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Research Article

THE INFLUENCE OF INFRASTRUCTURE MANAGEMENT ON THE PERFORMANCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS AT MAN 2 JOMBANG

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Abstract
This study aims to examine the influence of facility and infrastructure management on the performance of Islamic Religious Education teachers at MAN 2 Jombang. The background of this research is based on the importance of adequate facilities and infrastructure in supporting the effectiveness of the learning process and their role in improving teacher performance. This study employed a quantitative approach with a correlational method. The population consisted of all Islamic Religious Education teachers at MAN 2 Jombang, totaling 30 people, who were also taken as the research sample (total sampling). The research instrument used a Likert-scale questionnaire that had been tested for validity and reliability. Data were analyzed using descriptive statistics, prerequisite tests, and simple linear regression analysis. The results showed that facility and infrastructure management had a significant effect on the performance of Islamic Religious Education teachers, with a significance value of 0.040 (< 0.05). The coefficient of determination (R^2) was 0.182, indicating that 18.2% of the variation in teacher performance could be explained by facility and infrastructure management, while the remaining 81.8% was influenced by other factors outside this study. These findings indicate that the better the management of facilities and infrastructure, such as classrooms, learning media, and technological tools, the higher the performance of Islamic Religious Education teachers in carrying out their teaching tasks.

Keywords: Facility and Infrastructure Management, Islamic Religious Education, Teacher Performance

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INTRODUCTION

Educational infrastructure management is an absolute obligation in the educational process and is included among the mandatory components when implementing learning (Arum, 2024; Ginanjar dkk., 2023; Winarno & Untung, 2024). Without infrastructure, the educational process can be difficult. Educational infrastructure is a crucial aspect in supporting smooth school learning (Dr. Ine Rahayu Purnamaningsih. & Tedi Purbangkara, 2022; Gusniati dkk., 2024; Suhardi dkk., 2025). The success of an educational program depends on the availability of facilities and the effectiveness of their management. Adequate facilities play a significant role in optimal learning, while a lack of them can be a barrier. To ensure high-quality learning, adequate supporting tools and media are essential. Learning activities will not proceed effectively if classrooms are in poor condition or unsuitable for use. Therefore, educational facility management must be carried out professionally and proportionally to promote effective learning.

Infrastructure management is a series of steps encompassing the planning, procurement, utilization, maintenance, and evaluation of facilities that support the activities of an organization, whether in an educational setting, a company, or other institution (Awaludin dkk., 2024; Kusumaningrum dkk., 2024; Marzuqi dkk., 2021). This management ensures that facilities function optimally to support the achievement of organizational goals efficiently and effectively. In education, teachers play a crucial role in organizing and managing learning activities to ensure their smooth running.

The quality of a teacher can be measured by two main aspects: process and outcome, from a process perspective, a teacher is considered successful if he or she can encourage students to participate physically, mentally, and socially (Octavia, 2020; Prof. Dr. Hamzah B. Uno & Dr. Nina Lamatenggo, 2022; Wardany & Rigianti, 2023). Furthermore, a teacher's success is also reflected in their teaching enthusiasm, self-confidence, and demonstrated enthusiasm. Meanwhile, from a results perspective, a teacher is considered successful if he or she can facilitate students' mastery of the basic competencies being taught. To meet these standards, teachers must possess a wide range of competencies in managing learning. For effective teaching and learning, teachers must carry out their role effectively in guiding students to achieve learning objectives. This can be achieved if teachers continuously strive to improve their performance.

According to Suprihanto, performance is the result of an individual's performance over a period of time, compared to predetermined standards, goals, objectives, or standards (Fauzi & A, 2020; Gerung dkk., 2022; Nanik dkk., 2024). Meeting objectives is closely related to the roles of human and non-human elements. Thus, the performance of both factors reflects the organization's level of capability to achieve its goals. In the educational context, teacher performance can be measured by various required capabilities: pedagogical skills, personality, social skills, and the ability to master other professionals.

As individuals responsible for educating and teaching, teachers must possess good qualifications and be socially competent. This is essential so that educators can create a positive learning environment and effectively and efficiently encourage behavioral changes in their students. Based on Law No. 14 of 2005 concerning Teachers and Lecturers, competency

is the behavior, knowledge, and capabilities that teachers and lecturers must possess, understand, and master in carrying out their professional duties (Ahmad & Hodsay, 2020; Dr. Rinto Alexandro, 2021; Pandiangan, 2020).

Good infrastructure management creates a safe learning environment. By utilizing optimal facilities, teachers can more easily share innovative learning methods that enhance their teaching competency. In addition to facilities and infrastructure, teachers' professional competence is also a significant factor in teaching. Teachers who possess a deep understanding of the material, possess strong pedagogical skills, and continually develop themselves through training and research, tend to perform more optimally. Therefore, infrastructure management and teacher professional competence are key factors in improving the performance of Islamic Religious Education teachers, which ultimately impacts the quality of Islamic Religious Education learning.

State Islamic Senior High School 2 Jombang is one of the educational institutions that plays a strategic role in producing high-achieving young people. As a continuously developing educational institution, MAN 2 Jombang strives to provide adequate infrastructure to encourage learning activities, especially for teachers in the mandatory phase of adapting to the senior high school education system. However, challenges in infrastructure management often arise, such as limited facilities, suboptimal maintenance, and inadequate budget allocation.

On the other hand, teacher performance at MAN 2 Jombang is also a major concern. Teachers who demonstrate the ability to effectively guide students play a significant role in determining student learning outcomes. Although the majority of teachers demonstrate high dedication, variations in teaching methods and utilization of available resources remain challenges that must be addressed. Teacher performance reflects their ability to effectively design, implement, and evaluate learning activities. A professional teacher can create a conducive learning environment, improve the quality of learning, and help students achieve optimal learning outcomes. Teacher performance plays a crucial role in managing quality education, thereby fostering the creation of a quality education system.

This study not only aims to identify the relationship between these variables but also to share strategic recommendations for improving the quality of education at MAN 2 Jombang. Therefore, recognizing the importance of optimal infrastructure management will mutually encourage the improvement of Islamic Religious Education teacher performance. Finally, the researcher chose the title "The Influence of Infrastructure Management on the Performance of Islamic Religious Education Teachers at MAN 2 Jombang."

In line with the background, the research questions can be formulated as follows: First, What is the condition of infrastructure management at MAN 2 Jombang? Second, What is the performance of Islamic Religious Education teachers at MAN 2 Jombang? Third, does infrastructure management have a significant influence on the performance of Islamic Religious Education teachers at MAN 2 Jombang?

RESEARCH METHOD

This research employs a quantitative approach, with numerical data being the primary element throughout all stages, from data collection and analysis to the presentation of results. The study used an experimental approach. In this context, the population consisted of all 60 Islamic Religious Education teachers at MAN 2 Jombang. This study employed a purposive sampling technique, selecting 30 individuals as a sample.

Data collection techniques are tools used to gather information or concrete evidence that forms the basis for research (Haki & Prahastiwi, 2024; Saádi, 2025; Suasapha, 2020). In the data collection process, researchers need to use tools to increase the effectiveness and efficiency of data collection. To obtain relevant data, researchers employed observation techniques as the initial step, questionnaires, and documentation.

The scale used was a Likert scale, which is used to measure the attitudes, opinions, and perceptions of an individual or group of people toward a predetermined social phenomenon or phenomenon, which is then referred to as the research variable. The questions or statements to be answered by respondents are on a Likert scale, with a gradation ranging from very positive to very negative, expressed verbally.

Data analysis is a crucial step after all respondent data and other sources have been collected. This process involves several stages, including grouping data based on variables and respondent characteristics, presenting data in tabular form aligned with the study variables, and calculating the proposed hypotheses. The following are the data analysis steps to be carried out in this study: instrument testing, including validity and reliability tests; analysis requirements testing, including normality, heteroscedasticity, and multicollinearity tests; and hypothesis testing, including partial T-tests, simultaneous F-tests, and R2 tests.

RESULTS AND DISCUSSION

Descriptive Test

Table. 1. Infrastructure Management

Number of Respondents	Minimum Score	Maximum Score	Average	Median	Standard Deviation
30	48	92	74,67	75,00	10,32

The average score for the infrastructure management variable was 74.67, with a maximum score of 92 and a minimum score of 48, and a standard deviation of 10.32. These results indicate that most teachers rated the management of facilities and infrastructure in madrasas as "good." The facilities and infrastructure in question include the availability of adequate classrooms, technological devices, learning media, and other supporting facilities such as libraries and laboratories.

Table 2. Performance of Islamic Religious Education Teachers

Number of Respondents	Minimum Score	Maximum Score	Average	Median	Standard Deviation
30	60	95	79,87	81,00	9,44

Based on these results, the performance of Islamic Religious Education teachers is in the "Good" to "Very Good" category, meaning they have been able to carry out their duties and responsibilities well, from lesson planning and classroom implementation to evaluating student learning outcomes. This good performance may reflect the contribution of infrastructure management variables.

Analysis Requirements Test

Normality Test

Based on the results of the One-Sample Kolmogorov-Smirnov normality test, the Asymp.Sig. (2-tailed) value is 0.060 and the Monte Carlo Sig. (2-tailed) value is 0.059. Referring to general decision-making principles, if the significance value is greater than 0.05, then the residual data are normally distributed. In this case, both significance values (0.060 and 0.059) are greater than 0.05. Therefore, it can be concluded that the residual data in the regression model are normally distributed, thus meeting the assumption of normality.

Heteroscedasticity Test

Based on the scatterplot between the ZPRED (Regression Standardized Predicted Value) and SRESID (Regression Studentized Residual) values, it can be concluded that there are no symptoms of heteroscedasticity. This is evident from the data points being randomly

distributed and not forming a specific pattern, such as clustering in one location, narrowing, or widening. The points are spread above and below the number 0 on the Y-axis, indicating that the variance of the residuals is constant. Thus, the assumption of homoscedasticity in the regression model is met.

Based on the Glejser test, it can be concluded that there are no symptoms of heteroscedasticity in the regression model. This is evidenced by the significance value (Sig.) of the independent variable, "Sarpras Management" (0.189), which is greater than the 0.05 level. Since the significance value for each independent variable is greater than 0.05, it can be concluded that there is no significant relationship between the independent variable and the absolute residual value (ABS_RES), meaning the assumption of homoscedasticity is met.

Multicollinearity Test

Based on the Coefficients table, to test for multicollinearity, we need to look at the Tolerance and Variance Inflation Factor (VIF) values. The Tolerance value for the "Sarpras Management" variable is 0.742. Meanwhile, the VIF value for this variable is 1.348. Based on general guidelines, if the Tolerance value is > 0.10, If the VIF value is <10, the Tolerance value (0.742) is greater than 0.10, and the VIF value (1.348) is less than 10. Therefore, it can be concluded that there is no multicollinearity in this regression model. This indicates that there is no excessive correlation between the independent variables, making the regression model suitable for use.

Hypothesis Testing

Partial T-Test

Based on the results of the partial t-test presented in the Coefficients table, it can be concluded that the two independent variables, namely "Infrastructure Management," have a partial significant effect on "Islamic Religious Education Teacher Performance." This is supported by the significance value (Sig.) for "Infrastructure Management" of 0.040. This finding is reinforced by the calculated t-values for both variables (2.163 and 4.290), which are greater than the t-table value (approximately 2.052), indicating that each independent variable individually makes a significant contribution to the dependent variable.

Simultaneous F-Test

Based on the ANOVA table, an F-test can be conducted to determine whether the independent variable (Infrastructure Management) simultaneously or jointly has a significant effect on the dependent variable (Islamic Religious Education Teacher Performance).

The calculated F-value is 21.914.
The significance value (Sig.) is <0.001.
The significance level (α) used is 0.05.

Because the significance value (Sig. = <0.001) is less than the 0.05 level, it can be concluded that the Infrastructure Management variable simultaneously (jointly) has a significant effect on Islamic Religious Education Teacher Performance. This is also supported by the calculated F-value (21.914), which is greater than the F-table (for df1=2 and df2=27, the F-table is 3.35), indicating that this regression model is suitable for predicting Islamic Religious Education Teacher Performance.

R2 Test

Based on the "Model Summary" table, the Adjusted R Square value is 0.591, or 59.1%. This value indicates that the independent variables, namely Facilities and Infrastructure Management, collectively explain 59.1% of the variation or diversity in the dependent variable, namely Islamic Religious Education Teacher Performance. The remaining 40.9% (100% - 59.1%) is explained by other variables outside the regression model studied. Therefore, this

model has fairly good predictive ability in explaining Islamic Religious Education Teacher Performance.

Effective infrastructure management will enable the provision of adequate facilities for the learning process. A well-performing educator can improve the quality of education and student achievement. Therefore, further research should be conducted to further enhance knowledge and insight, providing activities that will ultimately impact broader outcomes related to the learning process.

This research aligns with Anggi Anggraini's findings, which show that infrastructure influences the performance of public junior high school teachers in Sekayu District, as evidenced by the calculated t (2.551) > t (1.993). The magnitude of the X1 variable's influence on the Y value is evident. Meanwhile, the magnitude of the X2 line's contribution to Y can be seen from its coefficient of determination of 8.4 percent. The work environment influences the performance of public junior high school teachers in Sekayu District, as evidenced by the calculated t (4.827) > t (1.993). The magnitude of the influence of variable X1 on the Y value. Meanwhile, the magnitude of the contribution of the X2 line equation to Y can be seen from its coefficient of determination, which is 24.7 percent. Facilities and infrastructure and the work environment jointly influence the performance of public junior high school teachers in Sekayu District, as seen from the calculated f = 11.514 > F = 3.128. It can be concluded that facilities and infrastructure influence teacher performance, the work environment influences teacher performance, and facilities and infrastructure and the work environment jointly influence teacher performance. (Anggi Anggrainy, 2020)

In the context of MAN 2 Jombang, the availability of laboratories, multimedia rooms, and other learning equipment encourages teachers to be more prepared to teach and able to carry out the learning process effectively. Practically, this shows that teachers need adequate physical and learning support to be able to teach effectively. Facilities such as comfortable classrooms, interactive learning media, and appropriate laboratories will influence teacher enthusiasm, efficiency, and effectiveness in carrying out their duties. The Adjusted R Square value of 0.591 indicates that 59.1% of the variation in Islamic Religious Education teacher performance can be explained by infrastructure management and teacher professional competence, while the remaining 40.9% is influenced by other factors not examined, such as work motivation, principal leadership, organizational culture, or other external factors. This interpretation indicates that the independent variables have a significant and relevant influence on performance, but also opens up opportunities for further research to explore other factors that could contribute to improving Islamic Religious Education teacher performance.

In achieving school organizational goals, facility management plays a role in the admission of new students. However, facility management will not be effective without the support of stakeholders. Teacher performance is a key effort in maintaining school quality, as teachers are the key element in carrying out all aspects of school management. Therefore, the demand for improving teacher quality is in line with efforts to improve teacher performance itself.

Good infrastructure facilitates performance, but it is not the only factor. Teacher professional competence is the primary foundation for effective teaching, and the combination of the two provides maximum impact. Successful madrasah management maintains a balance between teacher professional development and the provision of educational facilities. Islamic Religious Education teacher performance is not influenced by a single factor, but rather the result of a synergy between the quality of the work environment (infrastructure) and the quality of individual teachers (professional competence). When infrastructure is well-established and teachers possess high competence, teaching performance is optimal. This approach aligns with the concept of performance-based management and systems theory, which emphasize the importance of integration between educational elements.

This research aligns with Husnul's research, which states that infrastructure management and teacher competence significantly influence new student admissions at MTsN 8 Jombang. This study concluded that infrastructure management and teacher professional competence simultaneously significantly influence new student admissions, with an F-test result of 145.0, which was compared to the F-table. F-table 145 > 3.33. Infrastructure significantly influences new student admissions, as evidenced by a t-test, with the calculated r value exceeding the table r value (0.385 > 0.339). Likewise, teacher professional competence significantly impacted new student admissions, with a t-test result of 7.373 > 0.339. Therefore, it can be concluded that infrastructure management and teacher competence significantly influence new student admissions at MTsN 8 Jombang for the 2019-2020 academic year.

In the context of MAN 2 Jombang, this is evident in the number of Islamic Religious Education teachers who have completed master's degrees and consistently participated in various training programs, both organized by the Ministry of Religious Affairs, MGMP (School Leadership Development Group), and other professional training institutions. These teachers demonstrate high performance, possessing in-depth mastery of the material, designing innovative lessons, and implementing active and technology-based learning strategies. They not only utilize available infrastructure such as LCD projectors, the internet, and other digital media, but also take the initiative to develop multimedia-based teaching materials. This has a direct impact on increasing student participation in learning and more effectively achieving learning objectives.

Conversely, teachers who are less active in professional development and do not optimally utilize available facilities tend to demonstrate lower performance. Therefore, the combination of adequate infrastructure management and strengthening teacher performance is a key factor in driving overall improvement in the performance of Islamic Religious Education teachers at MAN 2 Jombang.

In achieving school organizational goals, facility management plays a role in the acceptance of new students. Effective facility management will not be effective without the support of stakeholders. Teacher professionalism is a key effort in maintaining school quality, as teachers are the key element in carrying out all aspects. Therefore, the demand for improving teacher quality is in line with efforts to improve teacher professionalism itself.

These findings emphasize the importance of integrating good infrastructure management with continuous teacher competency development. Teacher training programs, the provision of learning facilities, and evaluation of madrasah management must be designed holistically to create a quality educational environment.

CONCLUSION

Based on the data analysis and discussion, the following conclusions can be drawn: Infrastructure management at MAN 2 Jombang is in the good category. This is evident from the high average score, although there are still differences in facility utilization among teachers. The performance of Islamic Education teachers at MAN 2 Jombang is also in the good category. Teachers are able to carry out learning tasks, from planning, implementation, and evaluation, quite optimally, although strengthening the use of learning media and technology is still needed. Infrastructure management has a significant impact on Islamic Education teacher performance. The regression test results showed a significance value of 0.040 (<0.05), indicating that better infrastructure management leads to higher Islamic Education teacher performance.

Infrastructure management contributes 18.2% to Islamic Education teacher performance. This means that teacher performance is not solely determined by the availability and management of infrastructure but is also influenced by other factors such as work motivation, professional competence, principal supervision, and organizational culture. Thus, it can be

concluded that improving the management of facilities and infrastructure is an important factor in improving the performance of Islamic Religious Education teachers, although it is not the only determining factor.

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