



## International Journal of Education, Social Studies,

## And Management (IJESSM)

e-ISSN : 2775-4154

Volume 5, Issue 3, October 2025

The International Journal of Education, Social Studies, and Management (IJESSM) is published 3 times a year (**February, Juny, October**).

**Focus** : Education, Social, Economy, Management, and Culture.

**LINK** : <http://lppipublishing.com/index.php/ijessm>

# Development of Facilities and Infrastructure in the Management of Islamic Boarding School Jauharul Falah al-Islami, Kumpeh Ulu, Muaro Jambi Regency

Dian Anggraini<sup>1</sup>, Rusmini<sup>2</sup>, Yusria<sup>3</sup>

<sup>1,2,3</sup> UIN Sultan Thaha Saifuddin Jambi, Indonesia

## ABSTRACT

The focus of this research is to basically describe and discover the concept of Islamic boarding school management based on the development of facilities and infrastructure in the management of the Jauharul Falah Al-Islami Islamic boarding school in Sungai Terap Kumpeh Ulu Muaro Jambi. A significant problem is that no guidelines have been created to regulate the implementation of programs related to Islamic boarding school facilities and infrastructure. The descriptive-analytical approach in this research took three phases, namely: explanation of theory, description of facts in the field, analysis of the suitability between theory and practice. Data collection techniques use observation, interviews and documentation. Data analysis uses the Miles and Huberman model and data validity techniques use data triangulation. The research found that the development of facilities and infrastructure in the management of the Jauharul Falah Al-Islami Islamic Boarding School in Sungai Terap Kumpeh Ulu Muaro Jambi, starting from planning as the initial foundation and as an important point in determining the success or failure of a program, organization, implementation and supervision as a support for planning has not optimally followed modern management principles. This can be seen from the fact that there are no planning documents that are factually easy to access. The results of this research are the impact of the development of facilities and infrastructure on the quality of Islamic boarding school management, improvements and additions to facilities increase learning comfort, learning effectiveness, administrative efficiency, as well as the positive image of Islamic boarding schools in the eyes of the community, which has an impact on increasing the number of new student registrants.

## ARTICLE INFO

### Article history:

Received  
10 October 2025  
Revised  
15 November 2025  
Accepted  
29 December 2025

### Keywords

Corresponding  
Author : 

Management, Development, Islamic Boarding Schools, Infrastructure

[diananggraini2016@gmail.com](mailto:diananggraini2016@gmail.com)

## INTRODUCTION

The success of educational implementation is largely determined by the quality of facilities and infrastructure management as an integral component of educational management. Such management encompasses curriculum,

students, financing, human resources, as well as facilities and infrastructure, all of which are interrelated in achieving the objectives of educational institutions, including Islamic boarding school as Islamic educational institutions deeply rooted in Indonesian society (Azmi et al., 2022).

From the perspective of Islamic education, Islamic boarding school function not only as educational institutions but also as centers of da'wah and moral development of the Muslim community. Islam, as a religion of da'wah, positions education as a strategic means for disseminating the values of *rahmatan lil 'alamin* (Hakim, 2025). Therefore, the availability of facilities and infrastructure in Islamic boarding school education holds strategic significance, not only in supporting the teaching and learning process but also as a medium for disseminating Islamic values (Ikhwan & Yuniana, 2022).

The development of Islamic boarding school facilities and infrastructure constitutes a managerial process that includes needs analysis, procurement, distribution, maintenance, inventory management, and sustainable utilization. Professional and well-planned management aims to ensure the effectiveness and efficiency of the educational process (Anshori et al., 2022). This perspective is consistent with Islamic management concepts *idārah* and *tadbīr* which emphasize orderliness, planning, and accountability, as articulated by classical Islamic scholars such as Imam al-Ghazali in *Iḥyā' 'Ulūm al-Dīn* (Zaini et al., 2024).

Studies on Islamic boarding school management and the management of facilities and infrastructure have been widely conducted; however, most previous research has predominantly focused on educational policy, curriculum development, or the leadership role of the kiai. In contrast, discussions on the development of dormitory facilities and infrastructure as the central living space for students have tended to remain general and descriptive (Rahtikawati et al., 2021; Suhaili et al., 2025; Yaqin, 2012). Studies that specifically integrate Islamic boarding school management approaches with empirical conditions and the actual needs of students remain relatively limited.

Nevertheless, empirical realities indicate that not all Islamic boarding school are able to meet these ideal standards. Various studies and preliminary observations suggest persistent limitations in facilities and infrastructure, both in terms of availability and management. This condition is also evident at Islamic boarding school Jauharul Falah Al-Islami, Sungai Terap, Kumpeh Ulu, Muaro Jambi Regency, where the utilization of educational facilities particularly dormitory facilities has not yet been fully optimized.

Dormitories, as the central living spaces for students, play a vital role in supporting character development and the effectiveness of the learning process.

Limitations in room capacity, sanitation facilities, access to clean water, ventilation, lighting, as well as inadequately planned management and maintenance systems, negatively affect students' comfort and quality of life. These challenges are further exacerbated by limited financial resources and minimal stakeholder support, underscoring the need for sustained attention and systematic planning in dormitory development.

Therefore, this study offers a novel contribution by comprehensively examining the development of Islamic boarding school dormitory facilities and infrastructure through a managerial analysis grounded in Islamic values and empirical realities. Focusing on Islamic boarding school Jauharul Falah Al-Islami, Sungai Terap, Kumpeh Ulu, Muaro Jambi Regency, this research is expected not only to address gaps in the academic literature on Islamic boarding school management but also to provide conceptual and practical contributions toward more effective, sustainable, and context-sensitive dormitory facilities management.

## RESEARCH METHODE

This study employs a qualitative approach to examine the development of facilities and infrastructure management at Islamic boarding school Jauharul Falah Al-Islami, Sungai Terap, Kumpeh Ulu, Muaro Jambi Regency. This approach was selected because it enables an in-depth understanding of social realities, managerial practices, and the contextual conditions of the Islamic boarding school within its natural setting, particularly with regard to the planning, utilization, and development of the female dormitory.

The research population comprises all parties involved in the management and utilization of the Islamic boarding school facilities and infrastructure. Informants were selected through purposive sampling based on their roles, knowledge, and level of involvement in facilities and infrastructure management. Key informants included the Islamic boarding school leader (*kiai*), management personnel, teachers, dormitory administrators, and female students residing in the dormitory. This sampling technique was considered appropriate for obtaining relevant, in-depth, and goal-oriented data.

Data were collected through non-participant observation, in-depth semi-structured interviews, and document analysis. Observations focused on the physical condition, utilization patterns, and maintenance of facilities and infrastructure, particularly dormitories, sanitation systems, ventilation, and supporting facilities. Interviews were conducted flexibly using an interview guide to explore participants' experiences, perceptions, and managerial strategies related to facilities and infrastructure management. Documentation

included internal policies, facilities inventories, and other archival records relevant to planning and managing Islamic boarding school facilities.

Data analysis followed an interactive qualitative analysis model consisting of data reduction, data display, and conclusion drawing. Data credibility was ensured through source and technique triangulation, as well as member checking by confirming key findings with informants. This study is limited to a single Islamic boarding school context and focuses on the management of female dormitory facilities and infrastructure; therefore, the findings are not intended for statistical generalization but aim to provide analytical insights transferable to similar Islamic boarding school contexts.

## **RESULT AND DISCUSSION**

### **Strategy for the Development of Facilities and Infrastructure in Islamic Boarding Schools**

The development of facilities and infrastructure constitutes a fundamental aspect of Islamic boarding school management, as it directly affects students' comfort, health, and the effectiveness of learning activities. The availability of adequate facilities not only supports academic and religious activities but also contributes to the creation of a conducive social environment. Therefore, Islamic boarding school leaders and management boards bear strategic responsibility for designing and implementing sustainable facilities and infrastructure development.

The student dormitory at Islamic boarding school Jauharul Falah, Sungai Terap, Kumpeh Ulu District, plays a vital role in students' daily lives, serving as a space for rest, evening study, discipline formation, and social interaction. The quality and comfort of the dormitory significantly influence learning productivity, disciplinary attitudes, and students' overall well-being. Consequently, dormitory development constitutes an integral component of the Islamic boarding school overall management strategy.

This study focuses its findings on three main indicators of dormitory development strategy: (1) development planning, (2) development implementation, and (3) evaluation and maintenance. Data were collected through in-depth interviews with Islamic boarding school leaders, facilities and infrastructure managers, senior teachers, dormitory supervisors, students' parents, and students.

First, dormitory development planning. Development planning at Islamic boarding school Jauharul Falah is conducted systematically and based on actual needs. At the beginning of each academic year, Islamic boarding school leaders routinely conduct surveys of the dormitory's physical condition, including the

condition of roofs, floors, ventilation systems, and room capacity in response to increasing student enrollment. These field findings are documented and used as the basis for renovation plans or the construction of new rooms, with the aim not only of increasing spatial capacity but also of improving the comfort and habitability of student accommodation (Interview, Leadership, 12 July 2025).

This planning process involves senior teachers, dormitory supervisors, and the facilities and infrastructure unit to ensure that all students' needs, including support for evening study activities, are adequately accommodated. Each development plan is accompanied by a cost estimation covering construction materials and room furnishings, such as mattresses, wardrobes, and study desks (Interview with the Facilities and Infrastructure Officer, 12 July 2025). Priority setting is conducted in stages, beginning with the repair of severely damaged rooms, followed by the construction of additional rooms, and subsequently the improvement of supporting facilities.

Furthermore, input from teachers and dormitory supervisors enriches the planning process, particularly with regard to ventilation, lighting, room layout, and the social implications for students' discipline. Students' aspirations are also considered an important factor in determining development priorities, especially in relation to learning comfort and room safety (Interview with Students, 12 July 2025). Accordingly, the dormitory development planning can be characterized as participatory, transparent, and oriented toward students' actual needs.

Second, the implementation of dormitory development. The implementation of dormitory development is carried out in a phased manner and adapted to financial constraints. The Islamic boarding school leadership emphasized that the renovation of existing rooms is prioritized to ensure their immediate usability for students, while the construction of new rooms is undertaken in accordance with available budgets. The use of high-quality construction materials is a major consideration to ensure safety and long-term durability. Meanwhile, construction activities are generally scheduled during students' holiday periods to avoid disruption to learning activities (Interview with the Leader, 12 July 2025).

Funding for dormitory development is sourced from multiple stakeholders, including the foundation, donors, alumni, and corporate social responsibility (CSR) programs. Financial management is conducted transparently through budget utilization reports submitted to donors. In addition, teachers' involvement in the implementation process is evident through their supervision of construction quality, particularly with regard to

ventilation, lighting, and spatial arrangement that supports students' learning activities (Interview with a Teacher, 15 July 2025).

Community members and students' parents also contributed to accelerating the development process through the provision of labor, materials, and minor repairs. This collaboration not only enhanced time and cost efficiency but also strengthened social relations between the Islamic boarding school and students' guardians (Interview with an Alumnus, 15 July 2025). Accordingly, the implementation of dormitory development reflects a strategy that is participatory, phased, and responsive to available resource conditions.

Third, dormitory evaluation and maintenance. Dormitory evaluation and maintenance are conducted on a regular basis as part of efforts to ensure the adequacy and comfort of the facilities. Monitoring of room conditions is carried out at least twice a year to identify damage and maintenance needs. The evaluation process focuses not only on the physical aspects of the buildings but also on their impact on students' comfort, discipline, and learning productivity (Interview with the Leader, 12 July 2025).

The facilities and infrastructure management unit performs routine maintenance activities, such as repainting, repairing mattresses and wardrobes, and maintaining other supporting facilities. All maintenance activities are documented in periodic reports, which serve as the basis for preparing the annual maintenance budget (Interview with the Facilities and Infrastructure Officer, 12 July 2025). Senior teachers also contribute to the evaluation process by assessing cleanliness, ventilation, lighting, and room layout, while students' feedback is taken into consideration for subsequent improvements.

The evaluation results indicate that dormitory renovations have had a positive impact on students' comfort and discipline. Improved facilities have encouraged students to feel more at ease, become more active in nighttime study, and develop greater awareness of maintaining room cleanliness. These findings demonstrate that a sustainable evaluation and maintenance strategy contributes directly to enhancing the overall quality of students' lives in the Islamic boarding school.

The strategy for developing facilities and infrastructure at Islamic boarding school Jauharul Falah is implemented in a sustainable manner through careful planning, phased implementation, and regular evaluation and maintenance (Observation, 5 July 2025). This strategy involves multiple stakeholders, utilizes donor funding, encourages participation from the Islamic boarding school community, and optimizes the use of available land. Although the development process is conducted gradually, the Islamic boarding school

facilities, in the medium and long term, have reached an adequate level to support a wide range of students' activities.

The development of facilities and infrastructure constitutes an urgent necessity for Islamic boarding school to remain relevant amid contemporary dynamics. Ideally, such a strategy should encompass comprehensive needs planning, optimization of funding sources, the development of basic infrastructure, professional management practices, technological integration, and the empowerment of the Islamic boarding school community. With support from the government, society, alumni, and the private sector, Islamic boarding schools have the potential to transform into excellent and self-reliant educational institutions capable of producing Muslim generations with strong character and readiness to face global challenges.

In its efforts to develop facilities and infrastructure, Islamic boarding school Jauharul Falah implements several strategies that can be understood within a development management framework, namely: (1) conducting a needs analysis through extensive deliberation with teachers to ensure that facilities and infrastructure are functional and contribute to improving institutional quality; (2) identifying institutional needs through direct supervision as well as feedback and reports from staff, teachers, and students; and (3) classifying facilities and infrastructure into priority groups for procurement and development.

The above findings are consistent with the theory proposed by Barnawi and M. Arifin in their work on school facilities and infrastructure management. According to this theory, several key steps are involved in facilities planning, namely: (1) compiling a list of school needs through the identification and analysis of all institutional requirements; and (2) determining priority scales based on available funding and the urgency of each need (Barnawi & Arifin, 2012). This theoretical perspective is further supported by Ibrahim Bafadal, who emphasizes that the identification and analysis of educational facilities and infrastructure needs constitute an initial and essential stage in the planning process. This step is crucial to preventing errors and the inefficient or wasteful use of facilities and infrastructure resources (Bafadal, 2018).

The planning of facilities and infrastructure management at Islamic boarding school Jauharul Falah, Sungai Terap, Kumpeh Ulu, is conducted through three stages grounded in established theoretical frameworks, namely: (1) analyzing facilities and infrastructure needs, (2) identifying existing facilities and infrastructure, and (3) classifying facilities and infrastructure based on priority scales. These stages are implemented to ensure that the planned provision of facilities and infrastructure is functional, effective, and contributes

meaningfully to the process of improving educational quality at the islamic boarding school.

### **Quality of Facilities and Infrastructure Development**

Facilities and infrastructure play a strategic role in creating a conducive learning environment and have a direct impact on the effectiveness of the learning process. In the context of Islamic boarding schools, the availability of representative classrooms, adequate lighting and ventilation, and well-equipped learning facilities are essential factors in maintaining students' concentration and comfort. In addition, the development of supporting facilities such as libraries that provide classical Islamic texts (kitab kuning) alongside contemporary references, as well as the availability of language and computer laboratories further strengthens the integration of islamic boarding school curricula with the demands of contemporary developments and the digital era.

Interview findings with the leadership of islamic boarding schools Jauharul Falah indicate that improvements in the quality of facilities and infrastructure have had a significant impact on learning effectiveness. In the early stages, limited facilities such as inadequate classrooms and poor physical building conditions posed challenges to students' learning comfort (Interview with the Leader, 14 July 2025). However, following the construction of new classrooms equipped with desks, chairs, whiteboards, and multimedia devices, the learning process became more effective. Students demonstrated higher learning motivation as they felt adequately supported and facilitated by the islamic boarding school management.

These findings are further reinforced by students' experiences, which highlight the direct positive effects of facilities and infrastructure development. Dormitory renovations, improvements to bathroom facilities, and better organization of learning spaces have enhanced students' sense of comfort and safety during their stay at the islamic boarding school. A clean and healthy environment has reduced concerns about illness risks, allowing students to focus more fully on learning activities and group discussions with their peers (Interview with Students, 14 July 2025). This condition demonstrates that physical comfort contributes directly to improved concentration and the overall quality of students' learning.

Similar perspectives were also expressed by a senior teacher who has long been teaching at islamic boarding school Jauharul Falah. According to the teacher, the current development of islamic boarding school facilities and infrastructure demonstrates significant progress compared to the early years of the institution, although the improvements have been implemented gradually due to financial constraints (Interview with a Teacher, 13 July 2025). Support

from the community, donors, and students' participation has been identified as a crucial factor in sustaining facilities development. These improvements in the quality of facilities and infrastructure are perceived to have a positive impact on students' learning motivation and to enhance educators' optimism regarding the future of the Islamic boarding school.

The quality of facilities and infrastructure development contributes significantly to students' comfort and learning motivation. The availability of adequate classrooms and dormitories not only creates a conducive learning environment but also alleviates students' concerns during their stay at the Islamic boarding school. Facility renovations have been shown to enhance students' learning motivation and focus, thereby contributing overall to the improvement of the learning process at Islamic boarding school Jauharul Falah, Sungai Terap, Kumpeh Ulu District.

### **The Impact of Facilities and Infrastructure Development**

Islamic boarding schools are among the oldest Islamic educational institutions and play a strategic role in shaping Muslim generations who are knowledgeable, faithful, and possess strong moral character. In addition to serving as centers of religious education, Islamic boarding school function as agents of Islamic propagation (*da'wah*), community empowerment, and students' character development. Alongside social dynamics and the demands of modern society, Islamic boarding school are required to adapt, one of which is through the sustainable development of adequate educational facilities and infrastructure.

The development of facilities and infrastructure constitutes an important factor in improving the quality of Islamic boarding school management. Educational facilities, such as classrooms, classical Islamic texts (*kitab*), books, and instructional equipment, directly support teaching and learning processes. Meanwhile, infrastructure including dormitories, mosques, dining areas, sanitation facilities, libraries, laboratories, and health services functions as indirect support that significantly determines students' quality of life during their stay at the Islamic boarding school. The availability of adequate infrastructure contributes to the creation of a safe, healthy, and conducive educational environment (Rasidin et al., 2025).

The impact of facilities and infrastructure development is not only experienced by students but also by educators, Islamic boarding school administrators, and the wider community, including students' parents. Adequate facilities contribute to improvements in overall Islamic boarding school management, which ultimately enhance the quality of graduates and

strengthen the competitiveness of islamic boarding school in the face of global challenges.

One of the infrastructure components that has a significant influence on the quality of islamic boarding school management is the student dormitory. The dormitory functions not only as a residential facility but also as a space for character formation, discipline development, and non-formal learning. Several impacts of facilities and infrastructure development on islamic boarding school management were identified, as outlined below (Observation, 20 July 2025).

First, the impact on students' comfort and well-being. Dormitory renovations and the expansion of residential capacity have reduced overcrowding, improved ventilation and lighting quality, and provided more adequate sleeping facilities. These improvements have contributed to better student health and a reduction in physical complaints resulting from previously inadequate living conditions.

A senior teacher explained that comfortable dormitory rooms encourage students to remain in the islamic boarding school, reduce requests for home leave, and increase active participation in all islamic boarding school activities. A clean and well-organized dormitory environment also fosters healthy living habits and discipline (Interview with a Teacher, 17 July 2025). This perspective is reinforced by students' experiences, who reported increased comfort due to the availability of mattresses, personal wardrobes, and improved air circulation, which supports learning activities and Qur'anic memorization during evening hours (Interview with Students, 20 July 2025).

From the parents' perspective, dormitory improvements provide a sense of security and reassurance, as their children reside in a healthy and humane environment. Enhanced student comfort and well-being thus serve as important indicators of the effectiveness of islamic boarding school facilities and infrastructure management (Interview with Parents, 20 July 2025). Nevertheless, the impact of dormitory development extends beyond physical comfort and well-being. A safe, healthy, and adequate residential environment also creates positive psychological conditions for students, thereby fostering discipline and readiness to participate in all islamic boarding school activities. In other words, improvements in facilities and infrastructure function as a foundation for behavioral development and the effectiveness of the learning process within the islamic boarding school environment.

These conditions have led to improvements in students' discipline and learning quality. Comfortable rooms and adequate learning facilities encourage students to take greater responsibility for maintaining cleanliness and order within the dormitory. A well-organized physical environment has been shown

to influence students' behavior, particularly in terms of discipline in adhering to study schedules, rest periods, and other Islamic boarding school activities.

A senior teacher reported an increase in students' motivation to participate in evening learning activities after dormitory rooms became more spacious, well-lit, and comfortable. Students now have sufficient space for studying, memorizing, and engaging in discussions, allowing non-formal academic activities in the dormitory to function more optimally (Interview with a Teacher, 20 July 2025). This observation is also supported by students, who expressed greater enthusiasm for learning due to the availability of adequate lighting and study desks, as well as the implementation of shared cleaning duties that foster a sense of collective responsibility.

The facilities and infrastructure management unit further observed a decline in dormitory facility damage as students' sense of ownership toward their living environment increased. This condition has facilitated the management of students' study and rest schedules and has supported the overall success of Islamic boarding school programs.

Second, the impact on Islamic boarding school management and administration. Dormitory development has also made a tangible contribution to improving the quality of Islamic boarding school management and administration. Islamic boarding school leaders stated that improved dormitory conditions have facilitated the organization of activity schedules, room allocation, and student population management (Anarki et al., 2025). The reduction in complaints from students and parents serves as an indicator of enhanced service quality. Moreover, the increased dormitory capacity has created opportunities for the Islamic boarding school to admit new students.

From a financial management perspective, the use of high-quality construction materials has resulted in greater long-term maintenance efficiency. Funds previously allocated for routine repairs can now be redirected to other programs, such as student scholarships and the enhancement of teachers' professional competencies. In addition, a more structured dormitory development process has simplified financial reporting and accountability to donors.

Parents have perceived the transparency of development reports and fund utilization as a reflection of professional Islamic boarding school management. This transparency has strengthened public trust and encouraged sustained participation in the form of donations and moral support (Interview with Parents, 20 July 2025). Thus, dormitory development not only improves students' quality of life but also reinforces managerial efficiency, institutional

capacity, and the long-term sustainability of islamic boarding school Jauharul Falah.

Adequate facilities and infrastructure contribute directly to the effectiveness of teaching and learning activities. Educational facilities refer to all resources that are directly utilized in the learning process; therefore, insufficient facilities may result in lower learning quality (Bararah, 2020). This argument is consistent with the findings at islamic boarding school Jauharul Falah, where the addition of classrooms and improvements in learning facilities have enhanced students' comfort in participating in lessons.

From the perspective of Islamic education, facilities and infrastructure function as media that assist learners in comprehending knowledge more effectively. Accordingly, facilities development is not merely a technical aspect but also part of a broader endeavor to create a conducive learning environment (Pahrurozi, 2017). The identity and public image of islamic boarding school are also positively affected, as the modernization of facilities and infrastructure has implications for increased public confidence in these institutions. This condition aligns with public trust theory, which posits that the availability of representative educational facilities serves as an important indicator of institutional quality (Chotimah, 2012).

In the context of islamic boarding school, Dhofier argues that the attractiveness of Islamic boarding schools in the modern era lies not only in the charisma of the kiai but also in their ability to provide adequate facilities to meet students' needs. The situation at islamic boarding school Jauharul Falah supports this argument, as an increasing number of parents have entrusted their children's education to the islamic boarding school following the development and improvement of its facilities (Dhofier, 1990).

Well-organized management of facilities and infrastructure facilitates overall institutional governance, particularly in the planning and implementation of educational programs (Ellong, 2018). This condition is reflected at islamic boarding school Jauharul Falah, where the organization of daily activities has become more effective following improvements in spatial arrangement, dormitory management, and the scheduling of facility usage.

Practically, efficient education emerges from a management system that emphasizes the integration of human resources, methods, and facilities (Suherman et al., 2024). Without adequate facilities, management processes tend to operate less effectively. Furthermore, efforts to enhance islamic boarding school self-reliance through the gradual development of facilities and infrastructure supported by both internal and external resources have encouraged islamic boarding school to become more independent. Self-reliance

represents a distinctive characteristic of islamic boarding school that must be preserved in responding to the challenges of contemporary developments (Anas, 2020).

The strategy implemented by islamic boarding school Jauharul Falah, which involves community members, alumni, and donors, is aligned with the concept of community empowerment in Islamic education. This approach demonstrates that the development of facilities and infrastructure is not merely the result of physical construction, but also a form of social participation that strengthens institutional self-reliance (Nasution, 2016).

Furthermore, the maintenance of facilities and infrastructure at islamic boarding school Jauharul Falah is carried out through regular inspections to ensure that all facilities remain in proper and functional condition. In managing maintenance activities, the islamic boarding school leadership maintains an inventory record system to facilitate systematic monitoring and control of assets. The inventory of facilities and infrastructure involves systematic recording and bookkeeping, including item coding and the preparation of procurement reports. The documentation of facilities and infrastructure is conducted through several administrative records, namely the goods receipt register, the asset origin register, and the inventory classification register.

## CONCLUSION

The condition of facilities and infrastructure at islamic boarding school Jauharul Falah, Sungai Terap, Kumpeh Ulu, was previously characterized by limitations in capacity, comfort, and available amenities. Following a series of gradual improvements and renovations, the dormitory conditions have become more habitable, comfortable, healthy, and conducive to learning activities as well as students' character development.

The strategy for developing facilities and infrastructure, particularly the student dormitory, has been implemented in a systematic, phased, and participatory manner. Planning was based on the identification of actual conditions and the determination of priority needs; implementation was adjusted to the availability of resources; and evaluation and maintenance were conducted regularly to ensure sustainability and quality.

The development of facilities and infrastructure has had a positive impact on the quality of islamic boarding school management. Students experience greater comfort, discipline, and learning motivation, while institutional management has become more efficient and trustworthy. These findings demonstrate that the development of facilities and infrastructure especially

student dormitories not only improves physical conditions but also enhances the overall quality of islamic boarding school governance.

## REFERENCES

Anarki, L., Fadli, A., & Al-Idrus, S. A. J. (2025). Manajemen Sumber Daya Manusia dalam Meningkatkan Mutu Pendidikan Pesantren. *Jurnal Pendidikan: Riset Dan Konseptual*, 9(1), 92-101. [https://doi.org/https://doi.org/10.28926/riset\\_konseptual.v9i1.1117](https://doi.org/https://doi.org/10.28926/riset_konseptual.v9i1.1117)

Anas, M. (2020). Kiai dan Kemandirian Ekonomi Pesantren. *Maliyah: Jurnal Hukum Bisnis Islam*, 10(1), 68–98.

Anshori, M., Suwarno, S., & Kasbani, K. (2022). Management of facilities and infrastructure in improving the quality of Islamic education. *Nazhruna: Jurnal Pendidikan Islam*, 5(3), 928–939. <https://doi.org/https://doi.org/10.31538/nzh.v5i3.2339>

Azmi, F., Hadijaya, Y., & Syah, A. (2022). Management System of Sunnah Islamic Boarding School in Shaping Character of The Students". *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(1), 39–52. <https://doi.org/https://doi.org/10.31538/ndh.v7i1.1955>

Bafadal, I. (2018). *Manajemen Perlengkapan Sekolah Teori dan Aplikasinya*. Bumi Aksara.

Bararah, I. (2020). Pengelolaan Sarana dan Prasarana Pendidikan dalam Meningkatkan Kualitas Pembelajaran. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 10(2), 351–370. <https://doi.org/https://doi.org/10.22373/jm.v10i2.7842>

Barnawi & Arifin, M. (2012). *Manajemen Sarana dan Prasarana Sekolah*. Ar-Ruzz Media.

Chotimah, C. (2012). Strategi Public Relations Pesantren Sidogiri dalam Membangun Citra Lembaga Pendidikan Islam. *ISLAMICA: Jurnal Studi Keislaman*, 7(1), 186–210. <https://doi.org/https://doi.org/10.15642/islamica.2012.7.1.186-210>

Dhofier, Z. (1990). Traditional Islamic education in the Malay Archipelago: Its contribution to the integration of the Malay world. *Indonesia Circle*, 19(53), 19–34.

Ellong, T. D. A. (2018). Manajemen sarana dan prasarana di lembaga pendidikan Islam. *Jurnal Ilmiah Iqra'*, 11(1).

Hakim, A. M. (2025). Islamic Unity: Why is the Ummah not United and How to United It? *Journal of Islamic and Interdisciplinary Research*, 1(2 December), 25–35.

Ikhwan, A., & Yuniana, A. N. (2022). Strategy management semi-islamic

boarding schools. *Al-Hayat: Journal of Islamic Education*, 6(1), 74–86.  
<https://doi.org/https://doi.org/10.35723/ajie.v6i1.222>

Nasution, W. N. (2016). Kepemimpinan pendidikan di sekolah. *Jurnal Tarbiyah*, 22(1).

Pahrurrozi, P. (2017). Manusia Dan Potensi Pendidikannya Perspektif Filsafat Pendidikan Islam. *EL-HIKMAH: Jurnal Kajian Dan Penelitian Pendidikan Islam*, 11(2), 83–96.  
<https://doi.org/https://doi.org/10.20414/elhikmah.v11i2.53>

Rahtikawatie, Y., Chalim, S., & Ratnasih, T. (2021). Investigating the Role of Religious Leadership at Indonesia's Islamic Boarding Schools in the Sustainability of School Management. *Eurasian Journal of Educational Research*, 96, 51–65.

Rasidin, R., Husarida, H., & Febrilita, N. F. (2025). The Role of Youth Activities in The Development of Non-Formal Islamic Education in Rimbo Bujang District, Tebo Regency, Jambi Province. *Journal of Islamic and Interdisciplinary Research*, 1(1 June), 35–45.

Suhaili, H., Remiswal, R., & Sabri, A. (2025). Evaluasi Pengelolaan Sarana dan Prasarana Pendidikan Islam di Pondok Pesantren Asy Syarif untuk Optimalisasi Infrastruktur dalam Mendukung Pembelajaran. *Menara Ilmu: Jurnal Penelitian Dan Kajian Ilmiah*, 19(2), 188–196.  
<https://doi.org/https://doi.org/10.31869/mi.v19i2.6141>

Suherman, A., Firmansyah, Y., & Suherman, S. (2024). Manajemen Sumber Daya Manusia yang Efektif dan efisien dalam pendidikan di era 5.0. *Journal of Education Research*, 5(2), 2066–2073.  
<https://doi.org/https://doi.org/10.37985/jer.v5i2.1079>

Yaqin, H. (2012). Islamic boarding school curriculum in Indonesia: A case study in Islamic boarding school in South Kalimantan. *Jurnal Al-Hikmah*, 13(1), 18–38.

Zaini, M., Munib, B., & Hatta, H. (2024). Integrating Tradition and Modernity: Infrastructure Transformation at Al-Ustmani Islamic Boarding School in East Java. *FIKROTUNA: Jurnal Pendidikan Dan Manajemen Islam*, 13(2), 203–216. <https://doi.org/https://doi.org/10.32806/jf.v14i2.618>