Journal of Islamic Education Research | Vol. 6 No. 01 (2025)
Available online at: https://jier.uinkhas.ac.id/index.php/jier
e-ISSN: 2716-0998
p-ISSN: 2716-1005

Evaluation of Learning Media Quality for Islamic Religious Education at Kadiri University, Indonesia

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Article History:
Received:
December 30, 2024
Revised:
January 16, 2025
Accepted:
January 18, 2025
Published:
January 19, 2025

Keywords:
Evaluation,
Learning Media Quality,
Islamic Religious Education

Abstract: *This study aims to evaluate the quality of learning media used in the Islamic Religious Education course at Kadiri University, Indonesia. The evaluation focuses on the learning media and supporting facilities within the classroom, including projectors, screens, audio systems, and physical conditions such as seating, room temperature, and elevator accessibility. A qualitative descriptive approach based on Miles and Huberman's model was employed, with data collected through direct observation and in-depth interviews involving five students from the Faculty of Health Sciences who attended the course during the odd semester. The findings reveal that the quality of learning media and facilities generally supports an effective and comfortable learning environment. Well-functioning projectors, audio systems, and comfortable seating are key factors in facilitating the learning process. The availability of an elevator also enhances mobility for students and lecturers between floors, contributing to smoother lecture activities. However, several issues were noted, including deteriorating chair conditions and inconsistent air conditioning performance in some instances. This study highlights the importance of routine maintenance to ensure the quality of classroom facilities and optimize the learning experience. Furthermore, it opens avenues for future research on the relationship between facility quality, student learning outcomes, and the integration of advanced technology in learning media for Islamic Religious Education.*

Abstrak: Penelitian ini bertujuan untuk mengevaluasi kualitas media pembelajaran yang digunakan dalam mata kuliah Pendidikan Agama Islam di Universitas Kadiri, Indonesia. Evaluasi difokuskan pada media pembelajaran dan fasilitas pendukung di dalam kelas, termasuk proyektor, layar, sistem audio, serta kondisi fisik seperti kursi, suhu ruangan, dan aksesibilitas elevator. Pendekatan deskriptif kualitatif berdasarkan model Miles dan Huberman digunakan, dengan data dikumpulkan melalui observasi langsung dan wawancara mendalam dengan lima mahasiswa Fakultas Ilmu Kesehatan yang mengikuti mata kuliah ini pada semester ganjil. Hasil penelitian menunjukkan bahwa kualitas media pembelajaran dan fasilitas secara umum mendukung lingkungan belajar yang efektif dan nyaman. Proyektor, sistem audio yang berfungsi baik, serta kursi yang nyaman merupakan faktor utama dalam mendukung proses pembelajaran. Ketersediaan elevator juga meningkatkan mobilitas mahasiswa dan dosen antar lantai, sehingga memperlancar kegiatan perkuliahan. Namun, beberapa masalah dicatat, seperti kondisi kursi yang mulai rusak dan suhu AC yang tidak konsisten dalam beberapa kondisi. Penelitian ini menekankan pentingnya pemeliharaan rutin untuk menjaga kualitas fasilitas kelas dan mengoptimalkan pengalaman belajar. Selain itu, penelitian ini membuka peluang untuk kajian lanjutan terkait hubungan antara kualitas fasilitas, hasil belajar mahasiswa, serta integrasi teknologi canggih dalam media pembelajaran Pendidikan Agama Islam..

Please cite this article in APA style as:
Risni, Titin Widya; Pradigta, Mochammad Danara Indra; Vitasmoro, Pamadya; & Hina, Shahzadi. (2025). Evaluation of Learning Media Quality for Islamic Religious Education at Kadiri University, Indonesia. *Journal of Islamic Education Research, 6 (1)*, 35–48; doi: https://doi.org/10.35719/jier.v6i1.465

INTRODUCTION

Islamic Religious Education holds a pivotal role in shaping students' character and spiritual values, particularly in higher education settings where the holistic development of learners is prioritized (Nasir & Rijal, 2021; Sahin, 2018). Unlike other subjects that focus solely on intellectual growth, Islamic Religious Education integrates moral and ethical dimensions, emphasizing the importance of implementing religious principles in daily life (Wakhidah & Erman, 2022; Saada, 2023). To achieve these goals, the teaching of Islamic Religious Education requires effective methodologies supported by appropriate learning media to ensure that students not only understand the content but are also motivated to internalize and practice it in their personal and professional lives (Huda, et al., 2022).

However, the reality shows significant challenges in the implementation of Islamic Religious Education, particularly in adapting learning media to meet the demands of modern education. In many institutions, including universities, outdated or low-quality learning media hinder the optimal delivery of material, resulting in decreased student comprehension and engagement (Baroudi & Rodjan 2019; Norman, 2023; Nopembri, et al., 2024). In the digital era, where students are accustomed to high-tech tools, traditional or poorly maintained facilities may fail to capture their interest, thus reducing the effectiveness of Islamic Religious Education instruction (Muazza, et al., 2018; Roy, et al., 2020). This highlights the need for an in-depth evaluation of the current state of learning media to identify areas for improvement and align them with the needs of contemporary learners.

Research on the quality of learning facilities has consistently shown a direct link between infrastructure and educational outcomes. For example, research by Dahlia, (2018); Susiani, (2022); Petraki & Khat, (2020); and Kuleto, et al., (2021), underline that adequate facilities, when properly managed, improve not only student learning experiences but also their academic achievements. However, such studies are often limited in scope, focusing on general facility conditions or specific subjects like Mathematics, leaving a significant gap in understanding the unique requirements of Islamic Religious Education. Additionally, much of the existing research has been conducted in primary and secondary schools, with limited exploration of higher education contexts.

This study fills the gap by focusing on the quality of learning media specifically for Islamic Religious Education courses at Kadiri University. Unlike previous research that often emphasizes quantitative metrics like correlation coefficients or regression analysis, this study employs a more holistic approach. It evaluates not only the technical aspects of facilities, such as projectors and audio systems but also their practical impact on the comfort and effectiveness of learning environments. Furthermore, by situating the research within the context of a modern university building, this study contributes new insights into how upgraded facilities can address challenges faced in traditional classrooms.

The primary aim of this study is to evaluate the quality of learning media utilized in Islamic Religious Education courses at Kadiri University. This evaluation seeks to uncover the strengths and weaknesses of existing facilities, including projectors, audio systems, air conditioning, and seating arrangements, in supporting

an effective learning environment. By systematically assessing these elements, the research aims to identify specific areas that require improvement to enhance the overall quality of education.

Additionally, this study aspires to provide evidence-based recommendations for optimizing the use and maintenance of learning media in higher education. These recommendations are expected to contribute not only to the improvement of Islamic Religious Education instruction at Kadiri University but also to broader discussions on the role of advanced educational facilities in supporting effective teaching and learning. Ultimately, the findings of this study aim to bridge the gap between current practices and the ideal conditions needed for delivering Islamic Religious Education courses effectively.

Learning media serves as an essential component of the educational process, particularly in Islamic Religious Education, where complex concepts and values must be conveyed effectively (Djazilan & Hariani, 2022; Taja, et al., 2021). High-quality projectors, audio systems, and ergonomic seating are not merely conveniences but critical tools that enhance student understanding, engagement, and motivation (Kirupainayagam & Sutha, 2022). Research shows that well-maintained facilities foster an environment conducive to learning, reducing distractions and physical discomfort that could hinder student focus (Abdullah, et al., 2024; Othman, et al., 2024).

This study argues that evaluating the quality of learning media is crucial for identifying barriers to effective teaching and proposing actionable solutions. By focusing on Islamic Religious Education courses at Kadiri University, this research demonstrates how facilities tailored to the needs of modern students can significantly improve the learning experience. It further highlights the importance of integrating advanced technology into Islamic Religious Education instruction, not only to align with contemporary trends but also to ensure that students receive an education that is both relevant and impactful.

The significance of this research lies in its potential to improve the quality of Islamic Religious Education at Kadiri University by addressing gaps in the current use of learning media. The findings are expected to provide practical insights for university administrators, educators, and policymakers in designing and managing facilities that align with the needs of both lecturers and students. Beyond the immediate context, the study contributes to the broader discourse on the role of educational infrastructure in shaping student outcomes, particularly in higher education.

Moreover, this research holds importance for the advancement of Islamic Religious Education as a discipline. By evaluating the impact of learning media on student engagement and comprehension, the study opens new avenues for exploring innovative approaches to teaching Islamic Religious Education. It also underscores the critical role of infrastructure in fostering a holistic educational environment that supports not only intellectual growth but also the moral and spiritual development of students.

METHOD

This research design uses a qualitative approach with the Miles and Huberman data analysis method to evaluate the quality of classrooms in Building E, Kadiri University in organizing Islamic Religious Education courses (Miles et al., 2013). The qualitative approach was chosen because this study aims to understand students' direct experiences of classroom conditions and how the available facilities support or hinder the learning process. This method is also flexible in capturing the real experiences of students as key informants, providing the freedom to explore detailed aspects that may not be captured through a quantitative approach. Thus, the Miles and Huberman method supports this research in producing more in-depth findings and can be used as a basis for improving classroom facilities.

The selected informants were 5 students from the Faculty of Health Sciences, Kadiri University who were taking the Islamic Religious Education course in the odd semester. The selection of informants was carried out purposively, considering that they actively attended lectures in the classrooms of Building E, so they had direct experience in using the available facilities. These informants are expected to provide relevant and in-depth data on the comfort, effectiveness, and quality of classroom facilities in supporting teaching and learning activities.

The research instruments used in the evaluation of classroom quality in Building E, Kadiri University include several complementary data collection methods. Direct observation is the main instrument for observing the real conditions of the classroom, such as physical facilities (chairs, air conditioning, whiteboards), supporting technology (projectors, projection screens, audio systems), and the learning atmosphere created. This observation was carried out by recording details of the room conditions, the quality of the facilities, and how the facilities were used in teaching and learning activities. In addition, interviews were used to explore the opinions of five students who actively attended lectures in the classroom. This interview is semi-structured with a question guide that covers aspects of facility comfort, clarity of material presented through supporting technology, and the effectiveness of using audio systems in supporting learning. Student opinions help provide a direct perspective as primary users of the classroom. The next instrument is a questionnaire, which is designed to measure students' perceptions in a more structured way. The questionnaire contains questions that measure user satisfaction related to classroom facilities, such as chair comfort, air conditioning conditions, projector display quality, and cleanliness and acoustic conditions of the room. Answers are given on a Likert scale to facilitate quantitative data measurement. Additional instruments in the form of documentation are also used to complement the research data. Documentation includes photographs of classroom facilities, supporting equipment, and facility maintenance records or reports if available. The combination of these four instruments ensures that the data obtained is accurate, comprehensive, and able to provide a complete picture of the quality of classrooms at Kadiri University.

The first stage in the Miles and Huberman method is data reduction, which is done by collecting information through direct observation and interviews with five students who use the classroom in Building E, Kadiri University. This observation includes the condition of the classroom facilities, such as the availability of chairs,

air conditioning, projectors, whiteboards, audio systems, and the overall comfort of the room. Interviews were conducted to obtain students' opinions regarding the effectiveness of the facilities in supporting the learning process. The collected data were then filtered, by eliminating irrelevant information and retaining only core data that was directly related to the quality and function of the classroom facilities. The main focus of this process is to ensure that the data obtained includes the physical aspects of the room, supporting technology, and comfort during teaching and learning activities. The next stage is data presentation, where the selected data is arranged systematically to make it easier to understand and analyze. The presentation is done in the form of descriptive narratives, tables, or graphs that describe the main findings. For example, the condition of the projector with high resolution and optimal brightness level, two AC units that function to keep the temperature cool, and the Dolby Surround System audio system that ensures the lecturer's voice is heard clearly throughout the room. The results of student interviews are also organized by themes, such as the comfort of physical facilities, the clarity of the material display, and the effectiveness of supporting technology. The final stage is drawing conclusions and verification, which is done by analyzing the data that has been presented. Conclusions are strengthened by comparing the results of observations and interviews so that the advantages and disadvantages of classroom facilities can be identified.

RESULT AND DISCUSSION

Research Result

1. Hierarchy Diagram

Most students feel comfortable with the chairs provided in the classroom. However, there are some complaints regarding the condition of the chairs which are slightly damaged and wobbly. This indicates the need for regular maintenance or repairs so that student comfort is maintained during long lectures.

> **Researcher** : *"What do you think about the comfort of the chairs provided in this classroom?"*
>
> **Informant 1** : *"I find the chair quite comfortable and soft, suitable for long lectures. I can sit for quite a long time without feeling pain or discomfort."*
>
> **Researcher** : *"How about the room temperature during the lecture? Is the AC working properly?"*
>
> **Informant 1** : *"The AC in this classroom works well, the room feels cool. I feel comfortable even though the class lasts long."*

Picture 1. Comfortable Classroom Conditions

The majority of students felt that the temperature in the classroom was comfortable thanks to the good functioning of the AC. However, some students noted that the AC was sometimes not cold enough if there were too many students. This could be a concern to ensure that the AC functions optimally during class, especially at full capacity.

Researcher : *"What about the quality of the projectors and screens used in the classroom?"*

Informant 2 : *"The projector used is very clear, the images displayed are sharp even in bright lighting. It really helps in understanding the material."*

Informant 3 : *"Yes, the projector works well, although sometimes when the light is bright, the display is a little blurry. But overall, it's good."*

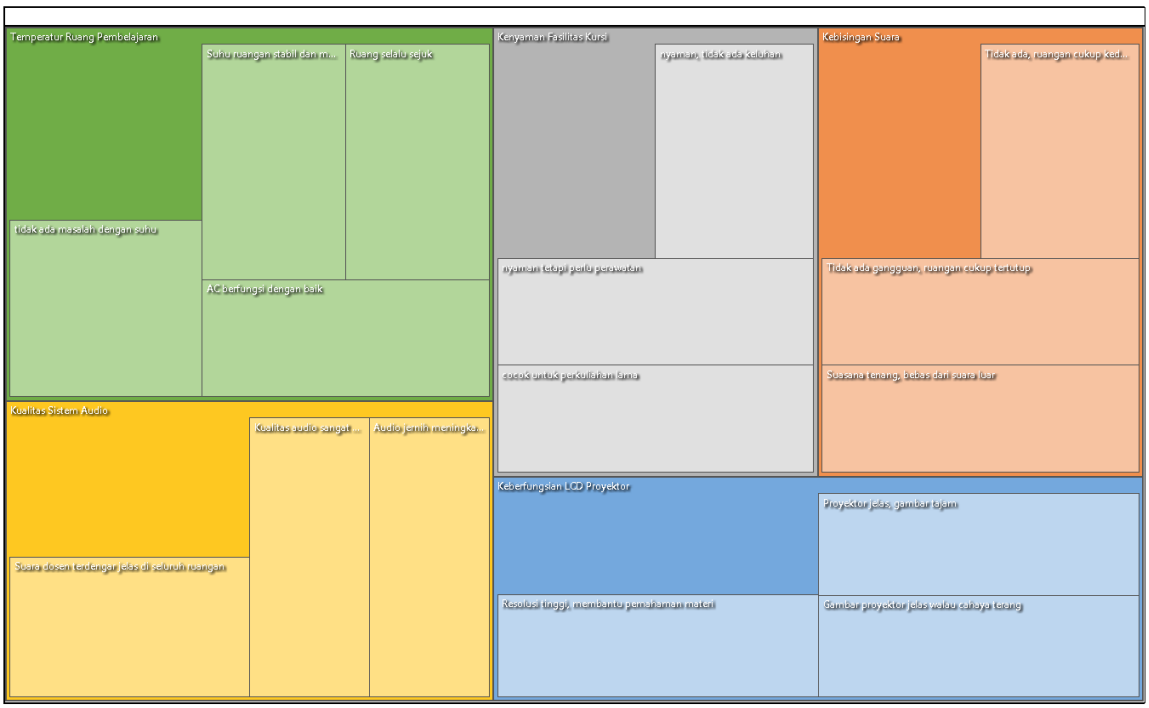


Figure 1. Priority Hierarchy of Aspects

2. Mapping Framework

Students gave positive assessments of the quality of the projectors and screens used in the classroom. Although there were a few complaints about the slightly blurry display when the lighting was bright, the projectors still functioned well and supported the learning process with a clear display. Regular maintenance can maintain its quality more optimally.

Researcher : *"How about the audio system in this classroom?"*

Informant 4 : *"The audio in this classroom is excellent. The instructor's voice is clearly audible throughout the room. There are no interruptions or choppy audio."*

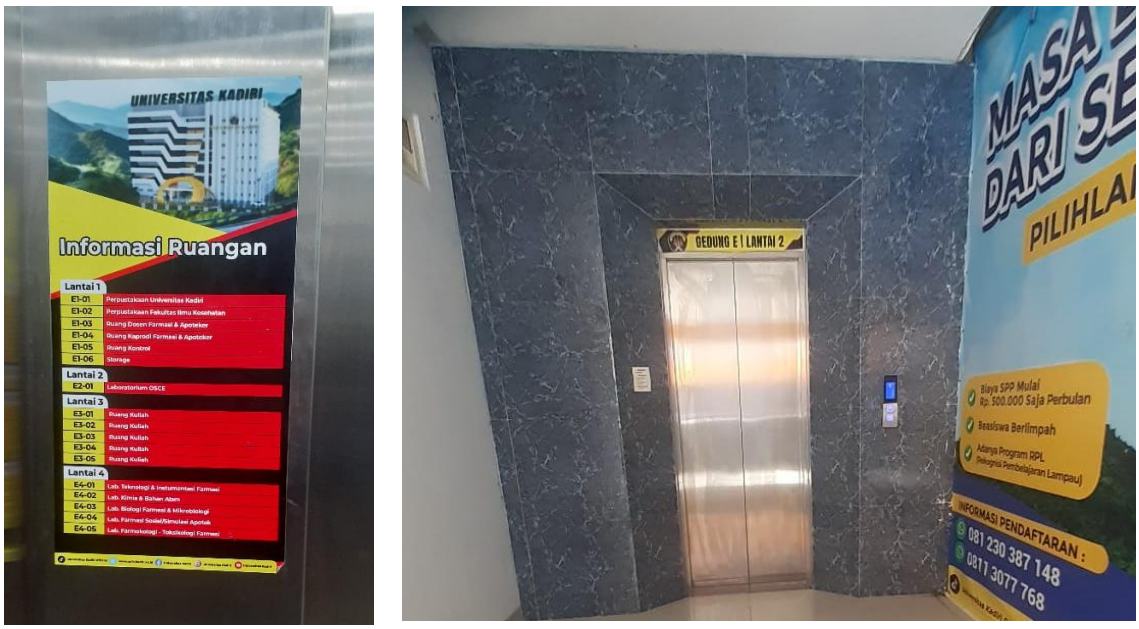
Informant 5 : *"The audio is quite good. The lecturer's voice is clear, and I can hear well even though I sit in the back."*

The audio quality in the classroom was rated very well by students. All informants felt that the lecturer's voice was clear and there were no noise interference problems. This shows that the existing audio system is very supportive of the learning process, even at the back of the class.

Researcher : *"Are there any noise disturbances from outside the room that interfere with the lecture?"*

Informant 1 : *"There is no noise from outside. This room is quite soundproof."*

Informant 2 : *"This room is soundproof. I never hear any disturbing outside noise during lectures."*



Picture 2. Information on Rooms and Lift Facilities on Each Floor

All students agree that the classroom is soundproof enough, so there is no disturbance from outside the room. This provides a calm and comfortable atmosphere, very supportive of a focused and distraction-free learning process.

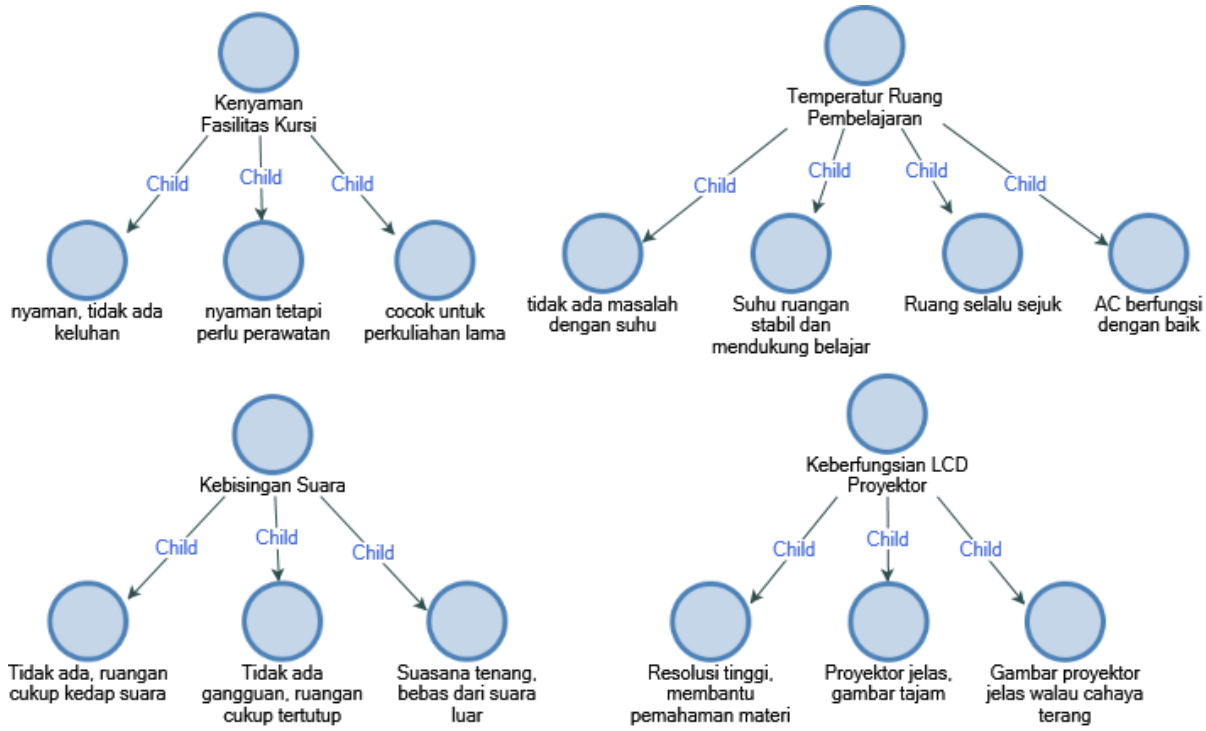


Figure 2. NVIVO 12 Data Processing Mapping Framework

Based on the results of interviews conducted with five students of the Faculty of Health Sciences, Kadiri University who are taking the Islamic Religious Education course in the classroom of Building E, there are several important findings related to the quality of the classroom facilities used. Overall, students considered that this classroom is quite comfortable and supports an effective learning process. The chairs provided are considered comfortable, especially for lectures that last for a long time. However, several students complained that the chairs were starting to be damaged and wobbly, which could reduce comfort during lectures. This shows that the maintenance of facilities, especially chairs, needs to be considered in order to continue to support student comfort.

Room temperature was also a concern, with most students feeling that the air conditioning was functioning well and keeping the room cool. However, there were some complaints about the air conditioning not being cool enough when there were a lot of students, indicating the need for regular checks and adjustments to the air conditioning capacity. The projector and audio system in this classroom received positive reviews, as the clear image and sound quality helped students understand the lecture material better. Although there were a few complaints about the projector display being slightly blurry under bright lighting, the projector functioned well overall.

The soundproof aspect is also considered to be very supportive of learning comfort. A soundproof room ensures that there are no outside disturbances that can disrupt student concentration during lectures. In general, students feel that the

existing facilities are quite adequate, but they provide suggestions for regular maintenance, especially for chairs and air conditioners, in order to maintain the quality of existing facilities so that they remain optimal in supporting the learning process.

Building E at Kadiri University is equipped with a very well-functioning elevator facility, becoming one of the important aspects that supports the mobility of students and lecturers on campus. This elevator allows building occupants to move between floors quickly and efficiently, without having to use stairs. This is a very helpful solution, especially for those who are on the upper floors and need more practical access. With this facility, the time needed to move from one floor to another is shorter, thus reducing delays in lecture activities. Optimal elevator function is also very important in supporting the comfort of students and lecturers, especially for those with physical limitations. With a smoothly operating elevator, they don't need to worry about having to climb stairs that can make it difficult for them to move. This elevator is designed to accommodate the needs of all users, providing comfort and equal access for everyone, thus supporting the principle of inclusivity on campus. In addition, the presence of an elevator in Building E also speeds up movement between floors for students and lecturers who have busy schedules. The fast and easy process of moving between floors allows them to be more efficient in managing their time, especially when moving from one classroom to another. The elevator functions as a very effective tool in supporting the smooth running of academic and operational activities on campus. The reliability of this elevator also provides a sense of security for users. A well-maintained and normally functioning elevator reduces the potential for disruption or delays that can occur during lectures or other activities. Overall, the elevator facilities in Building E, Kadiri University are one of the important elements that increase comfort, efficiency, and accessibility in the campus environment, thus supporting the smooth running of academic and non-academic activities that take place there.

Discussion

The comfort of the facilities in Building E of Kadiri University, such as chairs, room temperature, projectors, screens, and audio systems, is significantly enhanced by the integration of various ergonomic, environmental, technological, and accessibility factors. An efficient lift facilitates quick and convenient access to classrooms, allowing students and lecturers to arrive on time without unnecessary fatigue. This mobility ensures that they can focus more on physical comfort, such as the ergonomic chairs provided. Comfortable chairs play a crucial role in supporting prolonged learning sessions, and reducing fatigue before lectures further enhances student engagement and participation.

The regulation of room temperature is also a key factor in maintaining a conducive learning environment. Quick and efficient access to classrooms via the lift enables students and lecturers to better acclimatize to the regulated conditions of the air-conditioned rooms. Addressing the capacity and maintenance of air conditioning systems is essential for ensuring consistent thermal comfort, especially during full classroom occupancy.

The quality of projectors and screens greatly influences the clarity and effectiveness of material delivery. Students noted that optimally functioning projectors and screens enhance the learning process by providing clear visuals, which align with cognitive learning theories emphasizing the importance of multimedia tools. The lift's efficiency reduces stress from delays, allowing students to focus on the presented materials without distraction or rush.

The excellent audio system in the classroom further complements the learning environment. A clear and reliable audio setup ensures that the lecturer's voice is audible throughout the room, enhancing inclusivity for all students, including those seated at the back. The integration of a soundproof classroom design minimizes external noise, creating a focused and distraction-free atmosphere. The synchronization of these facilities fosters an immersive learning experience.

The presence of a well-maintained elevator not only enhances mobility but also supports campus inclusivity by accommodating individuals with physical limitations. This aligns with universal design principles, which aim to provide equitable access for all users. The seamless operation of elevators enables students and lecturers to efficiently access classrooms, thereby improving their overall experience with classroom facilities, including comfortable chairs, stable room temperatures, high-quality projectors, and a reliable audio system. Collectively, these elements create a smooth and enjoyable learning process with minimal disruptions, reinforcing the importance of integrated facility management in academic settings.

The findings reveal that students consider the chairs in the classrooms to be generally comfortable for long lectures. However, complaints about wobbly or slightly damaged chairs indicate the need for regular maintenance to ensure sustained comfort. According to human factors and ergonomics theory, comfort is a critical determinant of physical and cognitive performance in work and educational environments. The prolonged use of improperly maintained chairs can lead to musculoskeletal discomfort, which may impede students' focus and engagement during lectures. Regular maintenance and replacement of damaged chairs are essential to sustain ergonomic support and enhance students' learning experiences. Recent studies have emphasized that well-maintained classroom furniture directly impacts students' posture and comfort (Ribeiro, et al., 2023).

Room temperature plays a significant role in creating a conducive learning environment. Most students reported that the air conditioning (AC) systems functioned well, ensuring a comfortable temperature during lectures. However, complaints arose when classrooms were at full capacity, as the cooling became insufficient. According to Fanger’s thermal comfort theory, perceived comfort is influenced by air temperature, humidity, and air movement. Regular evaluation of AC capacity and adjustments based on classroom occupancy are needed to maintain optimal thermal comfort. These findings are consistent with research highlighting the relationship between thermal comfort and student productivity in educational settings (Al Horr, et al., 2023).

The quality of projectors, screens, and audio systems received positive feedback, with students highlighting their significant contribution to understanding lecture material. However, some informants noted minor issues with the projector

under bright lighting conditions. According to Mayer's Cognitive Theory of Multimedia Learning, clear visuals and audio are essential for effective knowledge retention. Ensuring consistent maintenance of projectors and optimizing lighting conditions can improve the clarity of visual presentations. Additionally, well-functioning audio systems ensure inclusivity for students sitting at the back of the room. Recent studies reinforce the role of technological aids in enhancing classroom communication (Lunke, et al., 2022).

All students agreed that classrooms were sufficiently soundproof, creating a quiet and focused learning environment. The absence of noise disturbances aligns with environmental psychology theory, which emphasizes the importance of minimizing auditory distractions to enhance concentration. Maintaining soundproofing standards ensures a distraction-free atmosphere, fostering better academic performance. This finding resonates with research demonstrating the positive effects of acoustic environments on students' cognitive abilities (Bradley, et al., 2021).

The elevator facilities in Building E were highlighted as a significant factor supporting accessibility and mobility. Efficient elevator services allow students and lecturers to move quickly between floors, reducing fatigue and improving punctuality. This finding aligns with principles of universal design for learning, which advocate for creating inclusive environments that accommodate diverse needs. Ensuring the reliability of elevator facilities enhances campus inclusivity, particularly for individuals with physical limitations. The smooth operation of elevators supports broader campus accessibility goals (Singh, et al. 2023).

The integration of ergonomic, environmental, technological, and accessibility factors demonstrates that classroom facilities significantly influence the quality of the learning experience. The following recommendations emerge from this study: Implement a routine maintenance schedule for chairs, AC systems, projectors, and elevators to ensure consistent functionality and comfort. Evaluate AC systems and lighting arrangements to accommodate varying classroom occupancies effectively. Invest in advanced projectors with anti-glare features to improve visibility under bright lighting. Continue to prioritize accessibility by maintaining reliable elevator services and addressing mobility needs on campus. Establish periodic student surveys to gather real-time feedback on facility performance and address emerging issues promptly. By addressing these aspects, Kadiri University can further enhance its commitment to providing a conducive, inclusive, and supportive learning environment.

CONCLUSION

Evaluation of the quality of learning media in the classrooms of Building E, Kadiri University, concludes that the existing facilities effectively support a comfortable and conducive learning process. Ergonomically designed and well-maintained chairs, regulated room temperatures, and high-quality projectors and audio systems contribute significantly to enhancing students' focus and engagement during lectures. The presence of a reliable elevator facilitates seamless mobility between floors, ensuring that students and lecturers can access classrooms

efficiently and without undue fatigue. These factors collectively create a holistic and inclusive environment that supports academic activities.

Despite the overall adequacy of the facilities, certain areas require further attention, particularly the maintenance of chairs and air conditioning systems. Regular maintenance of these facilities is crucial to sustain their functionality and ensure optimal comfort for users. These findings underscore the importance of proactive campus facility management, particularly in maintaining and improving classroom infrastructure to support the learning process effectively.

These results hold important implications for campus administrators, emphasizing the need for continuous evaluation and enhancement of classroom facilities. Prioritizing maintenance schedules for chairs, air conditioning, and audio systems will help maintain an environment conducive to learning. Additionally, periodic feedback collection from students and lecturers can provide valuable insights for addressing emerging needs and improving facility quality.

Future research could explore the direct relationship between facility quality and student learning outcomes, such as satisfaction levels, academic performance, or classroom engagement. Investigating the integration of advanced technology, including interactive projectors or digital learning applications, offers a promising avenue for enhancing the learning experience. Furthermore, research into how facility improvements influence student motivation and engagement could provide actionable insights for creating even more effective and inclusive educational environments.

ACKNOWLEDGMENT

I would like to express my heartfelt gratitude to the leadership of Kadiri University, the Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, and all the lecturers at Kadiri University for their cooperation and invaluable assistance in this research. My deepest appreciation also goes to the entire academic community of Kadiri University for their continuous support, valuable input, and meaningful collaboration, which greatly contributed to the smooth and successful completion of this research. Without your contributions and sincere attention, this research would not have been successfully carried out.

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