was conducted using Statistical Package for the Social Sciences (SPSS) version 25 software to examine the influence of facility and infrastructure management and human resource management on graduate quality.

Overview of Facilities and Infrastructure Management at Public Middle Schools in Awangpone District, Bone Regency

Facilities and infrastructure management encompasses various aspects aimed at ensuring optimal facility management. This process begins with planning, which includes planning for

movable and immovable assets to ensure the availability of facilities as needed.[11] Next, the procurement stage is carried out as an implementation of the planning that has been prepared, so that the necessary facilities and infrastructure can be obtained appropriately. After procurement, the arrangement stage includes inventory, storage, and maintenance, which aims to ensure that each facility is properly recorded, stored safely, and receives appropriate care to continue to function optimally. The use of facilities and infrastructure should be adjusted to the needs to ensure optimal benefits.[12]

At the usage stage, the aspects of effectiveness and efficiency are the main focus so that facilities and infrastructure can be utilized optimally in accordance with the objectives that have been set.[13] Finally, the deletion stage is carried out to remove or eliminate facilities and infrastructure that are no longer suitable for use from the inventory list, so that asset management can be maintained properly. Based on the results of research conducted at Awangpone District Junior High School, Bone Regency, through a research instrument in the form of a questionnaire filled out by 76 respondents, the research data obtained are presented in the following table.

Table 1

Descriptive Statistics of Facilities and Infrastructure Management (X)

Number of Samples	76
Maximum Score	110
Minimum Score	25
Average (Mean)	98.08
Standard Deviation	15,510
Variance	240,554
Range	85

Source: Processed Primary Data, 2025

Table 1 shows descriptive statistics of the Facilities and Infrastructure Management variable (X1) based on 76 respondents. The results of this study recorded a maximum score of 110 and a minimum score of 25, with a range of values of 85. The average (mean) obtained was 98.08, indicating a general trend in respondents' assessments. The standard deviation of 15.510 and variance of 240.554 illustrate the level of data spread from the average. Furthermore, the analysis of the categorization of facilities and infrastructure management is presented in the following table:

[11] Nusi Nurstalis et al., "Peran Manajemen Sarana Dan Prasarana Dalam Meningkatkan Mutu Pembelajaran Di Smp Islam Cendekia Cianjur," *Jurnal Isema: Islamic Educational Management* 6, no. 1 (2021): 63–76.

[12] Ahmad Safingudin, "Menejemen Sarana Prasarana Dalam Meningkatkan Mutu Lulusan Di Mts Negeri Triwarno Kutowinangun Kebumen," *Cakrawala: Jurnal Kajian Studi Manajemen Pendidikan Islam Dan Studi Sosial* 4, no. 1 (2020): 239–62.

[13] Elin Fadlina et al., "Pengaruh Manajemen Sekolah Terhadap Kinerja Guru Untuk Mewujudkan Capaian Hasil Belajar Siswa (Penelitian Di MTs. Miftahul Falah Dan MTs. Asy Syamsiah Selaawi Garut)," *Khazanah Akademia* 6, no. 02 (2022): 71–79.

Table 2

Categorization of Facilities and Infrastructure Management (X)

Rasarana at State Middle Schools in Awangpone District, Bone Regency

No	Information	Interval	Frequency	Presentation	Categorization
1	$x \leq (\mu - 1{,}0\ \sigma)$	$x \leq 55$	10	12.5%	Low
2	$(\mu - 1{,}0\ \sigma) < x \leq (\mu + 1{,}0\ \sigma)$	56 x ≤ 84<	61	76.25%	Currently
3	$(\mu + 1{,}0\ \sigma) \geq x$	85 ≥ x	9	11.25%	Tall
	Amount		**80**	**100%**	

Source: Processed Primary Data, 2025

Table 2 shows the categorization of Facilities and Infrastructure Management (X1) based on the results of research on 10 samples from all respondents, regarding facilities and infrastructure management in State Middle Schools in Awangpone District, Bone Regency, which is in the low category interval with a presentation of 12.5%.**, 61** The sample of all respondents, regarding the management of facilities and infrastructure in State Junior High Schools in Awangpone District, Bone Regency, is in the Medium category interval with a presentation of 76.25%. And **9** The sample of all respondents, regarding the management of facilities and infrastructure in State Middle Schools in Awangpone District, Bone Regency, is in the high category interval with a percentage of 11.25%.

This distribution shows that most schools in Awangpone District have moderate infrastructure management, as obtained from respondents' responses assessing the conditions that occur in the management of facilities and infrastructure by 76.25% of respondents from all existing respondents. This means that the facilities owned are adequate, but still not all of them support optimal learning. As many as 12.5% of schools are in the low category, which is an important note for local governments and school administrators to improve the provision of facilities and infrastructure, such as classrooms, laboratories, libraries, and technology-based learning media. Around 11.25% of schools have good infrastructure management, which can be used as a model or example in the development of educational facility management for other schools in the same area that need to be improved to achieve more optimal effectiveness.

Based on the above data, it can be concluded that the management of facilities and infrastructure at Awangpone District Junior High School has been running quite well, but remains in the moderate category. This indicates that although the school has implemented various stages in managing educational facilities, there are still aspects that need improvement, particularly in terms of more strategic planning, more equitable procurement, and optimal maintenance.

Overview of Graduate Quality at State Junior High Schools in Awangpone District, Bone Regency

The quality of graduates in this study was evaluated based on three main aspects: the preparation of students to become members of society who are faithful, devoted to God Almighty, and possess noble character. This aspect reflects the importance of character education based on religious values in shaping students' personalities with integrity. This quality reflects the quality and quantity of graduates produced by the school.[14]

Apart from that, the quality of graduates can also be seen from the school's success in instilling character that is in accordance with the values of Pancasila, which include an attitude of mutual cooperation, justice and love of the country. Lastly, growing literacy and numeracy competencies is an important indicator in assessing students' readiness to continue their education to a higher level, including strategies such as increasing teacher competency, additional learning programs, improving facilities and infrastructure.[15] With a balance between spiritual, character, and academic aspects, the quality of graduates is expected to reflect the success of the education system in producing individuals who are not only intellectually superior but also possess strong morals and ethics in social life.

Based on the results of research conducted at SMPN Se-Kecamatan Awangpone, Bone Regency, through a research instrument in the form of a questionnaire filled out by 76 respondents, the research data presented in the following table was obtained.

Table 3

Descriptive Statistics of Graduate Quality (Y)

Number of Samples	76
Maximum Score	65
Minimum Score	14
Average (Mean)	50.62
Standard Deviation	9,771
Variance	95,466
Range	51

Source: Processed Primary Data, 2025

Based on the data in Table 3, descriptive statistics of graduate quality at SMPN Se-Kecamatan Awangpone Kabupaten Bone shows that the number of samples in this study was 76 respondents. The maximum score obtained in measuring graduate quality was 65, while the minimum score was 14, with a difference (range) of 51. The average (mean) of graduate quality

[14] Wira Astuty et al., "Principal's Strategy in Improving the Quality of Graduates at SMA Negeri 1 Batusangkar," *Al-Fikrah: Jurnal Manajemen Pendidikan* 9, no. 2 (2021): 32–44.

[15] Rabial Kanada and Febriyanti Febriyanti, "Strategi Sekolah Dalam Meningkatkan Mutu Lulusan: Usaha Sekolah Bertahan Dalam Persaingan," *El-Idare: Jurnal Manajemen Pendidikan Islam* 8, no. 2 (2022): 23–32.

was at 50.62, which shows the general trend of the data obtained. The standard deviation of 9.771 indicates the level of variation or spread of data from the average value, while the variance of 95.466 indicates the overall spread of the data in this study. Furthermore, the analysis of graduate quality categorization is presented in the following table:

Table 4

Graduate Quality Categorization (Y)

State Junior High Schools in Awangpone District, Bone Regency

Awangpone Bone Regency

No	Information	Interval	Frequency	Presentation	Categorization
1	$x \leq (\mu - 1{,}0\ \sigma)$	$x \leq 46$	8	10%	Low
2	$(\mu - 1{,}0\ \sigma) \leq x < (\mu + 1{,}0\ \sigma)$	47 x < 73<	59	73.75%	Currently
3	$(\mu + 1{,}0\ \sigma) \geq x$	74 ≥ x	13	16.25%	Tall
	Amount		**80**	**100%**	

Source: Processed Primary Data, 2025

Table 4 shows the categorization of graduate quality based on the results of research on Based on the data in the table above, the quality of graduates is divided into several categories, namely: 8 samples from all respondents, regarding the quality of graduates in State Junior High Schools in Awangpone District, Bone Regency are in the low category interval with a presentation of 10%, 59 samples from all respondents, regarding the quality of graduates in State Junior High Schools in Awangpone District, Bone Regency are in the medium category interval with a presentation of 73.75% and 13 samples from all respondents, regarding the quality of graduates in State Junior High Schools in Awangpone District, Bone Regency are in the high category interval with a presentation of 16.25%.

This distribution indicates that the majority of public junior high school graduates in Awangpone District have moderate quality, as 73.75% of respondents rated the condition of infrastructure management as adequate. This indicates that the quality of education in this region is quite good but not yet optimal. The high percentage (16.25%) indicates the potential to produce excellent quality graduates if supported by adequate infrastructure and human resource management. The presence of 10% of graduates in the low category is a particular concern. This could be caused by

inequalities in access to or quality of infrastructure and human resource management between schools.

The Influence of Facilities and Infrastructure Management (X1) on the Quality of Graduates (Y) at SMPN, Awangpone District, Bone Regency

Before conducting a regression test, prerequisite tests are first carried out, including the following:

1. Normality Test

The normality test was conducted to determine whether the residual variables in the regression model follow a normal distribution. The purpose of this normality test is to determine whether the facilities and infrastructure management (X1) and graduate quality (Y) variables are normally distributed or not. Data is said to be normally distributed if the significance value (sig) is greater than $\alpha = 0.05$, while the data is considered not normally distributed if sig $< \alpha = 0.05$. The normality test was conducted using the SPSS version 25 for Windows application. Based on the results of the prerequisite test analysis, the conclusions of the normality test can be seen in the following table.

Table 5

Normality Test of Facilities and Infrastructure Management (X1) on Graduate Quality (Y)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		80
Normal Parametersa,b	Mean	0.0000000
	Standard Deviation	9.97159487
Most Extreme Differences	Absolute	0.063
	Positive	0.061
	Negative	-0.063
Test Statistics		0.063
Asymp. Sig. (2-tailed)		.200c,d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Processed Primary Data, 2025

Based on Table 4.7, the results of the normality test between facility and infrastructure management (X1) and graduate quality (Y) show a significance value of 0.200. If the Asymp. SIg. value is greater than 0.05, it is concluded that the distribution is normal. From the results of the data analysis above, the Asymp. SIg. value is 0.200 > 0.05. Therefore, it can be concluded that the data obtained is normally distributed. The normality test is a statistical test used to test whether the observed data has a normal distribution or not.

2. Linearity Test

The second prerequisite test is the linearity test, which is used to determine whether there is a linear relationship between the independent and dependent variables, either partially or as a whole. The purpose of the linearity test is to determine whether the data follows a linear line pattern or not. This test is applied to evaluate the relationship between facility and infrastructure management (X1) and graduate quality (Y) whether it is linear. The criteria for linearity testing using SPSS version 25 for Windows are if the significance value of deviation from linearity > α, then the relationship formed is considered linear, whereas if the significance value of deviation from

linearity < α, then the relationship is not linear. The results of the linearity test between human resource management and education quality can be seen in the following table.

Table 6

Linearity Test of Facilities and Infrastructure Management (X1) on Graduate Quality (Y)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Graduate Quality (Y) * Infrastructure Management (X1)	Between Groups	(Combined)	2157.746	24	89,906	.917	.581
		Linearity	425,994	1	425,994	4,343	.042
		Deviation from Linearity	1731,751	23	75,294	.768	.752
	Within Groups		5002.189	51	98,082		
	Total		7159.934	75			

Source: Processed Primary Data, 2025

Based on table 4.8, the results of the SPSS version 25 analysis show a linearity test between facility and infrastructure management (X1) and graduate quality (Y). From the ANOVA results, in the "Linearity" row, an F value of 4.343 was obtained with a significance of 0.042. This significance value is smaller than α (0.05), which indicates that the relationship between facility and infrastructure management and graduate quality is linear. Meanwhile, in the "Deviation from Linearity" row, the F value is 0.768 with a significance of 0.752, which is greater than α (0.05), indicating that there is no significant deviation from linearity. Thus, it can be concluded that the relationship between facility and infrastructure management and graduate quality is linear.

3. Multicollinearity Test

The multicollinearity test is a test in a regression model to determine whether there is a relationship between independent variables in the data. Multicollinearity can be identified using the Variance Inflation Factor (VIF) and Tolerance. Data are considered free of multicollinearity if the VIF value is ≤ 10 and the Tolerance value is ≥ 0.1. Conversely, if the VIF value is ≥ 10 and the Tolerance value is ≤ 0.1, then the data shows symptoms of multicollinearity. The results of the multicollinearity test between facility and infrastructure management and education quality can be seen in the following table.

Table 7

Multicollinearity Test of Facilities and Infrastructure Management (X1) on Graduate Quality (Y)

Coefficientsa

Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.991	1,009
	X2	.991	1,009

a. Dependent Variable: Y

Source: Processed Primary Data, 2025

Based on Table 7, the results of the multicollinearity test for the Facilities and Infrastructure Management variable (X1) on Graduate Quality (Y) show that the Tolerance value is 0.991 and the VIF is 1.009. Because the Tolerance value is ≥ 0.1 and the VIF is ≤ 10, it can be concluded that the X1 variable is free from multicollinearity problems, so there is no strong linear relationship with other independent variables in the regression model.

4. Hypothesis Testing

The following presents the results of an analysis of the influence of facility and infrastructure management on graduate quality at junior high schools in Awangpone District, Bone Regency, which was tested using statistical hypotheses with multiple linear regression. This analysis was conducted using SPSS Version 25, and the results are as follows:

Table 8

Test of the Influence of Facilities and Infrastructure Management (X1) on Graduate Quality (Y)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,823	15,294		.512	.611
	Infrastructure Management (X1)	.141	.070	.223	2.012	.048

a. Dependent Variable: Quality of Graduates (Y)

Source: Processed Primary Data, 2025

From the SPSS output above, in table 8, the constant value column is 7.823, and in the Facilities and Infrastructure Management column (X1) it is 0.141, and in the Human Resource

Management column (X2) it is 0.238. So the regression equation is: Y = 7.823 + 0.141(X1) + 0.238(X2). From the analysis results, the significance level (α) is 5% or 0.05. Then, the t-count value in the Facilities and Infrastructure Management column (X1) is 2.012, while the t-table value is 1.666, which means the t-count is greater than the t-table. Furthermore, the significance value in the Facilities and Infrastructure Management column (X1) is 0.048, which is smaller than α 0.05, so it can be concluded that there is a significant influence between facilities and infrastructure management on the quality of graduates.

Based on the results of the regression analysis, the management of facilities and infrastructure (X1) has a significant influence on the quality of graduates (Y). The regression equation obtained is Y = 7.823 + 0.141(X1) + 0.238(X2), which indicates that improvements in the management of facilities and infrastructure contribute positively to the quality of graduates. The t-test shows that the calculated t-value (2.012) is greater than the t-table (1.666), with a significance value of 0.048 which is smaller than 0.05. This indicates that the management of facilities and infrastructure plays an important role in improving the quality of graduates.

Optimal management of facilities and infrastructure plays a crucial role in improving the quality of education. The management process, which encompasses planning, procurement, arrangement, utilization, and disposal, aims to ensure the readiness of facilities to support smooth learning. Schools with adequate facilities and infrastructure can create a conducive learning environment, thereby supporting the effectiveness of the learning process and improving the quality of student education. Therefore, optimizing facility and infrastructure management is a key factor in achieving higher educational standards.[16]

One of the efforts to improve the quality of education is to improve the effective management of educational facilities and infrastructure.[17] The better the facilities and infrastructure a school has, the more optimal the teacher's performance will be, and with good teacher performance, the quality of graduates at the school will increase.[18] Thus, it can be concluded that there is an influence of facility and infrastructure management on the quality of graduates at SMPN in Awangpone District, Bone Regency, so that the first hypothesis is accepted.

[16] Rahayu Oktavia Asy'ari, "Peran Manajemen Sarana Dan Prasarana Dalam Meningkatkn Mutu Pendidikan," *Al-Afkar* 3, no. 01 (2020): 68–79.

[17] Suandi Suandi et al., "Manajemen Sarana dan Prasarana dalam Meningkatkan Mutu Pendidikan di SMK Negeri 1 Sambas," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 7, no. 1 (2024): 1–5.

[18] Nursiwati Nursiwati and Rahmawati Rahmawati, "Pengaruh Sarana dan Prasarana terhadap Kinerja Guru serta Dampaknya pada Mutu Lulusan pada SMP Negeri se-Kecamatan Bandar Laksamana," *Jurnal Menara Ekonomi: Penelitian Dan Kajian Ilmiah Bidang Ekonomi* 10, no. 2 (2024).

CONCLUSION

Management of facilities and infrastructure at SMP Awangpone District, Bone Regency, is generally in the moderate category, of the 76 respondents surveyed, as many as 68 respondents (89.5%) assessed that the management of facilities and infrastructure is in the moderate category ($83 \leq X < 123$). This result reflects that although the management of facilities and infrastructure at the school is already running, there are still aspects that need to be improved to achieve more optimal effectiveness.

Management of facilities and infrastructure (X1) has a significant influence on the quality of graduates (Y). The regression equation obtained is $Y = 7.823 + 0.141(X1) + 0.238(X2)$, which indicates that improvements in management of facilities and infrastructure contribute positively to the quality of graduates. The t-test shows that the calculated t-value (2.012) is greater than the t-table (1.666), with a significance value of 0.048 which is smaller than 0.05. This indicates that management of facilities and infrastructure plays an important role in improving the quality of graduates.

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