

Model For Improving Student Learning Outcomes Based on Facilities, Infrastructure, And Teacher Performance at MA Minhajut Tholabah

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ABSTRACT

Learning achievement is not only determined by students' individual abilities, but also strongly influenced by the availability of adequate educational facilities infrastructure, as well as optimal teacher performance. MA Minhajut Tholabah, an Islamic boarding school-based educational institution located in Purbalingga Regency, faces several challenges, especially related to limited learning facilities and the need to improve teacher professionalism. These conditions highlight the importance of research that examines models for improving student learning outcomes based on facilities, infrastructure, and teacher performance at MA Minhajut Tholabah. This study employs a qualitative approach with a descriptive method. Data were collected through observations, interviews, and documentation involving the head of the madrasah, teachers, and students as the main informants. Data analysis was conducted through data reduction, data presentation, and drawing conclusions, supported by triangulation techniques to ensure data validity. The research focuses on identifying the condition and management of facilities and infrastructure, as well as analyzing the role of teacher performance in enhancing student learning outcomes. The findings indicate that facilities and infrastructure at MA Minhajut Tholabah remain limited, particularly laboratories and library resources. Nevertheless, these limitations can be addressed through effective management and support from the school and committee. Teacher performance plays a significant role in improving student motivation and achievement, especially through varied teaching strategies and character development. The study concludes that strengthening infrastructure management and continuously improving teacher performance are essential to achieving better learning outcomes, supported by government and community involvement.

KEYWORDS *learning outcomes, infrastructure, teacher performance, MA Minhajut Tholabah*



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INTRODUCTION

Education plays a very important role in creating outstanding students and can also be expected to produce Human Resources (HR) who can continue development activities properly and sustainably (Foo, 2013; Mahesh et al., 2024; Talan & Tyagi, 2020; Zaakiyyah, 2024). One of the quality Human Resources (HR) can be produced from education. The high quality of human resources is expected to play an active role in the development activities of a country, so that development activities can run well and evenly. Improving human resources is the most important step that must be taken in the world of education.

The success or not of the world of education in creating quality and potential human resources, one of which is influenced by the quality of education through the guidance and direction of students so that they become human beings with noble character and are able to develop well according to their abilities and talents that exist in students. In addition, facilities and infrastructure are also very influential in the success of education in student learning. With

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good facilities and infrastructure, students learn comfortably to produce good learning outcomes as well. The quality of student learning will be good if it is supported by adequate facilities and infrastructure.

The learning process experienced by students at school causes changes in knowledge, understanding, intelligence, attitude values and skills. These changes are reflected in student learning outcomes. In addition, assessments are necessary to determine learning outcomes. Learning outcomes are usually assessed through measurement. With the help of evaluation of learning outcomes, teachers, students, and those who follow the educational process can determine goals.

The learning process experienced by students at school gradually brings changes in knowledge, attitudes and skills (OECD, 2018; Hattie, 2019). These ch

anges are reflected in student achievement, for example in the assessment of learning outcomes for teachers, students and people involved in the educational process (Black & Wiliam, 2018). Performance assessment related to learning outcomes uses several types of assessments, one of which is formative assessment (Bennett, 2017). According to Azwar, formative assessment is an assessment that is carried out to find out the extent of student progress in the learning program (Azwar, 2017). According to Azwar in 1996 in this case, the results obtained from the assessment are used as feedback for learning progress to improve the teaching and learning process, (Shute & Rahimi, 2021) Therefore, not all students experience learning disabilities (Heritage, 2020). However, there are obstacles in the form of infrastructure (UNESCO, 2019).

Educational facilities are facilities and materials that are used directly and support the educational process, especially in the teaching and learning process, such as buildings, classrooms, desks and chairs, as well as teaching aids and media (UNESCO, 2019; Hattie, 2018). Meanwhile, infrastructure is an indirect tool to achieve educational goals, such as places or places, madrasah buildings, sports fields, money and so on (OECD, 2020). So educational infrastructure is all basic completeness devices that indirectly support the implementation of processes in education (Earthman, 2017; Leung & Fung, 2021; Barrett et al., 2019; World Bank, 2022).

Madrasah Aliyah (MA) is a secondary level of formal education in Indonesia, equivalent to a high school (SMA) where its management is carried out by the Ministry of Religion. Just like high school, madrasah aliyah education has a three-year study period, starting from grade 10/X to grade 12/XII.

Madrasah Aliyah provides education in four departments, including: Natural Sciences, Social Sciences, Religious Sciences, and Languages. The curriculum used by Madrasah Aliyah is the same as the high school curriculum, it's just that the Supreme Court has more Islamic Religious Education content, such as Fiqih, Faith, Morals, Al-Quran, Hadith, Arabic, and Islamic Cultural History.

Based on the results of observations within MA Minhajut Tholabah, it was obtained that the performance of teachers at MA Minhajut Tholabah was in accordance with their respective main tasks, but there were still several obstacles that made the performance of each teacher at MA Minhajut Tholabah not run optimally. Where in the school environment there is still a lack of attention to the comfort of the teaching and learning environment, such as the lack of classrooms that are sufficient to accommodate the number of existing students, the lack of

complete school facilities such as laboratories, the lack of a library room that is easily accessible to all students, and several others.

From this, it can be concluded that learning infrastructure is a means that supports teaching and learning, both directly and indirectly. Therefore, the purpose of this study is to identify the types of school infrastructure facilities that have a strong influence on student learning outcomes in the form of prayer rooms, teaching materials, classroom facilities, and indicators of library conditions.

One of the important components in a school includes the quality of the school by paying attention to its facilities and infrastructure. Such a school building with good conditions will make students feel comfortable and excited in learning according to (Mujamil Qomar, 2007). This is in accordance with Khairani's opinion which states that learning facilities are media that can fully support learning outcomes, lack or absence of direct learning facilities that can create conditions for students to be lazy to learn. Overcoming this will require additional at-home learning for these students to achieve maximum learning outcomes. The achievement of student learning outcomes is inseparable from the factors that affect learning itself.

Educational facilities and infrastructure are one of the main and important supporting components for the implementation of the learning process. Qomar (2007) revealed that the absence of educational facilities in the educational process will result in failure in the educational process. This is something that must be avoided by all parties involved in the world of education.

Some good goals about the existence of facilities and infrastructure must also be balanced by good governance or management, so that all facilities can be used optimally in the educational process. From a government perspective, the management of educational facilities and infrastructure has at least seven activities, namely: 1) Planning, conducting needs analysis, establishing the principles of procurement and utilization. 2) Procurement, providing the need for facilities and infrastructure in accordance with the results of needs analysis. 3) Distribution, preparation of barang allocation, recipient of goods and delivery of goods. 4) Inventory, record, and code all facilities. 5) Use, effectiveness and efficiency of use. 6) Maintenance, ensuring the safety of the entire facility through a pattern of care and maintenance. 7) Removal and restructuring of the function of goods and facilities.

According to article 8 of Government Regulation number 19 of 2005, 'Standard facilities and infrastructure including learning rooms, sports facilities, places of worship, libraries, laboratories, playgrounds, creative and creative places, and other learning resources are needed to support the learning process, including the use of information and communication technology.

The characteristics of each student are different and have a different spirit of learning in each student. When characteristics change, one of the solutions to overcome this is the right learning method that can increase students' enthusiasm for learning. One of the characters that is formed with the right learning method is the independent character of students. Learning independence is learning in a person to achieve a specific goal that requires individual action.

In this case, student learning independence is an activity that does not depend on others, namely. Students have independent learning initiatives and can take responsibility for their own work. Students with good self-efficacy in learning can claim that they are serious in learning

so that the student can complete the study assignment to achieve the best results. As explained above, learning independence is important because it is in line with learning outcomes.

Education is needed to realize quality human resources, so that the country becomes advanced. Schools, as educational providers, one of the benchmarks for their success is teacher performance. Performance is a real behavior that teachers produce in accordance with their roles in their professional duties. With good performance, teachers can create quality learning so that the learning outcomes of students and students increase. Teachers in the learning process in the classroom are seen as able to play an important role, especially in helping students to build a positive brush in learning, arouse curiosity, encourage independence and accuracy of intellectual logic, and create conditions for success in learning.

The performance of a teacher that is expected at this time is in accordance with the mandate of Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers is more directed to the profession of work or activities that require expertise, proficiency or proficiency that meets quality standards, or certain norms so that it requires professional education. That way, government policy in terms of meeting the level of professionalism of teachers who are experts in their fields must get expertise or what is called the legality of teacher certification Whether teacher performance is good or not can be seen from the actions of teachers in carrying out the competencies that a teacher must have and his academic qualifications. Performance in this case is the result of real work shown by the individual. The quality of education is inseparable from the condition of teachers as one of the elements of education providers. If the teacher's performance is good, of course, it will have an impact on students' learning outcomes which will continue to improve.

Effective and efficient employee performance can meet organizational satisfaction if carried out on time. According to Mangkunegara in (Nurdin, 2021) stated that performance is the result of work in terms of quality and quantity achieved by employees in carrying out their duties in accordance with the responsibilities given to them. Sedarmayanti in (Anggita, 2017) performance is the result of the work of an employee, a management process or an organization, where the results of the work must be shown concrete and measurable evidence (compared to predetermined standards).

Performance is the result of work that can be achieved by a person or a group of people in an organization both quantitatively and qualitatively, in accordance with the authority and duties of their respective responsibilities, in an effort to achieve the goals of the organization in question legally, not against the law and in accordance with the morals or ethics of Moeheryono in (Sualang, 2020).

The school quality assurance process identifies aspects of achievement and improvement priorities, provides data as the basis for planning and decision-making, and helps build a culture of sustainable quality improvement. The achievement of quality of education for primary and secondary education is assessed based on eight National Education Standards (SNP) from the National Education Standards Agency (BSNP). Four important things need to be done in guaranteeing and improving the quality of education for primary and secondary education in Indonesia, namely: (1) Assessment of the quality of education, (2) Analysis and reporting of the quality of education, (3) Quality improvement referring to the National Education Standards, and (4) Growth of a culture of continuous quality improvement.

One of the aspects in the development of the guaranteed system, including improving the quality of education, is the Madrasah Self-Evaluation (EDM) to foster a culture of sustainable quality improvement at MA MINHAJUT THOLABAH. EDM is carried out by each Madrasah as a need to improve the performance and quality of Madrasah in a sustainable manner. EDM is an internal evaluation mechanism carried out by the head of the Madrasah together with educators or teachers, the Madrasah committee, parents, with the help of supervisors. The results of the Madrasah Self-Evaluation are used as material to prepare Madrasah development programs and reports to the Youth and Sports Education Office on the Madrasah achievements for further development.

The EDM report was prepared to follow up on the findings obtained through the Madrasah Self-Evaluation (EDM) instrument by referring to eight SNPs, namely Content Standards, Process Standards, Graduate Competency Standards, Educator and Education Personnel Standards, Facilities and Infrastructure Standards, Financing Standards, Management Standards, and Assessment Standards. The details of the Madrasah Self-Evaluation instrument are focused on the most essential aspects of Madrasah life, namely the conditions related to the quality of teaching and learning services.

The system of assurance and improvement of the quality of primary and secondary education in Indonesia operates under an education and government management that delegates most of the responsibility for its implementation to provincial, district/city governments, private education providers (educational foundations) and educational units (Madrasah). Therefore, it is believed that the success of educational innovation efforts is highly determined by the commitment, professionalism, cooperation, and collaboration of all education stakeholders.

Maximum results can be obtained by a person through a process called learning. Learning is a process of behavior change because of interaction with the environment caused by experiences that occur repeatedly and are relatively fixed and have a nature that leaves a lasting impression. Student learning outcomes are obtained from the results of tests conducted by teachers. Student learning outcomes are shown by scores or numbers that show the value of several subjects that describe the abilities and knowledge gained by students.

The results of this test are used to measure the high and low learning outcomes of students achieved. The high or low learning outcomes of students also depend on teacher performance and student learning motivation. Teacher performance is the result of work achieved by a teacher in carrying out the assigned tasks which is based on skills, experience, and seriousness. The more experience a teacher has, the easier it will be to understand the character of the students he will teach and make it easier for the teacher to determine the method to be used in the learning process.

This research focuses on the influence of facilities and infrastructure on student learning outcomes at MA Minhajut Tholabah, Bukateja District. The main problem faced is the lack of support for facilities and infrastructure in supporting learning activities. This study aims to describe the condition and management of facilities and infrastructure, analyze teacher performance in improving learning outcomes, and see its effect on student achievement. Theoretically, this research is expected to enrich the study of education administration, while practically it can provide a real picture of the importance of facilities, infrastructure, and teacher

performance as a supporting factor for learning success and become a reference for future research.

METHOD

This study used a qualitative approach to describe in depth the management of facilities and infrastructure in improving the quality of educational services and student learning achievement at MA Minhajut Tholabah, Purbalingga City. The location of the research was Jl. Al Ikhlas, Kembangan Village, Bukateja District, Purbalingga Regency, which was chosen because this school does not have adequate facilities but still excels in academic and non-academic fields. The research subjects include school principals, deputy heads of facilities and infrastructure, teachers, and students who were selected purposively.

Data was collected through interviews, observations, and documentation with human (informant) and non-human (documents, photographs, notes) data sources. Interviews were conducted in a structured and non-structured manner to obtain in-depth information, observations were used to understand phenomena in the field, and documentation to support the validity of the data. Data analysis is carried out through three stages, namely data reduction to filter and select important information, presentation of data in the form of concise and clear narrative text, and conclusion or verification to obtain valid results and answer the formulation of research problems.

RESULT AND DISCUSSION

General Description of Research Locations

MA Minhajut Tholabah was established as part of the development of formal education based on pesantren by the Minhajut Tholabah Islamic Boarding School Foundation. This foundation has been established since the 1980s under the care of KH. Anwar Idris and developed into one of the centers of Islamic education that is quite influential in the Purbalingga Regency area. Departing from the need to provide an upper secondary education that integrates the national curriculum with Islamic values, MA Minhajut Tholabah was established in the early 2000s.

This madrasah was designed from the beginning as an educational institution that not only focuses on academic aspects, but also strengthens the religious character, discipline, and independence of students through the boarding school system (pesantren-based). In its development, MA Minhajut Tholabah has managed to attract the interest of the wider community, not only from the Bukateja area and its surroundings, but also from outside the region, thanks to the integrated education approach developed. By continuing to innovate and expand the network, MA Minhajut Tholabah is currently one of the leading private madrasas in Purbalingga Regency that consistently produces competent graduates both academically and spiritually.

Madrasah Aliyah (MA) Minhajut Tholabah is one of the private Islamic secondary education institutions located on Jalan Al-Ikhlas Lawigede, Kembangan Village, Bukateja District, Purbalingga Regency, Central Java Province. This MA is under the auspices of the Minhajut Tholabah Islamic Boarding School Foundation which is known as a pesantren-based educational institution that has long contributed to producing a young generation with knowledge and noble character. Its strategic location in the southern region of Purbalingga

Regency makes this madrasah easy to reach by the surrounding community, as well as being in a religious social environment and conducive to educational activities.

Institutionally, MA Minhajut Tholabah has been accredited A (excellent) by the National Accreditation Board for Schools/Madrasah (BAN-S/M), showing that the implementation of education in this madrasah has met national standards in terms of management, curriculum, infrastructure, and learning process. This madrasah has a total of 451 students, consisting of 155 male students and 296 female students, which are divided into 18 study groups. To support the teaching and learning process, MA Minhajut Tholabah is supported by 40 educators and 6 education staff, with a composition of 3 people with civil servant status and 43 non-civil servants.

The current head of MA Minhajut Tholabah is Waryadi, M.Si, an educator who is known to have a high commitment to the development of the quality of madrasahs based on Islamic values and technological advances. In the structure of the foundation, this institution is led by KH. Ma'ruf Salim, S.Pd.I (who is familiarly called Gus Salim) as the General Chairman of the Minhajut Tholabah Islamic Boarding School Foundation. He and the foundation's board of directors also supervise and direct all educational units under the auspices of the institution, including MA, MTs, TPA, and the Tahfidz Al-Qur'an unit for boys and girls.

In supporting the learning process and self-development activities of students, MA Minhajut Tholabah is equipped with various adequate facilities. Among them are representative classrooms, computer and science laboratories, libraries, multimedia rooms, student council rooms, and worship facilities such as mosques and Islamic boarding school halls. For students who participate in the pesantren program, there is also a clean and comfortable male and female dormitory. In addition, sports facilities such as volleyball courts, futsal, and facilities for scouting activities are also available as a form of support for the development of students' character and physique.

This madrasah is also active in organizing various extracurricular activities and fostering students' talent interests. Some of the excellent activities that are routinely carried out include: robotics, scouting, tahfidz Al-Qur'an, the art of reading the Qur'an (recitation), hadroh, student journalism, and sports. The MA Minhajut Tholabah robotics team has even made proud achievements at the international level, such as winning a bronze medal in the 2023 International Youth Robot Competition (IYRC) in South Korea and the Asian Junior Robotic Cup in Malaysia. In addition, the MA scout team also won the overall champion in the 2024 Java-Bali level Scouting Competition.

With the vision of becoming a madrasah that excels in science and morals, and is able to compete at the global level, MA Minhajut Tholabah continues to develop various excellent programs in academic, religious, and extracurricular activities. Collaboration between teachers, foundations, parents, and the surrounding community is an important foundation in supporting the sustainability and progress of this madrasah in the future.

The vision of MA Minhajut Tholabah is to become a research-based science madrasah that is globally competitive and grounded in strong moral values. To realize this vision, MA Minhajut Tholabah carries out a comprehensive mission by organizing international-quality science learning through innovative and student-centered approaches such as Problem-Based Learning and Project-Based Learning, while fostering participatory, active, creative, effective, innovative, productive, and challenging learning environments.

The madrasah is also committed to developing students' research skills at every level through structured research activities, enhancing English language proficiency through TOEFL-oriented skill development, and strengthening students' ability to read and understand Islamic religious texts. In addition, MA Minhajut Tholabah emphasizes mastery of worship skills, the cultivation of independence, innovation, literacy, a love of learning, humanistic values, and leadership, as well as the implementation of madrasah-based management integrated with pesantren excellence to support holistic and sustainable educational development.

How are the Conditions of Facilities and Infrastructure at MA Minhajut Thollabah in Supporting the Learning Process

The management of school facilities and infrastructure will develop if all work has been well planned and carried out very well, because in this case the better and more mature in planning and implementation, the less chance of failure will occur. After conducting research and interviews at MA Minhajut Tholabah, it can be seen that the principal attaches great importance to the development of facilities and infrastructure, especially on the effectiveness of facilities and infrastructure that will be used in the next semester. This can be seen how the principal plans and decides what things will be developed to meet the facilities and infrastructure that teachers will use in teaching and learning activities. The principal explained: "The procurement of infrastructure is based on real in the field, so that the procurement of facilities and infrastructure needs is based on the input of each teacher, so we accommodate teachers. What is the need for teachers from the smallest for example in that class, I need for this learning medium, I need paper, I need a marker, I need anything. (Interview, 08 July 2025)

As for buildings, classrooms, labs or sports fields, it is included in long-term planning, yes, there is a 4-year plan, so when planning such as buildings or others, we have planned far in advance. Because in making the building alone, we need planning for at least 2 or 3 years to make a budget for the new building. So the process is fixed, and the plan can be read When students have exceeded their existing capacity, they do not have to wait for a report from the teacher," said the principal.

To continue to improve and develop the management of facilities and infrastructure, MA Minhajut Tholabah has made several programs and formed careful planning so that students can get comfortable facilities. This was made clear by the principal: "The teachers have been given a form to fill the needs needed in KBM either for one semester or even one year in the future from each existing subject, and it is in accordance with the needs of each available map. Because the needs of each subject teacher are different from one teacher to another.

All the needs that the teacher has filled in the form are selected again by the planning team according to the most urgent needs of the teacher and regarding their functions. Sometimes if you include the needs filled by the teacher without choosing the needs, it becomes unused. Our orientation is educational learning, so what will be fulfilled is the means that support learning activities". (Interview, 08 July 2025)

This was also explained by the deputy head of facilities and infrastructure who explained that in planning the field of facilities and infrastructure: 'The process of evaluating the needs of facilities and infrastructure in madrasahs is carried out periodically. Evaluations are carried out at least twice in one year, namely at the end of the school year and in the middle of the year

(first semester). This evaluation covers all aspects of learning, including the need for facilities that support the teaching and learning process.

The planning of these needs is sourced directly from the input of each teacher. Teachers are asked to convey in detail what is needed in classroom learning activities, ranging from simple stationery such as paper and markers, to other learning media. All of these needs data are then collected and become the basis for the preparation of madrasah facilities and infrastructure planning.

All input from the teachers was then brought into the planning team's forum. This team consists of leadership elements such as the deputy head of the madrasah, the treasurer, and other related parties. In the forum, all proposals were discussed and studied thoroughly to be included in the madrasah activity plan and budget" (Interview, July 08, 2025)

Apart from the deputy head of facilities and infrastructure, the same thing was also explained by one of the teachers who teaches at MA Minhajut Tholabah, he explained that: "I think every teacher in this madrasah has maximized the existing facilities because indeed the facilities here are we who propose to see the lack of facilities in the Supreme Court. So every facility here complements the lack of teachers in implementing kbm." (Interview, 08 July 2025)

From the series of interviews, it can be seen that the principal at MA Minhajut Tholabah is very serious in planning the facilities and infrastructure used to support teaching and learning activities that occur in madrasahs. In addition, the principal also carefully planned the program to be implemented.

The first stage in planning facilities and infrastructure begins with observation of the needs of students and teachers as well as the school environment. Then after observing what needs teachers need in teaching and learning activities, the principal also does not forget to invite direct discussions or ask teachers directly what they need in supporting teaching and learning activities. After that, the principal also conveyed the shortcomings that occurred in teaching and learning activities to the waka and his staff. This problem will then be conveyed during semester meetings or even monthly meetings attended by teachers, student staff. At this stage, the principal will prioritize the interests or shortcomings related to teaching activities.

From the various findings of the interview results above, it can be concluded that, or planning, begins with problems that occur from teachers, then is met at monthly work meetings or semester meetings. In that meeting, the principal and the deputy head of school prepared short-term and long-term work programs to complete the facilities and infrastructure that will support teaching and learning activities. After that, there is a madrasah self-evaluation meeting (EDM) which is held once every 1 year to review and recap the needs or evaluate the needs of the next 1 year. Without a planned program, it is certain that all parts will easily lose their way.

After interviews with school principals, teachers, and waka sarpras, it can be seen that MA Minhajut Tholabah has a planned facilities and infrastructure management system based on real needs in the field. The principal explained that all needs are submitted by teachers based on observations in the classroom, then selected by the planning team before being submitted to the meeting and adjusted to the budget. Planning of facilities and infrastructure is carried out transparently with priority on learning needs. Teachers feel engaged and basic learning needs are met, from simple learning media (such as markers and paper) to long-term planning for new buildings.

According to Bafadal (2008), the management of educational facilities must be based on real needs and the participation of all stakeholders, so that the facilities can support the learning process. This is in line with the findings at the Supreme Court Minhajut Tholabah. Damayanti's research (2018) also shows that complete facilities and planning involving teachers will have a positive impact on learning effectiveness. Therefore, it can be concluded that the condition of facilities and infrastructure at MA Minhajut Tholabah is able to support the learning process well.

Planning of facilities and infrastructure at MA Minhajut Tholabah is carried out systematically and based on the real needs submitted by teachers. Each proposal is selected by the planning team and prioritized according to its urgency and function, before being discussed in a work meeting. Short-term planning focuses on learning facilities, while long-term includes large infrastructure such as buildings. Teacher involvement and budget transparency are the keys to achieving effective means to support learning.

The findings at MA Minhajut Tholabah show that the planning of infrastructure facilities is based on the real needs of teachers, selected by the planning team, and discussed in a working meeting before being adjusted to the budget. This finding is in line with the opinion of Bafadal (2008) who emphasized that the management of educational facilities must involve all stakeholders and be based on real needs to effectively support learning.

In addition, Damayanti's research (2018) revealed that planning facilities that directly involve teachers will increase learning effectiveness. Data from the planning document of MA Minhajut Tholabah (Madrasah Work Plan and Budget) also strengthens the results of the interview, where there is a priority list of learning facilities and long-term development plans that have been determined. From the exposure of the data of the findings above, the researcher can provide conclusions about the steps of the work program in developing the needs of facilities and infrastructure including several criteria.

1. How to Manage Facilities and Infrastructure as well as Teacher Performance in Improving Student Learning Outcomes at MA Minhajut Thollabah

MA Minhajut Tholabah is a madrasah that prioritizes quality service to students and teachers. The service emphasizes maximum service to teaching and learning activities. In connection with this, the Supreme Court must always supervise the facilities and infrastructure in schools. One way to supervise it is by routine evaluation from the school to teachers in maintaining existing facilities and infrastructure.

This was explained by the head of the facilities and infrastructure department in his interview: Similar to planning time, at the end of the school year or also at the end of the semester it is a place for us to discuss to evaluate what are the needs and shortcomings. Those involved are teachers, committees, foundations and waka."

His statement was also corroborated by a statement from the principal who stated: "If it is for large equipment or such as a building, it is the responsibility of the school management. As for equipment related to the subject teacher, it is the responsibility of each subject teacher. Some are the responsibility of school management and there are also the responsibility of teachers who manage, use."

The replacement of facilities and infrastructure is adjusted to existing needs, so every teacher who proposes and is held from the school must be responsible for what has been

provided by the school, if the available equipment is damaged because it is often used, it is the responsibility of the school management to replace it, it is different if the equipment provided or the existing facilities and infrastructure are lost, then the responsible teacher is obliged to replace it". (Interview, 08 July 2025)

The purpose of holding annual meetings, semesters and even weekly meetings is to find out what needs teachers need in carrying out teaching and learning activities so that they run optimally, build a sense of kinship and also what programs have been carried out to share opinions on problems that occur. This also serves as an encouragement to work in building a better madrassa.

According to Qomar (2007), periodic evaluation of educational facilities is very important to maintain relevance and efficiency in their use. This evaluation also improves management accountability. Yamin (2020) also emphasized the importance of monitoring and evaluation in infrastructure management as part of improving school quality. At MA Minhajut Tholabah, this evaluation also has a positive impact on improving teacher performance because their needs are well facilitated.

Interviews with school principals and waka sarpras show that the evaluation of the needs of infrastructure facilities is carried out regularly, at least twice a year. This process involves teachers, planning teams, committees, and foundations. Teachers are responsible for the learning facilities used, while large facilities are the responsibility of management.

Evaluations are carried out routinely at least twice a year, involving teachers, committees, foundations, and management teams. This evaluation aims to review the condition of the facilities, adjust the needs, and ensure that the facilities are used optimally. Maintenance responsibilities are shared between the school management and the user teachers. This evaluation mechanism maintains the relevance, efficiency, and sustainability of the facilities, while increasing management accountability.

Routine evaluations at MA Minhajut Tholabah are carried out at least twice a year by involving teachers, committees, foundations, and management teams. The results of the evaluation are used to maintain, repair, or replace facilities as needed. This is in line with Qomar (2007) who stated that periodic evaluation of educational facilities maintains the relevance and efficiency of their use.

Yamin (2020) also emphasized that monitoring and evaluation in infrastructure management play an important role in improving the quality of schools. Documentary evidence in the form of semester meeting minutes and a follow-up list of the results of the facility evaluation at MA Minhajut Tholabah corroborates this finding, showing that there is a clear division of responsibility between the school management and the teachers who use the facility.

From the results of the interview above, it can be concluded that in the evaluation of the management of school facilities and infrastructure, the aim is to find out the extent of the implementation or utilization of facilities and infrastructure that have been carried out by the principal by continuing to monitor either orally, written reports, or also being able to see firsthand the events that occur in the field. The results of these findings will be followed up directly according to needs and funds.

How does teacher performance affect student learning outcomes at MA Minhajut Tholabah

After fulfilling or completing the suggestions and infrastructure at school, the next is the actions or ways of teachers in utilizing the facilities and infrastructure that have been provided by the school management in supporting teaching and learning activities. Educational facilities and infrastructure are one of the important resources in supporting the learning process in schools. According to Martin (2016), the success of education programs in schools is greatly influenced by the condition of educational facilities and infrastructure owned by schools and the optimization of management and utilization.

According to Siti Aisyah, teacher performance is the result achieved by teachers in carrying out the tasks assigned to them, in the form of evaluation, skills, then experience and seriousness as well as the use of time. Teacher performance itself is the result of work or work achievements achieved by a teacher based on his or her ability to manage learning activities from opening the lesson to closing the lesson. Teacher performance is the most determining factor in the quality of learning. Thus, improving the quality of education, the quality of teacher performance needs to receive the main attention in policy setting.

Teacher performance is not only shown by the results of work, but teacher performance can also be shown from how many competencies required to be met. As stated in the regulation of the Minister of Education of the Republic of Indonesia nomo 16 of 2007 concerning academic qualification standards and teacher competencies. This is also in line with what the principal said "In my opinion, the principal's job is not to assess, the main task of the principal is to coach, support, and help teachers. In this realm, if we as a school principal conduct an assessment, what happens is blaming or blaming individuals, the goal is to help them to improve their competence or improve performance. That's what I do as a principal." (Interview, 08 July 2025)

In line with the program from the principal, teachers at MA Minhajut Tholabah are helped by what the principal does every morning. According to the teachers in the Madrasah, this is their own motivation for teachers in carrying out their obligations in teaching and learning activities. It was also conveyed by one of the teachers who said the following:

'With the program of the principal who every morning asks or consults about what is the obstacle when teaching, it is a wrong motivation for teachers in madrasahs, it is because the principal also understands what problems are happening in teaching and learning activities. As a result, we teachers in carrying out our duties become more enthusiastic without any demands in teaching" (Interview, 08 July 2025)

The explanation also strengthens the explanation of teachers in madrasahs on how to overcome obstacles that exist in madrasahs during teaching and learning activities, because if there are teachers who experience obstacles from the principal, they also find ways to overcome them. This is also made clear in the results of the interview: 'Because of that, we teachers also feel helped when there are problems in the classroom, we in addition to our fellow teachers as well as the principal are involved in finding the best solution in solving the existing problems. With that, it increases our confidence in teaching in the classroom" (Interview, 08 July 2025)

Apart from the problems that occur, teachers at the Supreme Court also do not miss to make lesson plans or teaching materials for reference in teaching and learning activities. The purpose of making the lesson plan is as a reference for teachers to provide what material will

be taught to students in each semester and even every week. This is in line with what the teacher said:

'In teaching, we must adjust to the lesson plan that we make before the start of the new semester. Because it is a reference for us to teach in the next semester. In addition to being a reference for teaching, it is also a benchmark to which we convey material to students in class, whether it is in accordance with the lesson plan we make or can even straighten out what material if something is wrong or deviates from the learning reference" (Interview, July 08, 2025)

In addition to compiling lesson plans and delivering materials in one semester, teachers are also required to provide whatever needs are needed to teach in the next semester. Of course, these needs are adjusted to the lesson plan that has been made by teachers at the beginning of the semester. It is explained: 'To provide the necessary teaching materials, just like in the procurement of facilities and infrastructure at the beginning of the year. At the turn of the semester, after knowing what lesson plans or materials will be taught, we teachers just need to write down what we need for teaching and learning activities. After that, we convey it to the principal or team or also during the semester meeting. At this time, we convey what we need, there we also convey what is needed, what items must be corrected, or the amount of teaching materials that have been exhausted. So when the learning activities have started, the teaching materials we need are already available.'" (Interview, 08 July 2025)

Furthermore, the teachers conducted several tests, such as daily tests, mid-term tests, and end-of-semester exams. This is done to measure how much the students have achieved in understanding the material being taught. In addition to holding regular exams, students also get several achievements regarding academic and non-academic competitions. The results can be known by the various achievements of the students who can win the competition. It is explained: "To find out the learning outcomes of students, we measure them with the learning outcomes summarized in the report card. As for each material, we usually use daily repetitions that are carried out every time after completing the material taught. It can be a benchmark for students' success in learning. In addition, it can also be known from some of the successes of students in participating in various kinds of competitions." (Interview, 08 July 2025)

From the performance obtained by the students, teacher performance can be said to be maximum in teaching and learning activities. In relation to the existing achievements, there are a few learning methods that are different from the surrounding schools. MA Minhajut Thollabah has a fairly significant difference in teaching, because MA implements focused learning that makes students more focused on existing subjects.

The focused learning, like the example of the MTK subject, is taught for a period of 3 weeks. During that time, students were only taught about all the materials in mtk for one semester without any other schedule. Or it can be that one subject is covered for 3 weeks. This is explained by the teacher: "For learning hours at MA, we are a little different from other schools. Because here we use a system of one learning is completed within 2 to 3 weeks, so during the specified time students only focus on one subject. So, students are focused on exploring the material presented. If before entering the semester exam, students are given a few days to review with their teacher." (Interview, 08 July 2025)

The results of the interviews showed that teachers at MA Minhajut Tholabah made optimal use of the facilities, made structured lesson plans, and evaluated student learning

through exams, exams, and end-of-semester assessments. The daily program of the principal who accompanies the teacher also provides additional motivation. In addition, MA Minhajut Tholabah students show quite high academic and non-academic achievements.

In addition, teachers have high performance because they are supported by a positive work environment, available facilities, and supportive leadership of the principal. Teachers are also active in adapting learning to the needs of students.

This is in line with the opinion of Mulyasa (2013), teacher performance is influenced by environmental factors, management support, and availability of facilities. Teachers who receive support will be more optimal in teaching and have an impact on improving student learning outcomes.

The same thing was stated by a study by Bakti (2021) that also proves that teacher performance directly affects student achievement. The findings at MA Minhajut Tholabah are in line with the research, because teacher performance is directly proportional to student learning achievement.

Teachers at MA Minhajut Tholabah show optimal performance through effective use of facilities, preparation of structured lesson plans, and routine learning evaluations. The support of the principal who actively fosters and helps teachers improve motivation and teaching quality. High teacher performance has a direct impact on students' academic and non-academic achievements, as well as strengthens a focused and directed learning process.

The results of the study showed that teachers made optimal use of the facilities, prepared structured lesson plans, evaluated learning, and received support from school principal coaching. This condition is in accordance with the opinion of Mulyasa (2013) who states that teacher performance is influenced by the work environment, management support, and availability of facilities.

In addition, Bakti's research (2021) proves that teacher performance is directly proportional to student achievement. Data on learning outcomes of MA Minhajut Tholabah students (report cards, exam scores, and competition achievements) support that high teacher performance contributes to students' academic and non-academic achievements. The learning system focuses on each subject over a period of time as well as deepening students' understanding of the material.

CONCLUSION

At MA Minhajut Tholabah, research reveals that facilities and infrastructure are generally sufficient to support teaching and learning, despite limitations in laboratory and library resources, with management conducted systematically via needs assessments, internal meetings, and shared maintenance by teachers and cleaners. Teachers maximize these resources through diverse methods and a conducive atmosphere, boosted by the madrasah head's inspiring leadership, significantly enhancing student motivation, academic, and non-academic outcomes. This synergy between effective infrastructure management and quality teacher performance drives educational quality improvements, which should be sustained via ongoing training and stakeholder support. For future research, a longitudinal study could track the long-term impact of targeted infrastructure upgrades (e.g., labs and libraries) combined with teacher professional development programs on student outcomes across multiple madrasahs, using mixed methods to include qualitative stakeholder interviews.

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