



Enhancing Educational Quality Through Facilities and Infrastructure Management: Evidence from an Islamic Primary School

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ABSTRACT

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This study aims to analyze the implementation of facilities and infrastructure management in improving the quality of education at an Islamic elementary school. A qualitative approach with a case study design was employed. Data were collected through in-depth interviews, passive participant observation, and documentation involving the principal, facilities and infrastructure coordinator, finance officer, and teachers selected through purposive sampling. Data were analyzed using an interactive model consisting of data collection, condensation, data display, and conclusion drawing. The credibility of the findings was ensured through source and technique triangulation. The findings reveal that facilities and infrastructure management is implemented through participatory planning aligned with curricular needs, priority-based procurement according to budget availability, systematic asset inventory and administration, and collaborative utilization and maintenance involving all school members. These practices contribute to creating a conducive learning environment, enhancing teaching effectiveness, and supporting improvements in educational quality. The study implies that systematic and participatory management of educational facilities and infrastructure is essential for strengthening institutional quality and sustaining educational excellence in Islamic primary schools.

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INTRODUCTION

Education is universally recognized as a fundamental instrument for developing human resources and promoting sustainable social progress. As a deliberate and systematic process, education enables individuals to develop their intellectual, moral, social, and practical capacities, thereby contributing to national development and public welfare (Darwanto et al., 2024; Siswadi et al., 2025). The quality of education directly influences the competitiveness of a nation

because educational institutions produce graduates who are expected to respond effectively to social, economic, technological, and cultural changes. Consequently, improving educational quality has become a strategic priority in many countries. Evidence from previous studies demonstrates that long-term investment in education significantly enhances human capital, strengthens workforce competencies, and promotes economic growth and social prosperity (Romlah et al., 2025). Therefore, ensuring educational quality is not merely an institutional responsibility but also a societal necessity for achieving sustainable development and improving the quality of life.

Educational quality is influenced by multiple interconnected factors, including curriculum implementation, teacher competence, school leadership, learning environment, and the availability of educational facilities and infrastructure (Baharun et al., 2022; Sahid et al., 2021). Among these factors, facilities and infrastructure constitute one of the essential pillars supporting effective teaching and learning activities. Adequate classrooms, instructional media, laboratories, libraries, and supporting facilities create a conducive learning environment that encourages student engagement and improves learning outcomes (Kosasih et al., 2021). Conversely, inadequate or poorly managed facilities often reduce instructional effectiveness and limit students' opportunities to achieve optimal academic performance. Previous studies have consistently shown that the availability of appropriate educational facilities significantly contributes to teaching quality, student satisfaction, and institutional performance (Zien et al., 2024). These findings indicate that educational quality depends not only on pedagogical excellence but also on effective management of physical resources that support the entire educational process (Wardhani et al., 2025).

Despite the recognized importance of educational facilities, many educational institutions continue to experience substantial challenges in managing their physical resources effectively. The problem extends beyond the availability of facilities to encompass strategic planning, procurement, inventory management, maintenance, utilization, and financial sustainability. Educational institutions, particularly private schools, frequently encounter budget limitations that hinder the acquisition and maintenance of facilities required to support increasingly diverse curricular demands. As a result, many schools struggle to balance limited financial resources with the need to provide safe, functional, and innovative learning environments. Educational facilities that are inadequately managed often experience rapid deterioration, inefficient utilization, and increased operational costs, ultimately affecting the quality of educational services delivered to students. Systematic facilities and infrastructure

management is essential for ensuring that educational resources remain functional, efficient, and capable of supporting continuous improvements in educational quality (Anshori et al., 2022).

These challenges are particularly evident in Islamic private elementary schools that must simultaneously accommodate national curriculum requirements and religious educational objectives while operating under relatively limited financial capacity. One Islamic elementary school demonstrates continuous efforts to strengthen its educational quality through the systematic provision and management of educational facilities and infrastructure. The school has gradually improved classrooms, learning equipment, administrative facilities, and supporting environments to accommodate increasing student enrollment and evolving instructional needs. Nevertheless, maintaining asset functionality, prioritizing procurement according to urgent needs, conducting regular maintenance, and optimizing resource utilization remain ongoing managerial challenges (Soim et al., 2026). These practical conditions illustrate the complexity of managing educational facilities in private Islamic schools, where institutional sustainability depends not only on financial capability but also on managerial effectiveness. Such field conditions provide a relevant context for examining how facilities and infrastructure management contributes to improving educational quality within Islamic primary education institutions.

Previous studies have extensively examined educational facilities and infrastructure management from various perspectives. Many researchers have concluded that effective planning, procurement, inventory, maintenance, and utilization of educational resources positively influence teaching effectiveness and institutional performance (Hadi & Kesuma, 2025). Other studies have emphasized that adequate facilities create a more conducive learning environment, improve student motivation, and enhance educational outcomes (Mahmud & Malik, 2024). Furthermore, research has demonstrated that educational facilities should be managed as strategic assets rather than merely physical resources because their sustainability directly affects the continuity of educational services (Mu'alimin et al., 2026). Collectively, these studies confirm that facilities and infrastructure management constitutes an integral component of educational quality improvement. Nevertheless, the majority of existing studies primarily focus on describing management functions individually without comprehensively explaining how these interconnected managerial processes collectively contribute to sustained educational quality improvement.

Another limitation of previous research is its predominant focus on public schools or educational institutions with relatively stable governmental financial support. Comparatively fewer studies have explored facilities and infrastructure management within Islamic private primary schools, where institutional

sustainability depends largely on independent financial management, community participation, and organizational commitment. Existing literature also tends to evaluate educational quality using general institutional indicators while paying limited attention to how facilities management supports the integration of general and Islamic curricula within the same educational environment. Consequently, empirical evidence explaining the implementation of comprehensive facilities management in Islamic primary schools remains limited (Syamsy et al., 2023). This research therefore seeks to address this gap by providing an in-depth analysis of facilities and infrastructure management practices within an Islamic private primary school and examining their contribution to improving educational quality through a holistic management perspective.

This study offers a broader perspective by examining facilities and infrastructure management as an integrated managerial system rather than as isolated administrative activities. It analyzes the relationships among planning, procurement, inventory management, utilization, and maintenance while considering how these processes collectively support educational quality improvement. The study also highlights the distinctive characteristics of Islamic primary education, where educational facilities are expected to accommodate both academic learning and religious values simultaneously. By emphasizing the interaction between managerial effectiveness and educational outcomes, this research provides a more comprehensive understanding of how systematic asset management contributes to institutional sustainability, continuous quality improvement, and the creation of a conducive learning environment in private Islamic primary schools.

Based on these considerations, this study investigates how facilities and infrastructure management is implemented to improve educational quality in an Islamic primary school. It argues that educational quality is influenced not only by the availability of adequate facilities but also by the effectiveness with which those facilities are planned, managed, maintained, and utilized throughout the educational process. A systematic and participatory management approach is expected to optimize resource utilization, strengthen institutional capacity, improve teaching effectiveness, and create a learning environment that supports students' academic and character development. Therefore, this study aims to provide empirical evidence regarding the contribution of integrated facilities and infrastructure management to sustainable educational quality improvement and institutional competitiveness in Islamic primary education.

RESEARCH METHODS

This study employed a qualitative approach with a case study design to obtain an in-depth understanding of facilities and infrastructure management in improving educational quality. A qualitative approach was considered appropriate because it enables researchers to explore participants' experiences, perceptions, and managerial practices within their natural setting rather than measuring variables quantitatively (Sabono et al., 2024; Sibbald et al., 2021). The case study design was selected because it allows intensive investigation of a bounded system through multiple sources of evidence, providing comprehensive insights into a contemporary phenomenon (Lavarda & Bellucci, 2022). The research was conducted at SDI Miftahul Huda Plosokandang, which was purposively selected because the school has continuously improved its educational facilities while simultaneously addressing financial and managerial constraints commonly experienced by private Islamic primary schools. These characteristics make the school an appropriate case for examining how facilities and infrastructure management practices contribute to improving educational quality.

Data consisted of primary and secondary sources. Primary data were obtained through semi-structured, in-depth interviews with key informants selected using purposive sampling, including the principal, the vice principal responsible for facilities and infrastructure, the school treasurer, and teachers who were directly involved in planning, managing, and utilizing educational facilities (Agilan, 2026). Secondary data were collected from official school documents, including the Medium-Term School Development Plan, the School Activity and Budget Plan, asset inventory records, and photographs documenting educational facilities. Data collection employed three complementary techniques: interviews, passive participant observation, and documentation. Interviews explored planning, procurement, utilization, maintenance, and supervision of facilities, while passive participant observation enabled direct examination of physical conditions and their use during teaching and learning activities. Documentation served to verify administrative records and strengthen the credibility of empirical findings (Sabono et al., 2024).

Data were analyzed using the interactive model proposed by Sibbald et al., (2021), consisting of four interconnected stages: data collection, data condensation, data display, and conclusion drawing or verification. Data collection involved compiling interview transcripts, observation field notes, and supporting documents. During data condensation, the collected information was selected, organized, simplified, and categorized according to the main dimensions of facilities and infrastructure management and educational quality. The condensed data were subsequently presented through descriptive narratives

and analytical matrices to facilitate pattern identification and interpretation. Finally, conclusions were continuously verified by comparing emerging findings with empirical evidence collected throughout the research process. To ensure the trustworthiness of the findings, this study applied source triangulation by comparing information obtained from different participants and methodological triangulation by cross-checking interview data with observation results and documentary evidence.

RESULTS AND DISCUSSION

Results

Planning of Facilities and Infrastructure Management to Improve Educational Quality

The planning of facilities and infrastructure at the Islamic elementary school was systematically divided into two main categories: planning for educational program needs and planning for routine operational needs. This classification was implemented to facilitate the identification of procurement priorities that directly and indirectly support the improvement of educational quality. The planning process followed national standards for educational facilities and infrastructure to ensure that the minimum requirements for educational services were fulfilled.

Planning for routine operational facilities originated from reports submitted by classroom coordinators and staff responsible for each work unit to the facilities and infrastructure coordinator. The principal and the school management team subsequently verified these reports to determine procurement priorities. Routine operational planning was discussed collaboratively during teachers' meetings. The operational plan remained flexible to accommodate unexpected situations, including emergency repairs or urgent procurement needs, without disrupting teaching and learning activities.

The principal explained: "Planning for routine operational needs is intentionally designed to remain flexible. The facilities management team relies on monthly reports regarding the condition of classrooms and workspaces. However, if unexpected damage to learning facilities or other unforeseen situations occurs, the school immediately adjusts the budget without disrupting the teaching and learning process." (Interview with the Principal, May 12, 2026).

Planning for long-term infrastructure investment was assigned to the school development team. The planning covered the construction and renovation of supporting facilities, including worship facilities, school gardens, toilets, the school health unit, teachers' offices, and the principal's office. Infrastructure development was organized into short-term (one year), medium-term (four to five years), and long-term (ten to fifteen years) planning periods to ensure sustainable development of the school environment.

Document observation conducted on May 15, 2026, showed that the school's Medium-Term Development Plan prioritized the improvement of worship facilities and the expansion of the School Health Unit (UKS) to enhance students' comfort and support learning activities.

The final authority for approving the master plan of facilities and infrastructure rested with the principal. Before implementation, the proposed development plan prepared by the school development team was presented during the school committee meeting to accommodate parents' suggestions and expectations. The finalized proposal was then submitted to the school foundation for legal approval and financial authorization before implementation.

Implementation of Facilities and Infrastructure Management to Improve Educational Quality

The implementation of facilities and infrastructure procurement was carried out as the realization of the plans formulated during the planning stage. Procurement activities were conducted systematically to ensure that operational and academic requirements were fulfilled. The implementation process was based on priority needs identified during planning, allowing available financial resources to be allocated efficiently to support educational quality improvement.

The principal stated: "The procurement process always begins with careful planning. Once the planning has been completed properly, we proceed with procurement according to the approved plans and budget allocations." (Interview with the Principal, November 22, 2022).

The implementation of procurement frequently required financial adjustments because unexpected needs emerged during the academic year. Annual procurement proposals were prepared by estimating the required facilities and corresponding budget before being submitted for approval. When planned procurement could not be fully implemented because of unforeseen circumstances, the school adjusted its financing by combining government funding with financial support from the school committee.

The facilities and infrastructure coordinator explained: "The procurement process begins with budget planning, where we prepare a list of required items along with the estimated budget for the following academic year. After careful planning, the proposal is submitted for implementation. However, unforeseen situations frequently arise during the school year, making it impossible to implement every procurement plan exactly as scheduled. In such cases, we overcome the financial constraints by combining government funding with contributions from the school committee." (Interview with the Facilities and Infrastructure Coordinator, November 22, 2022).

Administrative documentation formed an essential component of every procurement activity. Each procurement proposal was prepared and documented to ensure accountability and facilitate financial reporting. The procurement of specialized educational equipment, particularly laboratory facilities, received particular attention because these resources directly supported practical learning activities and instructional quality.

The laboratory coordinator stated: "Every procurement activity must be supported by complete administrative documents because these records are required for institutional accountability and reporting. For example, proposals for additional computers or laboratory equipment are prepared to ensure that practical learning activities are adequately supported and that all laboratory requirements are fulfilled." (Interview with the Laboratory Coordinator, November 22, 2022).

The procurement of library resources followed a participatory approach involving both teachers and students. Students completed questionnaires regarding their preferred reading materials, while teachers identified instructional resources required for classroom learning. The information collected served as the basis for proposing new book acquisitions. Minor operational requirements, including book covers and damaged book repairs, were managed independently by the library using its operational budget.

The librarian explained: "We only propose the number and types of books needed before submitting the proposal to the procurement unit. Previously, we distributed questionnaires to students regarding the books they wanted to read and to teachers regarding the instructional books required for the following academic year. For routine library operations, such as replacing book covers or repairing damaged books, we manage the operational budget independently." (Interview with the Librarian, November 22, 2022).

Observation and documentation conducted on November 22, 2022, confirmed the interview findings. Administrative records, procurement proposals, logistics documentation, and inventory files related to laboratory equipment and learning resources were available and systematically maintained. These documents demonstrated that the procurement process was implemented through structured administrative procedures and aligned with the school's planned facilities and infrastructure development.

Evaluation of Facilities and Infrastructure Management to Improve Educational Quality

The evaluation of facilities and infrastructure management was conducted through a systematic monitoring process to assess the physical condition and functionality of school facilities. Regular inspections were carried out weekly to

identify damaged, missing, or poorly functioning facilities. When minor damage was identified, immediate corrective action was taken to restore the facilities and maintain their usability for teaching and learning activities.

The principal stated: "The evaluation of school facilities and infrastructure is conducted every week. Whenever damage is reported, immediate action is taken. Minor damage is repaired directly by the school, while missing items or facilities requiring maintenance are also addressed promptly. Through weekly monitoring, the condition of all educational facilities can be continuously observed and managed." (Interview with the Principal, November 22, 2022).

Daily monitoring of facilities was also conducted by teachers on duty and by personnel assigned to specific school areas. Each classroom and functional room had a designated person responsible for supervising the condition and utilization of its facilities. Monitoring covered classrooms, the library, science laboratory, teachers' office, administrative office, principal's office, worship facilities, counseling room, school health unit, student organization room, storage room, and toilets. Any identified damage was reported immediately for follow-up action.

The facilities and infrastructure coordinator explained: "Evaluation is conducted to ensure the effective utilization of educational facilities and infrastructure. Daily monitoring is carried out by teachers on duty, while every classroom and functional room has its own person in charge. Monitoring activities include supervision and maintenance throughout the school environment. Whenever damage is identified, immediate follow-up action is taken." (Interview with the Facilities and Infrastructure Coordinator, November 22, 2022).

The principal also conducted direct inspections of school facilities to identify problems requiring immediate solutions. These inspections focused on facilities that directly supported classroom instruction and student learning activities.

The laboratory coordinator stated: "The principal regularly inspects every room to determine whether any facilities require repair or whether operational problems exist. After the inspection, appropriate solutions are identified, including the procurement of additional computers and other equipment needed to support practical learning activities." (Interview with the Laboratory Coordinator, November 22, 2022).

School staff reported that the principal's active involvement ensured that facilities and infrastructure management remained consistent with the school's development plans and operational objectives. The librarian stated: "The evaluation process has been implemented effectively because the principal

directly supervises the management of school facilities and infrastructure, ensuring that all activities are carried out according to the established plans." (Interview with the Librarian, November 22, 2022).

Observation and documentation conducted on November 22, 2022 identified evaluation reports, monitoring records, and facility inspection documents signed by the principal, confirming the implementation of regular monitoring activities throughout the school. Maintenance activities were conducted continuously to preserve the functionality and usability of educational facilities. Comprehensive maintenance evaluations were performed at the end of every month to identify damaged, missing, or insufficient equipment. School members were expected to return facilities to their designated locations after use to maintain order and prolong their service life.

The principal explained: "We conduct facilities and infrastructure evaluations at the end of every month to identify damaged, missing, or insufficient items. All facilities are placed in designated locations, and every school member is expected to return them after use. However, students' awareness of maintaining school property remains limited, resulting in frequent damage to facilities such as water taps and sports equipment." (Interview with the Principal, November 22, 2022).

Monthly inspections were delegated to the person responsible for each functional unit to ensure accurate reporting of facility conditions and determine whether equipment remained suitable for use.

The facilities and infrastructure coordinator stated: "Students sometimes treat school facilities as toys. Sports equipment, electrical switches, and water taps are particularly vulnerable to damage. We continuously encourage students to take better care of school property. Monthly inspections are conducted by the person responsible for each unit to identify damaged, missing, or unusable equipment." (Interview with the Facilities and Infrastructure Coordinator, November 22, 2022).

Maintenance procedures were determined according to the severity of the damage. Minor damage was repaired internally, while moderate and severe damage was reported to the facilities management unit for further action. Equipment requiring specialized repairs was handled by external technicians. The laboratory coordinator explained: "Maintenance depends on the condition of the equipment. Minor damage is repaired by the school, while moderate damage is first reported to the facilities management unit. Equipment with severe damage is repaired by external service providers because they have the necessary technical expertise." (Interview with the Laboratory Coordinator, November 22, 2022).

Maintenance activities also involved coordination among teachers, administrative staff, and the school foundation. Reports regarding damaged facilities were communicated through formal meetings or informal discussions before being forwarded to the foundation for approval and repair.

The librarian stated: "Maintaining school facilities is a shared responsibility. I regularly check the condition of the facilities, and teachers report any damage either during meetings or through informal discussions. Afterward, I notify the school foundation and coordinate with the administrative staff to arrange repairs, either internally or by hiring external technicians when necessary." (Interview with the Librarian, November 22, 2022).

Observation and documentation conducted on November 22, 2022 identified updated library inventory monitoring records and maintenance control documents that were routinely used to monitor the condition of school facilities and supporting educational resources.

Discussion

The findings indicate that facilities and infrastructure management at SDI Miftahul Huda Plosokandang begins with a systematic and participatory planning process involving the school development team, school leaders, teachers, administrative staff, and other stakeholders. This planning process is organized through coordination meetings, identification of procurement priorities, and the classification of planning into routine operational needs and long-term institutional development. Such findings are consistent with the view that educational facilities planning should be conducted systematically to ensure that procurement decisions are aligned with institutional needs and available resources (Pendidikan et al., 2023). Likewise, the involvement of multiple stakeholders supports previous studies emphasizing that participatory planning enhances the effectiveness of budget allocation and reduces the likelihood of inappropriate procurement decisions (Hasanah et al., 2025). However, this study extends previous findings by demonstrating that the separation of operational and strategic planning enables schools to respond flexibly to immediate needs while maintaining long-term infrastructure development. Theoretically, these findings strengthen the concept of strategic educational asset management by highlighting the importance of adaptive planning in educational institutions. Practically, this planning model provides an applicable framework for private Islamic primary schools seeking to improve educational quality despite financial limitations.

The findings further reveal that the implementation of facilities and infrastructure management was carried out according to the institutional procurement plan and available financial capacity. Procurement activities were

prioritized based on educational needs and supported through multiple funding sources, including government operational assistance, school committee contributions, and institutional budgeting. These findings support the argument that educational facilities management should be implemented through continuous managerial activities that ensure educational resources remain available and functional throughout the learning process (Saekan & Kayadibi, 2026). The results also confirm that systematic facilities management contributes to improving instructional effectiveness by ensuring that learning resources are consistently available for teachers and students (Belina et al., 2025). Nevertheless, this study offers additional evidence that financial flexibility plays a strategic role in maintaining procurement continuity when schools experience budget constraints. This aspect has received relatively limited attention in previous studies, which generally emphasize procurement procedures rather than adaptive financing mechanisms. Therefore, this study contributes to the literature by demonstrating that diversified funding strategies constitute an essential component of sustainable facilities management in private educational institutions.

The evaluation findings demonstrate that regular monitoring, routine maintenance, and shared responsibility among school personnel contribute to maintaining the functionality of educational facilities and infrastructure. Weekly supervision, monthly maintenance evaluations, and direct inspections by school leaders enabled damaged facilities to be identified and repaired promptly, thereby minimizing disruptions to teaching and learning activities. These findings are consistent with previous studies indicating that continuous supervision and maintenance function as important quality assurance mechanisms for extending the lifespan of educational assets and improving institutional effectiveness (Badriyah et al., 2025). However, the present study also identifies several challenges that have received limited attention in previous research, including the absence of a dedicated maintenance team, the lack of standardized maintenance records, and students' limited awareness of preserving school property. These findings represent the novelty of this study because they demonstrate that sustainable educational quality depends not only on the availability of physical facilities but also on institutional maintenance systems and the development of a shared culture of responsibility. Consequently, this study contributes both theoretically and practically by proposing an integrated management model that combines strategic planning, adaptive procurement, and continuous evaluation to strengthen educational quality in Islamic primary schools.

The integrated findings of this study demonstrate that planning, implementation, and evaluation should not be viewed as separate managerial functions but as interconnected processes that collectively determine the effectiveness of facilities and infrastructure management. The results show that

systematic planning provides the foundation for priority-based procurement, while continuous evaluation ensures that facilities remain functional and responsive to changing educational needs. This finding supports the perspective that educational facilities and infrastructure management is a continuous cycle consisting of planning, procurement, utilization, maintenance, and supervision to maximize the effectiveness of educational resources (Donkoh et al., 2023). Compared with previous studies, which generally discuss each management function independently, this research illustrates how the integration of these functions creates a sustainable management system capable of supporting educational quality improvement. Theoretically, these findings strengthen the holistic perspective of educational asset management by emphasizing the interdependence of managerial processes. Practically, they provide school leaders with a comprehensive framework for organizing facilities management in a systematic and sustainable manner.

Another important contribution of this study lies in its focus on a private Islamic primary school, where facilities and infrastructure management is influenced not only by financial capacity but also by institutional characteristics, stakeholder participation, and the integration of general and religious educational needs. Previous studies have predominantly examined facilities management in public schools with relatively stable financial support, whereas evidence from private Islamic schools remains limited (Idris et al., 2025). The findings reveal that collaborative decision-making, financial flexibility, and stakeholder involvement enable the school to sustain educational services despite resource limitations. This finding expands existing literature by demonstrating that effective facilities management is not determined solely by the quantity of available resources but also by the institution's managerial capacity to optimize those resources. Consequently, the study offers practical insights for educational policymakers and school administrators in developing management strategies that are adaptable to the characteristics and constraints of private educational institutions.

Overall, this study contributes to the advancement of educational management literature by proposing an integrated model of facilities and infrastructure management that combines participatory planning, adaptive procurement, and continuous evaluation to improve educational quality. The novelty of this research lies in demonstrating that sustainable educational quality is achieved through the interaction between strategic management practices, institutional collaboration, and organizational commitment rather than through the availability of facilities alone. Unlike previous studies that primarily emphasize the adequacy of physical resources, this research highlights the importance of governance processes that ensure educational assets are planned,

utilized, maintained, and evaluated systematically throughout their lifecycle (Zainal et al., 2022). Therefore, the findings provide both theoretical enrichment for educational facilities management and practical guidance for school leaders seeking to establish effective, accountable, and sustainable management systems that support continuous educational quality improvement.

CONCLUSION

This study demonstrates that effective facilities and infrastructure management is achieved through the integration of participatory planning, adaptive procurement, and continuous evaluation, enabling educational institutions to optimize limited resources while supporting improvements in educational quality. The most important finding highlights that educational quality is influenced not only by the availability of physical facilities but also by systematic governance, stakeholder collaboration, and sustainable maintenance practices. This study contributes to the field of educational management by extending the understanding of facilities and infrastructure management beyond resource provision toward an integrated managerial framework that emphasizes planning, implementation, and evaluation as interconnected processes. These findings provide both theoretical insights into strategic educational asset management and practical guidance for school leaders, particularly in private Islamic primary schools facing financial constraints. Nevertheless, this study is limited to a single qualitative case study, which restricts the generalizability of the findings. Future research is therefore recommended to involve multiple educational institutions, adopt comparative or mixed-method approaches, and quantitatively examine the relationship between facilities management effectiveness and educational quality indicators to strengthen the empirical evidence in this field.

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