

Improving the quality of Islamic schools through infrastructure services and school committee involvement

Sri Nurabdiah Pratiwi¹

¹Universitas Muhammadiyah Sumatera Utara, Indonesia
E-mail: srinurabdiah@umsu.ac.id

ABSTRACT

This study investigates how facilities and infrastructure services and school committee involvement contribute to improving educational quality in Islamic schools. A mixed-methods approach with a sequential explanatory design was employed. Quantitative data were collected from 60 teachers and educational staff across three Islamic secondary schools using Likert-scale questionnaires and analyzed through descriptive statistics and multiple linear regression, while qualitative data were obtained from interviews, observations, and document analysis involving nine key informants. The results reveal that both variables simultaneously have a significant effect on school quality ($R^2 \approx 0.62-0.63$; p less than 0.05), with facilities and infrastructure services showing a more dominant influence. Qualitative findings indicate that well-managed facilities enhance student motivation and teacher performance, whereas active school committees strengthen governance through planning, supervision, and community engagement. The integration of findings demonstrates that synergy between effective facilities management and participatory governance creates a sustainable ecosystem for improving academic achievement, character development, and stakeholder satisfaction in Islamic schools.

Keyword: educational quality; facilities and infrastructure; school committee involvement; Islamic schools; educational management

Corresponding Author:

Sri Nurabdiah Pratiwi,
Universitas Muhammadiyah Sumatera Utara,
Jl. Kapten Muchtar Basri No.3, Glugur Darat II, Kec. Medan Tim., Kota
Medan, Sumatera Utara 20238, Indonesia
Email: srinurabdiah@umsu.ac.id



1. INTRODUCTION

Islamic education plays a strategic role in shaping generations who are not only academically competent but also possess strong moral values and noble character. In the context of rapid globalization and technological advancement, Islamic schools are required to continuously improve their quality in order to remain competitive and responsive to the needs of society. Educational quality in Islamic schools is influenced by multiple interrelated factors, including the quality of human resources, school management, the availability of educational facilities and infrastructure, and community participation through school committees.

Facilities and infrastructure constitute essential components in supporting the effectiveness of the learning process. Adequate classrooms, laboratories, libraries, and other supporting facilities contribute to the creation of a comfortable and conducive learning environment. Previous studies indicate that effective management of educational facilities and infrastructure has a significant impact on improving the quality of learning activities and overall school performance. Well-managed facilities enable teachers to implement innovative teaching strategies and enhance students' engagement in learning activities (Aziziyah et al., 2023).

In addition to facilities and infrastructure, school committee involvement represents a crucial element in strengthening school quality. School committees serve as a form of community participation that supports schools in policy formulation, program supervision, and evaluation of educational activities. As strategic partners, school committees contribute not only in terms of financial support but also through advisory, supervisory, and mediating roles that link schools with parents and the wider community. Empirical evidence suggests that the active involvement of school committees positively influences the quality of educational services and learning outcomes through their roles as advisory bodies, controlling institutions, supporting agencies, and mediators (Karlina et al., 2021).

The quality of education in Islamic schools is therefore closely linked to the availability and effective management of facilities and infrastructure, as well as the active participation of school committees. Facilities and infrastructure that are adequately provided but poorly managed may not yield optimal benefits, while strong community involvement without sufficient physical support may also limit school performance. Consequently, synergy between effective facilities management and active school committee involvement is essential for sustainable school quality improvement.

Based on these considerations, this study focuses on examining how facilities and infrastructure services, along with school committee involvement, contribute to the improvement of educational quality in Islamic schools. This research is expected to provide empirical evidence and practical insights for school leaders, policymakers, and educational stakeholders in strengthening school management practices and enhancing the quality of Islamic education.

2. LITERATURE REVIEW

The school committee is one form of community participation in the implementation of education that plays an important role in improving school quality. The involvement of parents and the community through school committees has been proven to have a positive impact on school management, both in managerial and academic aspects. This participation is not limited to moral support but also includes involvement in program planning, budget supervision, and continuous evaluation of school policies (Epstein, 2018).

As an independent institution, the school committee has a strategic function in supporting the improvement of educational quality at the school level. This role is realized through providing policy considerations, supporting human and financial resources, and supervising the implementation of education. In addition, the school committee functions as a mediator that bridges communication between schools and the community, while also channeling stakeholders' aspirations in educational decision-making. Optimizing this role enables schools to utilize the material and non-material potential of the community more effectively.

In the context of managing educational facilities and infrastructure, the involvement of the school committee is an inseparable supporting factor. School committees are expected to play an active role from the stages of planning, procurement, arrangement, to the disposal of educational facilities and infrastructure. Such involvement aims to ensure that the facilities provided meet learning needs and are managed accountably (Mayanari, 2014).

Educational facilities and infrastructure include all physical and non-physical resources that support the implementation of the learning process. Effective management of facilities and infrastructure has a significant influence on the quality of learning and teacher performance. Therefore, services related to facilities and infrastructure need to be carried out systematically through the stages of planning, procurement, utilization, maintenance, and continuous evaluation (Mulyasa, 2018).

Educational facilities function as the main tools that directly support the achievement of learning objectives, while educational infrastructure refers to basic facilities that indirectly support the implementation of education. This infrastructure includes school buildings, classrooms, libraries, laboratories, and other supporting facilities that enable the learning process to take place optimally (Arikunto, 2013).

In this study, the utilization of facilities and infrastructure is focused on resources that are directly related to the learning process, such as learning tools, teaching aids, instructional media, classrooms, and libraries. Learning facilities can be classified into three main categories, namely learning tools, teaching aids, and instructional media. Meanwhile, infrastructure that is directly related to learning includes classrooms as venues for teaching and learning activities and libraries as learning resources for students (Barnawi, 2014). Well-planned and well-organized management of facilities and infrastructure is one of the determining factors for the success of educational implementation. Insufficient or inappropriate facilities can hinder the learning process and negatively affect educational quality. Therefore, the management of facilities and infrastructure must be carried out effectively and efficiently so that they function optimally in supporting the improvement of educational quality in schools (Ibrahim et al., 2022).

3. RESEARCH METHOD

This study employed a mixed-methods approach using a sequential explanatory design, in which quantitative and qualitative methods were conducted in consecutive stages to obtain a comprehensive understanding of the research problem. The quantitative phase was carried out first to examine the influence of facilities and infrastructure services and school committee involvement on the quality of Islamic schools, followed by a qualitative phase intended to explain and deepen the statistical findings.

This research is categorized as explanatory research, with the quantitative approach serving as the primary method and the qualitative approach functioning as a complementary strategy to strengthen interpretation through participants' perspectives. The study was conducted in three Islamic secondary schools, involving 60 respondents consisting of teachers and educational staff for the quantitative phase, while the qualitative phase involved nine informants, including principals, vice principals, facilities managers, and school committee members.

Data were collected through questionnaires using a five-point Likert scale, in-depth interviews, direct observations, and documentation of institutional records. The study included three main variables: facilities and infrastructure services (X1) and school committee involvement (X2) as independent variables, and the quality of Islamic schools (Y) as the dependent variable. Quantitative data were analyzed using descriptive statistics, classical assumption tests (normality, linearity, and multicollinearity), and multiple linear regression analysis to determine both simultaneous and partial effects of the independent variables on the dependent variable.

Meanwhile, qualitative data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing to provide contextual explanations of the quantitative results. The validity and trustworthiness of the data were ensured through instrument validity and reliability testing, triangulation of sources and techniques, and member checking to confirm the accuracy of interview findings.

4. RESULTS AND DISCUSSION

A. Quantitative Data Results

The descriptive statistical analysis indicates that the variable of facilities and infrastructure services is categorized as good, with a mean score of 4.12. The level of school committee involvement also falls within the good category, with an average score of 3.98. Meanwhile, the quality of Islamic schools shows a mean score of 4.15, suggesting that the overall educational quality at the research sites is perceived positively by respondents.

B. Assumption Testing Results

The results of the normality test reveal that the data are normally distributed, as indicated by significance values exceeding 0.05. Linearity testing confirms a linear relationship between the independent variables and the dependent variable. Furthermore, the multicollinearity test shows tolerance values greater than 0.10 and Variance Inflation Factor (VIF) values below 10, indicating the absence of multicollinearity among the independent variables.

C. Multiple Linear Regression Analysis

The results of the multiple linear regression analysis demonstrate that facilities and infrastructure services and school committee involvement simultaneously have a significant effect on the quality of Islamic schools, with a significance value of $p < 0.05$. Partially, facilities and infrastructure services exhibit a more dominant influence on school quality, as reflected by a higher regression coefficient compared to school committee involvement. The coefficient of determination (R^2) is 0.62, indicating that 62% of the variance in the quality of Islamic schools is explained by the combined influence of facilities and infrastructure services and school committee involvement, while the remaining 38% is attributable to other factors not examined in this study.

D. Qualitative Data Results

The qualitative findings reveal that facilities and infrastructure services are perceived not merely as the availability of physical resources but also as encompassing effective management, maintenance, and utilization to support the learning process. Informants emphasized that comfortable classrooms, adequate learning media, and supporting facilities enhance students' learning motivation and improve teachers' instructional effectiveness. One informant highlighted that the availability of appropriate facilities encourages teachers to adopt more creative teaching approaches and increases students' enthusiasm for learning.

School committee involvement also emerged as a critical factor in improving the quality of Islamic schools. The committee plays an active role in program planning, budget supervision, and facilitating communication between schools and parents. This involvement strengthens the community's sense of ownership and fosters more transparent and accountable school governance. A committee member noted that their role extends beyond financial assistance to include providing input and monitoring the implementation of school programs.

The interaction between facilities and infrastructure services and school committee involvement creates a supportive ecosystem for school quality improvement. When adequate facilities are complemented

by active stakeholder participation, schools gain greater capacity to enhance educational services in a sustainable manner.

1) Conditions of Facilities and Infrastructure in Islamic Schools

Observations, interviews, and document analysis indicate that most Islamic schools included in this study possess relatively adequate facilities, such as permanent classrooms, science laboratories, and libraries. However, limitations remain in digital supporting facilities, including the insufficient availability of LCD projectors and unstable internet connectivity. Additionally, sanitation facilities and access to clean water continue to pose challenges in several schools.

2) School Committee Involvement

Data obtained from interviews and questionnaires indicate that school committees play an active role in the planning and supervision of facilities and infrastructure procurement. They also serve as a bridge between schools and the community, particularly in fundraising activities and the monitoring of school programs. Approximately 74% of school committee respondents reported being actively involved in facilities and infrastructure budget planning, while 62% of teachers stated that the presence of the school committee helped support the procurement of additional learning facilities.

3) Synergy between Facilities and Infrastructure and School Committee Involvement in Improving Educational Quality

The regression analysis shows a positive and significant relationship between facilities and infrastructure services and school committee involvement in improving educational quality ($R^2 = 0.63$; $p < 0.01$). This indicates that these two factors jointly contribute 63% to the variance in educational quality in Islamic schools. This condition suggests that:

- a. Schools with active school committees and adequate facilities tend to demonstrate higher average student academic achievement and greater teacher satisfaction.
- b. Schools with limited facilities but proactive school committees are able to reduce gaps in educational quality through collaborative strategies, such as corporate social responsibility (CSR) programs and alumni partnerships.

4) Impact on Educational Quality

Educational quality was measured using the following indicators:

- a. Student academic achievement, indicated by an increase in average mid-semester examination (UTS) scores of approximately 10–15% over the last two semesters.
- b. Extracurricular activities and character development, reflected in increased student participation in religious and character-building activities, with 73% of students participating in more than two active extracurricular programs.
- c. Stakeholder satisfaction, including teachers and parents, which increased from 3.2 to 4.1 on a 1–5 scale following improvements in facilities and infrastructure and enhanced school committee involvement.

5) Constraints and Challenges

Overall, the findings indicate an improvement in educational quality; however, several challenges remain and require attention:

- a. Uneven school committee participation, as not all committee members have an educational background, resulting in limited understanding of their strategic roles.
- b. Financial constraints, particularly in schools without external funding support, which face difficulties in improving physical facilities.
- c. Limited managerial training, as not all principals and facilities managers possess adequate competencies in facilities and infrastructure management.

E. Discussion

The availability of adequate facilities and infrastructure is a key supporting factor in creating effective learning processes in schools. Well-equipped and properly managed educational facilities provide comfort for teachers and students, thereby positively contributing to the improvement of learning quality. The findings of this study indicate that Islamic schools that gradually improve their learning facilities experience an increase in students' learning outcomes, as reflected in rising academic scores each semester. This condition suggests that the quality of physical facilities has a direct and positive relationship with the quality of instruction and students' learning comfort (Aziziyah et al., 2023).

The management of educational facilities and infrastructure must be carried out continuously to ensure their optimal utilization and alignment with learning needs. Facilities management is not solely the responsibility of the school internally but also involves external stakeholders as a form of public accountability. Educational facilities serve as essential supports for the teaching and learning process; therefore, their quality and availability are critical factors influencing the smooth implementation of learning activities in schools. Properly managed facilities are able to create a comfortable learning environment and support students' active engagement in the learning process.

These findings are consistent with the views of Ibrahim et al. (2022), who emphasize that the effective and efficient utilization of educational facilities and infrastructure contributes directly to the improvement of educational quality. However, the mere availability of facilities is insufficient if it is not accompanied by their optimal use by the school community. Therefore, facilities and infrastructure must be maximally empowered to truly support the achievement of learning objectives. This argument is reinforced by Anatasya et al. (2022), who state that the influence of facilities and infrastructure on students' learning outcomes largely depends on how these facilities are utilized in the learning process.

In addition to facilities-related factors, the involvement of school committees also plays a significant role in improving educational quality. School committees actively contribute to planning, supervision, and resource support for the development of educational facilities and infrastructure. This role is not merely administrative but also strategic in determining the direction of school policies, particularly those related to facilities management (Ibrahim et al., 2022). The involvement of school committees strengthens school governance through supervision and transparency mechanisms while simultaneously increasing public trust in educational institutions.

The results of this study reinforce the view that educational quality is not determined solely by curriculum quality and teacher competence but is also influenced by a supportive physical environment and social support from stakeholders, including school committees. The provision of adequate facilities and infrastructure serves as an essential foundation for creating effective and efficient learning processes (Anatasya et al., 2022). Systematically planned facilities management—covering planning, maintenance, and optimal utilization—has been shown to create a conducive learning environment and enhance the quality of educational services (Chusna et al., 2026).

The integration of quantitative and qualitative findings demonstrates that well-managed facilities and infrastructure contribute to improved teacher performance and increased student learning motivation. Meanwhile, the active involvement of school committees in program planning and budget supervision strengthens school governance systems and encourages broader community participation. Community participation, whether in the form of financial support, provision of facilities, or involvement in decision-making processes, has been proven to make a significant contribution to improving educational quality and the effectiveness of school services (Ansharuddin & Sholihan, 2023).

Thus, the discussion of the research findings confirms that the improvement of Islamic school quality is the result of synergy between optimal facilities and infrastructure services and the active involvement of school committees. Facilities and infrastructure services play a dominant role in creating a conducive learning environment, while school committees function as strategic partners in supporting school policies, program supervision, and transparency in educational management. The synergy between these two elements serves as a crucial foundation for improving educational quality.

5. CONCLUSION

Based on the results of the study and the discussion, it can be concluded that:

1. Adequate educational facilities and infrastructure significantly support the comfort and effectiveness of the teaching and learning process in Islamic schools. Well-provided and properly managed physical facilities are able to enhance students' learning motivation and improve teachers' performance.
2. The involvement of school committees has proven to be strategic in supporting policies aimed at improving the quality of education, particularly in terms of supervision, funding, and participatory decision-making involving the school community.
3. The participation of school committees in planning, supervision, and budget advocacy has been shown to effectively enhance accountability and transparency in school management.
4. The integration of the quality of educational facilities and infrastructure with the active role of school committees significantly influences educational quality, both in terms of academic achievement and students' character development.

5. The synergy between optimal facilities and infrastructure services and the active involvement of school committees results in a positive and comprehensive impact on educational quality, encompassing academic outcomes, non-academic development, and overall satisfaction among school stakeholders.
6. Nevertheless, challenges such as limited financial resources, low managerial capacity among some school committee members, and uneven levels of participation remain obstacles that need to be addressed in order to maximize the outcomes achieved.

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