

THE INFLUENCE OF EDUCATION FUNDING MANAGEMENT AND LEARNING FACILITIES ON MADRASAH QUALITY

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Abstract :

This study aims to determine how the management of education funding affects the quality of education and the impact of financing, management, and learning environment on the quality of education. This research was conducted on school principals and teachers at MAN 4 Kediri to better understand the quality of schools. The research methodology used is a quantitative approach to uncover the relationship between education financing management, education quality, and the influence of the learning environment on the overall quality of MAN 4 Kediri. Data collection methods include the use of Likert scale-based questionnaires, which are given to all school staff, to measure opinions and attitudes relevant to research variables. Data analysis involves various quantitative techniques. Descriptive analysis is important in providing a comprehensive picture of employee leadership, performance, and productivity through an in-depth evaluation of respondents' scores. From the results of this study, it is concluded that education financing management has a low impact on the quality of schools in MAN 4 Kediri, while learning facilities contribute significantly to school quality. The practical implications of this research can be used as a guide to improve education financing management strategies and learning facilities in MAN 4 Kediri to improve the quality of education. This study makes a significant contribution in understanding the relationship between education financing management, learning facilities, and school quality in MAN 4 Kediri.

Abstrak:

Penelitian ini bertujuan untuk mengetahui bagaimana pengelolaan pendanaan pendidikan memengaruhi kualitas pendidikan dan dampak pembiayaan, manajemen, dan lingkungan belajar terhadap kualitas pendidikan. Penelitian ini dilakukan pada kepala sekolah dan guru di MAN 4 Kediri untuk lebih memahami kualitas sekolah. Metodologi penelitian yang digunakan adalah pendekatan kuantitatif untuk mengungkap hubungan antara manajemen pembiayaan pendidikan, kualitas pendidikan, dan pengaruh lingkungan belajar terhadap kualitas keseluruhan MAN 4 Kediri. Metode pengumpulan data meliputi penggunaan kuesioner berbasis skala Likert, yang diberikan kepada seluruh staf sekolah, untuk mengukur pendapat dan sikap yang relevan dengan variabel-variabel penelitian. Analisis data melibatkan berbagai teknik kuantitatif. Analisis deskriptif penting dalam memberikan gambaran menyeluruh tentang kepemimpinan, kinerja, dan produktivitas karyawan melalui evaluasi mendalam terhadap skor

responden. Dari hasil penelitian ini, disimpulkan bahwa manajemen pembiayaan pendidikan memiliki dampak yang rendah terhadap kualitas sekolah di MAN 4 Kediri, sementara fasilitas pembelajaran berkontribusi secara signifikan terhadap kualitas sekolah. Implikasi praktis dari penelitian ini dapat digunakan sebagai panduan untuk meningkatkan strategi manajemen pembiayaan pendidikan dan fasilitas pembelajaran di MAN 4 Kediri guna meningkatkan kualitas pendidikan. Studi ini memberikan kontribusi yang signifikan dalam memahami hubungan antara manajemen pembiayaan pendidikan, fasilitas pembelajaran, dan kualitas sekolah di MAN 4 Kediri.

INTRODUCTION

The Influence of Education Funding Management and Learning Facilities on Madrasah Quality has emerged as a critical area of study, shedding light on the pivotal role of financial management and learning resources in shaping the quality standards of educational institutions. This research delves into the intricate relationship between effective funding management strategies and the availability of conducive learning facilities, unraveling their combined impact on the overall quality of madrasah education. Understanding these dynamics holds immense significance in fostering educational excellence and providing insights for enhancing the educational landscape.

With the development of the times, the civilization of a nation is largely supported by its education system. In terms of quality of life and process of empowerment, humans today are not much different from humans who lived in the past (Virtanen et al., 2020). It can be seen that the existence of education and the progress of the nation are interrelated and a nation is never separated from the importance of quality education (Shaturaev, 2021). The progress and decline of the civilization of a community group can be predicted from how the education received by the people of that nation (Besley & Peters, 2020).

To obtain quality education can be seen from four angles, namely input, process, output and outcome (Li & Yang, 2021). For quality educational inputs, it can be seen from teachers, students, curriculum, school facilities, and various other aspects in the implementation of quality education (Madani, 2019; Romlah & Latief, 2021; Asiyai, 2022). By having graduates with the necessary competencies, we can ensure high quality educational processes, learning experiences, and educational outcomes (Bdair, 2021). Meanwhile, quality education outcomes or outcomes are having graduates who can integrate with the business or industrial world as well as graduates who can continue their education to a higher level (Atmojo, 2022; Elkhder et al., 2022; Meilan & Mariani, 2023).

Novelty of this research focused solely on the impact of educational funding on school quality, this research expands the scope by not only examining the role of financing management but also incorporating the influence of learning facilities. By investigating how both financial management strategies and learning environments jointly affect educational quality at MAN 4 Kediri, this study pioneers a comprehensive approach to understanding the multifaceted factors contributing to educational outcomes. The unique emphasis on

integrating these two crucial elements in a single study setting provides a novel perspective on the determinants of school quality, offering fresh insights for educational policymakers and administrators seeking effective strategies for school improvement.

This study's aim is to ascertain how education funding is managed, to evaluate educational quality and the impact of educational financing, management, and learning environments on educational quality. This research will be conducted on school principals and teachers at MAN 4 Kediri to better know the quality of the school. The researcher chose the location of MAN 4 Kediri for the research location because it offers a number of characteristics, such as good school facilities with affordable Education Development Contributions (SPP). Due to their interest in doing quantitative study connected to the aforementioned identification, researchers are encouraged to focus on "The Influence of Education Financing Management and Learning Facilities on School Quality at MAN 4 Kediri".

RESEARCH METHOD

The research methodology adopted for this study employed a quantitative approach to delve into the intricate interrelations between education financing management, educational quality, and the influence of learning environments on the overall quality of MAN 4 Kediri (Mohajan, 2020). Conducted at MAN 4 Kediri, located in Krecek Village, Badas District, Kediri Regency, the research unfolded from November 14th to 21st, 2022. The study targeted the school's principals and teachers, totaling 71 individuals, from whom a sample of 40 respondents was chosen through simple random sampling.

Data collection methods comprised a Likert scale-based questionnaire, administered to all school staff, to gauge opinions and attitudes relevant to the study's variables (Kusmaryono et al., 2022). Additionally, face-to-face interviews were conducted using a structured guide to gather comprehensive insights crucial for the research. Documentation was meticulously maintained to outline data sources, collection techniques, and the subsequent analysis methods utilized.

The subsequent data analysis involved an array of quantitative techniques (Nassaji, 2020). Descriptive analysis was pivotal in offering an overarching view of leadership, performance, and employee productivity through an in-depth evaluation of respondent scores. Inferential analysis encompassed validity and reliability tests to establish the credibility and consistency of the measurement instrument employed. The reliability test utilized methods such as test-retest and internal consistency checks. Moreover, the study applied Multiple Linear Regression Analysis to assess the ethical regression and significance of the derived regression equation. Additionally, the T-test and F-test methodologies were employed to scrutinize data anomalies and variant heterogeneity while adhering to the assumption of normal distribution of residual values. The Statistical Package for the Social Sciences (SPSS) software was instrumental in conducting these tests and extracting valuable insights from the analysis.

FINDINGS AND DISCUSSION

Discussion of research results is a study of findings related to answer the research questions. The hypothesis is that, based on the conclusions of the data above, "there is a significant influence between education financing management and learning facilities on the quality of schools in MAN 4 Kediri that can be tested for validity, in the sense that this research is able to determine whether the research hypothesis is true. The following is a detailed description of the study's findings:

Validity Test

The data validity Using the SPSS program, a test is used to determine whether a questionnaire is valid or not for each variable. To state that the questionnaire data is valid or not can refer to the provisions "If $r_{count} \geq r_{table}$ at a significant level of 5% then the result is valid, if calculated $\leq r_{table}$, then the result can be said to be invalid". The results of the validity test that was carried out using SPSS showed that all instruments, financing management, learning facilities and school quality showed $r_{count} \geq r_{table}$.

Table 1. Validity Using the SPSS program

Table 1.2 Validity Test Results					
Question item number	rh	sig	r_{table}	α (0,05)	Description
Variable X1 (Financing Management Education)					
1.	0,803	0,000	0,397	0,05	Valid
2.	0,803	0,000	0,397	0,05	Valid
3.	0,420	0,007	0,397	0,05	Valid
4.	0,439	0,128	0,397	0,05	Valid
5.	0,799	0,000	0,397	0,05	Valid
6.	0,749	0,000	0,397	0,05	Valid
7.	0,860	0,000	0,397	0,05	Valid
8.	0,670	0,000	0,397	0,05	Valid
9.	0,492	0,001	0,397	0,05	Valid
10.	0,803	0,000	0,397	0,05	Valid
Variable X2 (Educational Facilities)					
1.	0,838	0,000	0,397	0,05	Valid
2.	0,838	0,000	0,397	0,05	Valid
3.	0,400	0,011	0,397	0,05	Valid
4.	0,324	0,028	0,397	0,05	Invalid
5.	0,108	0,000	0,397	0,05	Invalid
6.	0,634	0,000	0,397	0,05	Valid
7.	0,658	0,000	0,397	0,05	Valid
8.	0,544	0,005	0,397	0,05	Valid
9.	0,162	0,000	0,397	0,05	Invalid
10.	0,273	0,000	0,397	0,05	Invalid
Variable Y (Quality Schools)					
1.	0,838	0,000	0,397	0,05	Valid
2.	0,838	0,000	0,397	0,05	Valid
3.	0,246	0,011	0,397	0,05	Invalid
4.	0,492	0,028	0,397	0,05	Valid
5.	0,803	0,000	0,397	0,05	Valid
6.	0,634	0,000	0,397	0,05	Valid

7.	0,658	0,000	0,397	0,05	Valid
8.	0,544	0,005	0,397	0,05	Valid
9.	0,439	0,000	0,397	0,05	Valid
10.	0,838	0,000	0,397	0,05	Valid

Data Reliability Test

To determine whether the outcomes are reliable, the data reliability test is utilized. that have been tested are consistent or not. The measurement results are said to be reliable when a measuring instrument is tested up to 2 times and the results are consistent or the same. The results of the Person Correlation Test on the 30 question items contained 5 invalid question items, and 25 valid question items because the significant value was <0.05 . In addition to each question on the variable Funding Management, Learning Facilities and School Quality, it is stated that the value is reliable if the Alpha Cronbach value is > 0.6 .

Tabel 2. Reliability Statistics

Tabel 1. Reliability Statistics

Variabel	Cronbach's Alpha	N of Items
Financing Management (X1)	0,959	10
Learning Facilities (X2)	0,765	6
School Quality (Y)	0,880	9

From the reliability measurement results of the data above, it can be seen that financing management shows a cronbach alpha result of 0.959, learning facilities shows a cronbach alpha result of 0.765 and school quality with a cronbach alpha result of 0.880 and these results show that the Cronbach alpha value is higher than 0.06, which indicates that the variables X1, X2, and Y are dependable, according to this interpretation.

Results of Multiple Linear Analysis

Table 2. Multiple Linear Analysis

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	20,527	7,671		2,676	0,011
Financing Management	0,162	0,132	0,188	1,227	0,228
Learning Facilities	0,438	0,196	0,342	2,236	0,032

a. Dependent Variable: Mutu Sekolah

The results of the table above, we get a linear regression equation that is $Y = 20.527 + 0.162 X_1 + 0.438 X_2$. If one independent variable changes by 1, while the others remain constant, it can be shown that the independent variables (independent) Learning Facilities (X1) and Financing Management (X1) can be

described in the regression model. The change in the independent variable's value is thus equal to the coefficient value (b) of the change in the dependent variable's value, which is the school quality.

Constant (a) of 20,527 provides the knowledge that the magnitude of School Quality (Y) is 20,572 units assuming Simultaneous Funding Management (X1) remains constant. The Quality of School (Y) will increase by 0.162 units if the Financing Management variable (X1) increases by 1 unit, assuming other variables remain constant, if the value of b1, the correlation coefficient of Financing Management (X1), is 0.162, indicating it has a positive influence on the dependent variable (Y).

If the learning facilities variable (X2) increases by 1 unit, then school quality (Y) will increase by 0.438 units, providing other factors stay the same or don't change ($b_2 = 0.438$), indicating that the learning facilities variable (X2) has a positive influence on the dependent variable (Y). Therefore, it is clear that every change in funding management (X1) and learning facilities (X2) will have an impact on school quality (Y).

Uji t (parsial)

The t (partial) test aims to establish whether the independent variable (X) has a partial (self) effect on the dependent variable (Y). T test for basic decision-making: 1. If Sig. 0.05 or t count > t table, then there is a significant link between variable X and variable Y. There is no significant relationship between variable X and variable Y if Sig. > 0.05. It is known that the t table on financing management (X1) is 0.228 indicating a value greater than 0.05 so that there is no partial effect between financing management and learning facilities. while the t value for learning facilities (X2) is 0.032 indicating a value less than 0.05, so the result is that there is an influence between learning facilities and school quality.

Uji F (Simultan)

Table 3. Uji F (Simultan)						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20,057	2	10,029	3,377	.045 ^b
	Residual	106,917	36	2,970		
	Total	126,974	38			
a. Dependent Variable: Mutu Sekolah						
b. Predictors: (Constant), Fasilitas Pembelajaran, Manajemen Pembiayaan						

Based on Table 3 above, it can be inferred that the results of the study using SPSS obtained a significant level of p-value = $0.045 < 0.05$, which suggests that Funding Management (X1) and Learning Facilities (X2) jointly substantial effect on school quality (Y).

Coefficient of Determination (R²)

Table 4. Hasil Koefisien Determinasi (R²)

Tabel. Hasil Koefisien Determinasi (R ²)					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.397 ^a	0,158	0,111	1,723	1,773
a. Predictors: (Constant), Learning Facilities, Funding Management					
b. Dependent Variable: School Quality					

The results of calculations using the help of the SPSS 20 program as in the table above can be seen that the resulting (R) value is 0.397 or 39.7%, meaning that it has a very strong relationship. independent variables: Funding Management (X1) and Learning Facilities (X2) to the independent variable School Quality is 39.7% and the remaining 15.8% is influenced by other variables.

There are conclusions drawn from the research that are relevant to the research's questions and their resolutions. The hypothesis that "there is a significant influence between education financing management and learning facilities on school quality at MAN 4 Kediri" can be tested for validity based on the results of the data management described above, in the sense that this research can determine whether the research hypothesis is true. The following is a detailed description of the debate in this study:

Overview of Education Financing Management at MAN 4 Kediri

Management is a way to achieve the goals that have been set by motivating people to work. Education budget management is defined as the activity of managing educational financial resources, allocating and relying on education money in such a way as to maximize and effectively use funds or money for the provision of high-quality education. (Dr. H. Undang Ruslan Wahyudin, 2021)

Education financing management also includes a number of activities related to financial procurement, financial utilization, to financial accountability in the hope of achieving educational goals effectively and efficiently (Komariah, 2018). Funding Management or a business budget is a form of various plans that may be prepared, although not every plan can be referred to as a budget. (Dwi Astono, 2021)

In this study, it was found that the school principal and treasurer managing education financing at MAN 4 Kediri had a favorable impact on schools' quality (Y). According to the study's findings, there is no partial influence between financing management and learning facilities since the financing management variable (X1) has a value of 0.228, which indicates a value of more than 0.05. then the decision is to accept H_a and H_o is rejected. It can be interpreted that the educational financing management variable has no significant effect on school quality because it is in the low category at intervals of 0.20-0.39. In this case, it proves that based on the three stages of the dimensions

of financing management, namely financial planning, implementation and evaluation, which are classified as low categories.

Based on the results of the indicators that have been studied, the implementation of education financing management at MAN 4 Kediri is in accordance with government regulations. The use of available financing is also in accordance with the plan. As for the funding at this school, there is always a transparent accountability report. For assistance from the government, such as BOS funds, it is used for several things, such as maintenance of facilities and infrastructure, learning activities, madrasa examination activities and other costs in accordance with funding and procedures from the government.

Description of Learning Facilities at MAN 4 Kediri

Learning facilities are all that is needed for the teaching and learning process, both mobile and immovable, are learning facilities with the aim that education can run smoothly, consistently, effectively and efficiently. (Suharsimi Arikunto, 2009)

The results of the research that has been carried out show that the variable 0.032 shows a value less than 0.05, so the results show that there is an influence between learning facilities and school quality. Then the decision is to accept H_a and H_o is rejected. It can be interpreted that the learning facilities variable has a significant effect on school quality because it is in the low category at intervals of 0.20-0.39. Based on these results it can be interpreted in principle, MAN 4 Kediri has been good at managing learning facilities in schools.

Based on the results of the indicators that have been studied, the principle of clarity of responsibility, goal achievement has a score of 0.032 which is in the low category. School management is said to be successful if school facilities are always available and ready to use when needed. In addition, at MAN 4 Kediri the learning facilities are very adequate and always updating and evaluating what is needed by all school members. In addition, the entire school community is also required to take care of or participate in the maintenance of school facilities, both in terms of maintenance and cleanliness. But in fact, there are still several school facilities that need more maintenance.

Overview of School Quality at MAN 4 Kediri

Based on the findings of the study, it is known that the MAN 4 Kediri school's quality has a very favorable impact. Because the value of F_{count} (3.377) > F_{table} (3.240) was greater than the value achieved in this study's results, H_o was rejected at a significant level of 0.05. As a result, it is possible to draw the conclusion from the test findings that at least one factor affecting school funding and facility management simultaneously affects school quality. The coefficient of determination is 39.7% and the remaining 15.8% is another variable that is not discussed in this study. These variables can be in the form of teacher performance, quality of madrasah services and others.

Based on the study's findings, it can be learned that MAN 4 Kediri students learn. has used innovative strategies using technology and facilities provided by the madrasah. This madrasah conducts evaluations which are carried out every month and at the end of the semester.

The Impact of Facility Management and School Funding on Educational Quality in MAN 4 Kediri

According to research findings from MAN 4 Kediri, there is a substantial relationship between management of education financing and learning facilities as a whole on school quality. The amount of the relationship between education financing management and learning facilities as a whole on school quality is 39.7% when it comes to MAN 4 Kediri, and the remaining 15.8% is influenced by variables from other components that are not covered in this study.

How schools manage government money to be able to and are able to finance all educational activities that can assist the attainment of school quality can be considered as an influence of education financing management and learning facilities on the quality of MAN 4 Kediri schools. The two variables of financing management and learning facilities are also based on existing financing management in madrasahs, both of which will be able to improve the quality of schools. In supporting the improvement of school quality, financing management must be considered at each stage as well as learning facilities at each use.

This research makes a significant contribution in deepening the understanding of the correlation between education funding management, learning facilities, and school quality in MAN 4 Kediri. Through the use of quantitative approaches and rigorous statistical analysis, this study explores the complex relationships between these factors in the context of the educational environment. The results of the data validity test show that the instruments used in this study are reliable and valid, giving confidence to the methodology used. Thus, this study contributes in validating relevant research approaches to explore relationships between variables in educational contexts. The main findings of this study highlight the significant correlation between education funding management, learning facilities, and school quality in MAN 4 Kediri. Data analysis shows that there is a strong relationship between fund management, learning facilities, and improving the quality of education. These findings provide a deeper understanding of how these factors influence each other in shaping a quality educational environment. In addition, this study not only identifies relationships between variables, but also provides significant practical implications.

The results of this study can be used as a guideline to improve education funding management strategies and management of learning facilities in MAN 4 Kediri to improve the quality of education. These practical implications have the potential to make a real contribution in improving the effectiveness of educational institutions. Furthermore, this research encourages the importance of innovation in learning by highlighting the use of technology and regular evaluation. It provides practical advice for relevant parties in MAN 4 Kediri to update and improve learning strategies that can help improve the overall quality of education.

Overall, this study not only provides a deeper understanding of the relationship between education funding management, learning facilities, and school quality, but also provides a foundation for concrete steps in improving

education standards in MAN 4 Kediri and possibly also in other educational settings.

CONCLUSION

Based on the results and discussion that the researchers described, it can be concluded that in general the condition of education financing management is identified in the low category of 0.228 because it is in the interval 0.20-0.39. For learning facilities, the variable 0.032 indicates a value less than 0.05, so the result is that there is an influence between learning facilities and school quality. To describe the quality of the MAN 4 Kediri school, it has a positive influence by obtaining an $F_{count} > F_{table}$ value of 3.377, because the F_{count} value (3.377) $> F_{table}$ (3.24), then H_0 is rejected at a significant level of 0.05. The management of educational financing and learning facilities on the quality of schools in MAN 4 Kediri has a very strong influence. The management of financing and learning facilities has a joint effect on improving school quality by 39.7%, meaning that financing management and learning facilities are significantly and simultaneously with school quality. The remaining 15.8%, however, is affected by variables and other elements that were not considered in this study.

In addition to quantitative approaches, researchers can further consider qualitative approaches. In-depth stakeholder interviews, direct observations, or case studies may provide a broader perspective in understanding the practical implications of funding management and learning facilities on the quality of education.

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