

Improving the Wellbeing of Students Based on Infrastructure Management in Al Anwar Mranggen Islamic Boarding School

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KEYWORDS	ABSTRACT
Keywords: Educational Facilities Management; Infrastructure Management; Student Well-Being; Islamic Boarding School; Pesantren. Copyright © 2026 Vifada Journal of Education. All rights reserved.	This study aims to examine how educational facilities and infrastructure management contributes to improving students' well-being at Pondok Pesantren Putri Al-Anwar Mranggen. A qualitative descriptive approach was employed using a case study design. Data were collected through in-depth interviews, participant observation, and document analysis involving the pesantren leader, facilities management staff, teachers, and students. The collected data were analyzed using the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing, while source and technique triangulation were applied to ensure data credibility. The findings indicate that effective management of educational facilities through systematic planning, procurement, supervision, and utilization creates a supportive learning environment that enhances students' physical comfort, psychological well-being, and spiritual development. Active participation of school stakeholders and continuous monitoring further strengthen the sustainability and effectiveness of facilities management. These findings demonstrate that educational facilities management extends beyond administrative functions and serves as a strategic approach to fostering holistic student well-being in Islamic boarding schools. The study provides practical implications for pesantren administrators and education policymakers in developing sustainable facilities management systems and recommends further research in different educational contexts to examine the relationship between facilities management and student well-being.

1. Introduction

The quality of education is closely associated with the availability and effective management of educational facilities and infrastructure. Adequate facilities create a conducive learning environment that supports teaching and learning activities, enhances students' learning experiences, and improves institutional performance. Educational facilities are not merely complementary resources but constitute strategic components that influence the effectiveness of educational services. In Indonesia, the importance of educational facilities is emphasized in Law Number 20 of 2003 concerning the National Education System, which requires every educational institution to provide facilities that support students' physical, intellectual, emotional, social, and psychological development (Republic of Indonesia, 2003). Recent studies also indicate that effective facilities and infrastructure management positively contributes to improving the quality of learning through systematic planning, implementation, supervision, and evaluation (Handayani & Hidayat, 2024).

Islamic boarding schools (pesantren) represent one of Indonesia's oldest educational institutions and serve not only as centers of religious education but also as residential environments where students spend most of their daily lives. Consequently, facilities such as dormitories, classrooms, libraries, sanitation systems, health units, and worship spaces play an essential role in supporting students' learning activities and daily well-being. However, many pesantren continue to experience

challenges related to limited financial resources, inadequate facilities, and suboptimal infrastructure management, which may reduce educational quality and affect students' welfare (Kurniana et al., 2024).

Previous studies have extensively examined facilities and infrastructure management from the perspective of educational quality. Handayani and Hidayat (2024) demonstrated that implementing management functions, including planning, organizing, implementation, and supervision, significantly improves learning quality in Islamic educational institutions. Similarly, Kurniana et al. (2024) found that proper management of educational facilities contributes to improving learning quality through effective planning, evaluation, and utilization of educational resources.

Research conducted in Islamic boarding schools has also highlighted the importance of facilities management for supporting educational activities. Tahang (2023) reported that systematic planning, procurement, arrangement, and utilization of educational facilities improve educational quality within pesantren. Likewise, Febriana (2024) argued that effective facilities and infrastructure management enables pesantren to overcome institutional limitations and improve educational services through better resource management.

Despite these findings, previous studies have primarily evaluated facilities and infrastructure management from institutional and managerial perspectives, focusing on educational quality, organizational effectiveness, and learning outcomes. Limited attention has been devoted to understanding how facilities and infrastructure management contributes to students' holistic well-being, particularly in Islamic boarding schools where students reside and conduct most of their educational, social, and religious activities. Recent research has emphasized that students' well-being within pesantren is strongly influenced by the educational environment and school climate; however, the contribution of facilities management to students' physical, mental, and spiritual well-being remains insufficiently explored (Jahidin, 2023).

Based on these limitations, this study investigates how facilities and infrastructure management contributes to improving students' well-being at Pondok Pesantren Putri Al-Anwar Mranggen. Specifically, this study analyzes the implementation of planning, procurement, supervision, and utilization of educational facilities and examines their contribution to students' physical, mental, and spiritual well-being. The novelty of this study lies in integrating educational facilities and infrastructure management with the concept of holistic student well-being. Unlike previous studies that mainly focused on educational quality and institutional effectiveness, this research positions facilities management as a strategic approach to supporting students' overall well-being within the context of Islamic boarding schools.

2. Literature Review

This section reviews the concepts and previous studies that form the basis of the present research. The review covers three main topics: the concept of educational facilities and infrastructure management, the way this management is practiced in Islamic boarding schools, and the concept of student wellbeing along with the studies that connect it to facility management.

2.1. Educational Facilities and Infrastructure Management

Educational facilities and infrastructure management refers to the process of planning, procuring, distributing, supervising, and maintaining every tool, building, and space that a school or boarding school needs to run its teaching and learning activities. Fathurrahman and Dewi (2019) explain that this management is not a single action but a series of connected steps, starting from identifying what is needed until the item is no longer usable and must be removed from the inventory. Chkheidze (2023) adds that facility management in education covers a wide scope, ranging from the physical condition of buildings to safety, comfort, and the availability of collaborative spaces that support social interaction among students.

Several studies conducted in Indonesia confirm that proper management of school facilities has a direct effect on the quality of education. Santika et al. (2021) reviewed studies from several countries and found that complete school facilities, such as clean water supply, sports fields, laboratories, and libraries, influence students' ability to learn and also affect how long teachers stay at a school. A

similar finding is reported by Rolfe et al. (2022), who studied the design and procurement process of six schools in Australia. Their study found that decisions made during the design and procurement stages of school buildings, not only the final physical result, shape how comfortable and supported students feel once the school opens. This finding is relevant to the present study because it shows that the process of managing facilities, not merely the facilities themselves, plays a role in student wellbeing.

2.2. Facilities and Infrastructure Management in Islamic Boarding Schools

Islamic boarding schools have their own characteristics that separate them from formal schools. Students live inside the institution for years, so the facilities provided must serve not only academic activities but also daily living, religious practice, and social life. Ibrahim et al. (2025) studied facility management practice in traditional Pondok institutions in Malaysia and found that many of these institutions still rely on manual, non-strategic facility management, mostly because of limited funding, aging buildings, and a lack of staff with proper expertise in facility management. Their study recommends a more structured and legally supported approach so that Pondok institutions can maintain their buildings sustainably.

A similar condition is found in Indonesian pesantren. Norman et al. (2024) conducted a community training program for dormitory management in several pesantren and found that structured training on facility management, supervision, and student guidance improved the discipline of students and the efficiency of facility management once the administrators applied what they had learned. This finding suggests that facility management in pesantren depends not only on the availability of funds but also on the capacity and awareness of the people who run the institution, a condition consistent with what this study found regarding the involvement of caregivers, ustadzah, and administrators of Al-Anwar Putri Mranggen Islamic Boarding School in the process of planning, procurement, supervision, and utilization of facilities.

2.3. Student Wellbeing and the Six Dimensions of Wellness

Wellbeing is generally defined as a condition in which a person functions well physically, mentally, and socially, not merely the absence of illness. Hettler (1976) introduced a model that divides wellbeing into six dimensions, namely physical, emotional, intellectual, social, occupational, and spiritual wellness. He explains that a person reaches optimal wellbeing when these dimensions are balanced and supported by their surrounding environment, not only through personal effort. This model has since been applied and tested in various educational settings. Wickramaratne et al. (2020) tested the influence of wellness dimensions on the academic performance of undergraduate students in Sri Lanka and found that physical, social, and emotional wellness contributed significantly to their academic achievement, confirming that wellbeing and learning outcomes are closely connected.

Inside a pesantren environment, wellbeing takes on an additional dimension because religious life is part of the daily routine, not a separate activity. Ayuningtyas et al. (2024) examined the subjective wellbeing of female students (santri putri) and found that spiritual intelligence and peer support both had a significant contribution to how satisfied santri felt with their lives inside the pesantren. Their study strengthens the argument that spiritual and social aspects need to be treated as equally important as physical aspects when discussing santri wellbeing.

2.4. Facility Management and Student Wellbeing

A growing number of studies link the physical environment where students live and study to their mental health. Worsley et al. (2021), in a study conducted among university students in the United Kingdom, found that students who felt uncomfortable in their accommodation and lacked a sense of belonging reported higher levels of depression, anxiety, and loneliness, while shared spaces that encouraged social interaction were associated with better mental health outcomes. Although their study was conducted in a university dormitory setting, the finding is relevant for pesantren, since santri also live in a communal residential environment for an extended period and depend on the physical design of their dormitory for daily social interaction.

Taken together, these studies show that facility management in education is not only a technical or administrative matter. Planning, procurement, supervision, and utilization of facilities each carry

consequences for how students feel, learn, and grow, both physically and psychologically. Previous research has examined this relationship mostly in formal schools or in university settings, while studies that specifically connect facility management practice with the physical, mental, and spiritual wellbeing of santri inside a pesantren environment remain limited. This gap is what the present study on the Al-Anwar Putri Mranggen Islamic Boarding School seeks to address

3. Research Design and Methodology

This study employed a descriptive qualitative case study design to examine how facility and infrastructure management is planned, procured, supervised, and utilized at the Al-Anwar Putri Mranggen Islamic Boarding School, and how this management relates to the physical, mental, and spiritual wellbeing of its students. Sugiyono (2021) states that this type of research describes an object based on the reality found by the researcher, so that the study presents a narrative account of the social phenomenon being investigated rather than a numerical measurement of it. A qualitative descriptive design was chosen because the research question asked how a specific management practice unfolds in its natural setting, and this design allows the researcher to stay close to the data while still producing a structured, comprehensive account of the phenomenon. The study was bounded as a single-site case because the facility management practice under investigation belongs to one Islamic boarding school and could be examined in sufficient depth within the time and access available to the researcher.

The subjects of this research were individuals directly involved in the planning, procurement, supervision, and utilization of facilities at the Al-Anwar Putri Mranggen Islamic Boarding School, namely the caregiver (*pengasuh/ndalem*), the ustadzah, the dormitory administrators who lead each division such as the treasury and cleanliness divisions, and a number of santri representing different rooms and floors of the dormitory. Informants were selected through purposive sampling, meaning that each informant was chosen because of their direct role and firsthand knowledge of the facility management process, not to represent the pesantren population statistically. This sampling strategy is appropriate for a descriptive qualitative design because the goal is to reach information-rich informants who can describe the process in depth rather than to generalize findings numerically.

Data were collected through three techniques are observation, interviews, and documentation. Observation was carried out directly at the pesantren to see the physical condition of the dormitory rooms, bathrooms, prayer room, hall, library, and Santri Health Unit (UKS), as well as to observe the daily use of these facilities by the students. An observation guide was prepared beforehand, listing the facility components to be checked and the aspects to note, such as physical condition, cleanliness, and evidence of use.

Interviews were conducted in a semi-structured format with the caregiver, ustadzah, and dormitory administrators, guided by an interview guide developed around the four management indicators of planning, procurement, supervision, and utilization, and around the three wellbeing aspects of physical, mental, and spiritual welfare. This guide allowed the researcher to ask a consistent set of core questions to every informant while still leaving room to probe deeper into answers that were unique to each informant's role.

Documentation study was carried out by reviewing the pesantren's written records related to facility management, such as the financial book that records the procurement budget, the annual accountability report (LPJ), and the facility inventory list. These documents were used to confirm and complement the information obtained from observation and interviews, so that the three techniques could be triangulated to strengthen the credibility of the data.

Data were analyzed using the interactive model of Miles and Huberman, which consists of three interrelated stages: data reduction, data display, and conclusion drawing and verification. Data reduction was carried out by selecting, simplifying, and focusing the raw data from observation, interview transcripts, and documentation on the four management indicators and the three wellbeing dimensions used in this study. The reduced data were then displayed as descriptive narrative organized by these indicators to make the pattern in the data easier to see. Conclusions were drawn gradually throughout the fieldwork and verified by returning to the field notes, interview transcripts, and documents, and by comparing information obtained from different informants and different

techniques, so that the conclusions presented in the findings genuinely reflect the condition at the Al-Anwar Putri Mranggen Islamic Boarding School.

4. Findings and Discussion

4.1. Findings

Good infrastructure creates a comfortable and conducive learning environment, which in turn supports an effective learning process. Asiyah et al. (2024), the quality and standards of schools are greatly influenced by the provision, adequacy, organization, and management of educational facilities and infrastructure. School facilities function as physical resources that support the implementation of an effective teaching and learning process.

Al-Anwar Putri Islamic Boarding School is a non-formal educational institution that pays attention not only to its spiritual achievements, but also to its academics. Infrastructure facilities are one of the supports for student achievement. Every educational institution is required to have infrastructure facilities for smooth educational poses. In the learning process, infrastructure facilities are expected to provide support for students in learning something. Infrastructure facilities will increase student creativity because they can support practical learning. Infrastructure facilities will also facilitate administrative completion so that the time used will be effective and efficient. So that the management of infrastructure facilities at the Al-Anwar Putri Islamic Boarding School is very concerned about its maintenance so that it can provide comfort for its students.

Planning

A systematic process to determine the type, number, location, and time of procurement of educational facilities needed to support the teaching and learning process effectively and efficiently. According to the theory of Sondang P. Siagian (2019), planning is a process that involves careful prediction and determination of the steps that will be taken in the future in order to achieve predetermined goals. In terms of needs planning, this process is carried out in more detail by considering various factors related to the fulfillment of these needs. So that the planning of educational infrastructure facilities can be interpreted as making a design as a guideline for improving facilities.

Al-Anwar Putri Mranggen Islamic Boarding School conducts regular planning of infrastructure facilities. The family will conduct weekly monitoring to check if there is any damage to the facility that needs to be repaired or replaced. After finding any damage, repairs will be recorded for periodic repair consideration. Procurement will also be carried out immediately if the damage to the facility is fatal by conducting an internal family meeting first.

The meeting is held annually by the management as an evaluation of activities and the completeness of infrastructure facilities in the dormitory. The management has several divisions and each one is given the opportunity to mention what equipment is lacking and needs procurement or repair. For example, there is a cleanliness division that is tasked with monitoring equipment and activities to maintain the cleanliness of the Islamic Boarding School environment. So that each division will make a list of what is needed to support the fulfillment of each division's goals. After that, the design of the equipment needed before the procurement of goods is made.

The draft budget is prepared by the treasurer of the Islamic Boarding School and recorded in the financial book. The budget will be evaluated annually whether it is used in accordance with the operational needs of education or not. So that when procurement goods, all expenses are recorded in detail in the financial book provided

Procurement

The procurement of educational facilities and infrastructure includes all efforts to provide tools, facilities, and infrastructure that support the educational process optimally. The procurement of educational facilities and infrastructure is basically a step used to ensure the needs that allow the educational process to run in accordance with educational goals and realize the plan that has been prepared in advance. The procurement of facilities and infrastructure is an important part of the

implementation of education which aims to create an effective, comfortable, and quality learning environment.

Al-Anwar Putri Mranggen Islamic Boarding School uses a flexibility system in the procurement of infrastructure. This procurement is carried out once a year by gathering administrators as a forum to give each other proposals regarding what facilities should be renewed. In this forum, a design for planning infrastructure facilities was made according to needs. So that the planning involves all dormitory administrators.

The procurement of infrastructure facilities was carried out after the Islamic Boarding School conducted supervision and found that there were facilities that had to be updated or replaced. Procurement is carried out not only based on the planning design but also the supervision of the cottage every week. So that the procurement of infrastructure facilities for the Al-Anwar Putri Mranggen Islamic Boarding School was carried out when it was found that there were facilities that had to be updated and implemented before the new school year began.

The budget for the procurement of infrastructure facilities at the Al-Anwar Putri Mranggen Islamic Boarding School is obtained from routine cash that is carried out every month. There are funds taken from the monthly tuition fees of students for educational operational costs, including the fulfillment of infrastructure facilities. In addition, the money from takzir (punishment/fine) such as fines due to late entry to the dormitory is allocated to the procurement of repairs to Islamic boarding school facilities.

Supervision

Supervision of advice and infrastructure is an effort that needs to be made in maintaining and ensuring that facilities and infrastructure continue to function optimally, both physically and operationally. This aims to ensure the smooth learning process and ensure that the facilities and infrastructure needed remain in good and adequate condition. The results of this supervision will be the basis for evaluation for leaders to determine strategic steps, either in the form of improvements, strengthening, or even policy changes if necessary

In the Al-Anwar Putri Mranggen Islamic Boarding School, this supervision process is carried out by involving all parties in the Islamic boarding school, this aims so that the process can be carried out collaboratively starting from caregivers, ustadzah, administrators, and also students in maintaining, caring for and utilizing according to their functions. This surveillance process is carried out through CCTV monitoring in all areas of the boarding school except for bathrooms and student rooms to respect the privacy of pesantren residents. The use of CCTV is placed on each floor and monitoring is carried out directly by the caregiver (ndalem) to ensure discipline related to the use of facilities and infrastructure such as the use of lights that must be turned off at 22.00.

The direct monitoring is also carried out by caregivers and administrators of Islamic boarding schools with the aim of analyzing the needs and conditions of facilities and infrastructure and ensuring that there are no irregularities in their use. Supervision of infrastructure, electricity and water installations (PAM) is also carried out by bringing in technicians who are experts in their fields, namely about infrastructure facilities that need to be added, repaired or maintained. Cable network checking, carefully, and if damage is found that cannot be repaired by school officials, it must be reported immediately to the local PLN. Supervision related to waste disposal is also carried out through direct reports by students who are in charge of disposing of garbage by checking the schedule that is pasted in front of the caregiver's residence, garbage that has been separated will be routinely disposed of in the morning and evening.

In addition, the ustadzah and administrators also have a role in supervising equipment and facilities such as tables, books, the Quran, shelves, and others. Data collection on the amount and condition of assets is also carried out by the caretaker which will later be reported to the caregiver at the annual meeting in the form of an Accountability report (LPJ). This report serves as a source of evaluation and recommendations for infrastructure facilities that require special follow-up in terms of reprocurement and repair .

Some of these statements can be concluded that the supervision of school infrastructure facilities at the Al-Anwar Mranggen women's boarding school is carried out by the foundation. The foundation conducts periodic supervision with an indefinite time and the ustadzah and administrators also have a

role in supervising the equipment and facilities of the Islamic boarding school, be it tables, shelves, books of the Quran and others. The existence of this monitoring report can be an evaluation material to improve the effectiveness and efficiency of the management of facilities and infrastructure in the future.

Utilization

The process of utilizing educational facilities and infrastructure should be the responsibility of caregivers with the main goal of ensuring the optimal use of suggestions and infrastructure by students without unnecessary disruption or damage. The use of educational facilities and infrastructure is carried out to support the educational process in order to achieve educational goals. The use of school facilities and infrastructure is the responsibility of the principal/caregiver. However, the principal or appoints a certain officer who can handle the problem.

Al-Anwar Mranggen Women's Islamic Boarding School utilizes facilities and infrastructure effectively to support the needs of students. The use of curtains as a substitute for pingtu rooms to facilitate the interaction and daily activities of the students, while the hall and prayer room function as a place of worship and religious learning. Updated bathroom facilities with a private bucket system to improve cleanliness and efficiency, as well as the use of cleaning tools for good work (ro'an) that have been scheduled every Friday. Meanwhile, the hall and room of the early prayer room function as a center for religious activities and learning. Equipped with many small homemade tables that can be used to study and recite the students.

Islamic boarding school libraries implement a structured data collection and book lending system using borrowing cards and verification through the secretary to ensure accountability for each borrowing transaction. The book collection covers various genres except romance, with the addition of grant books from alumni students that have been reviewed by caregivers and assisted by administrators. The inventory data collection process is carried out periodically, including checking the condition of books once a year, repairing damaged books through photocopiers, and removing duplicate or obsolete books to maintain the quality of the collection. This strict supervision reflects the efforts of the pesantren in maintaining and utilizing literature sources that support student learning effectively and in accordance with religious values.

The use of software in the form of computers and laptops collectively to support the academic and administrative activities of all students, with centralized management by the management of the boarding school which is scheduled at 08.00-20.00. This device is also used for IT training in the two available computer laboratories, as well as for operational purposes such as making reports or communicating between students and guardians of boarding school students through the boarding school handphone which is also managed by the administrator.

There is a clear scheduling and utilization for the use of facilities and infrastructure, it is hoped that all resources can be managed optimally, efficiently, and sustainably. This not only supports smooth operations but also ensures that each facility can be used optimally to achieve the goals that have been set. Thus, the implementation of this structured system will have a positive impact on productivity and effectiveness in the long run.

4.2. Discussion

Management of facilities and infrastructure to improve the welfare of students

Islamic boarding schools often get the nickname as a second home for students, this is because the students spend most of their time in the pesantren environment. The management of facilities and infrastructure in Islamic boarding schools is important in creating an environment that supports the welfare of students not only physically, but also emotionally or mentally and spiritually. Pesantren as an Islamic educational institution is not only tasked with producing intellectually intelligent students, but also must pay attention to their holistic welfare. Bill Hettler (1976) defines well-being as an active process in which individuals become aware and make choices towards a more successful existence. This emphasizes that welfare is not only passive, but also requires collaborative efforts between individual awareness and environmental support.

Hettler (1976) introduced a six-dimensional model of well-being that represents emotional health, spiritual health, intellectual health, social health, physical health, and occupational health. Thus, this

model is also known as the six dimensions of wellness. In this discussion, the six aspects can be simplified into three main aspects: physical, emotional, and spiritual. The integration of these three aspects in the management of Islamic boarding school infrastructure will create an environment that supports the development of students as a whole while making the Islamic boarding school a conducive place for self-development through good management of facilities. The welfare of students that must be fulfilled is physical, mental, and spiritual.

The physical well-being of the students is very important for the process of learning, worshiping, and daily life in the pesantren. This physical well-being occurs when the body functions properly. This includes not only physical health, but also the fulfillment of basic needs and the existence of good environmental support. This welfare includes physical health, the fulfillment of basic needs, and is supported by adequate infrastructure and Islamic boarding school facilities. Physical well-being measurement not only involves awareness of students, but also requires access to basic health services and referral to a specialist if necessary. Facilities such as bathrooms, clean environments, sports venues, and School Health Units have an important role to play in meeting these needs.

The facilities and infrastructure in the Putri Al-Anwar Islamic Boarding School are very concerned, the Islamic boarding school does not only provide facilities, but also involves strict planning and supervision. This cottage has a three-story building with 7 bathrooms, 8 rooms for female students, and is equipped with a prayer room and hall for religious and academic activities. To support physical health, there is a Santri Health Unit (UKS) equipped with P3K boxes and regular maintenance of medicines, including cooperation with health centers for health checks. In addition, Islamic boarding schools also provide transportation in the form of cars that are used to take students to the health center or clinic if needed.

Environmental cleanliness is also a priority, with community service (*Ro'an*) being held every Friday, vacuuming septic tanks once a month, and checking PAM machines and electricity every 2-3 months. Then, to support the physical fitness of students, Islamic boarding schools hold routine gymnastics once a week on Friday after *ro'an* (*abdi ndalem*: A person who serves in the house of Kyai). This activity not only improves health, but also strengthens togetherness between students. The cottage also provides simple sports equipment such as badminton equipment and skipping rope. To complement efforts to maintain health, the pesantren pays attention to the nutritional intake of students by providing a healthy menu made from real food such as organic vegetables, fresh fruits, and natural proteins cooked directly by servants. The food processing process is carried out hygienically and adjusted to the nutritional needs of active students.

From the results of interviews with several students, the facilities provided by the Putri Al-Anwar Islamic Boarding School, such as a sufficient number of bathrooms and in good condition, complete UKS (Student Health Unit), and a nutritious food menu, have a positive effect on their physical health. The implementation of routine gymnastics every week makes their bodies feel fitter. This further shows the determination of the pesantren in maintaining a balance between academic, spiritual, and physical activities for all its residents, as well as ensuring their overall welfare.

Educational facilities and infrastructure that support students' mental well-being should be designed according to the characteristics of boarding school life and religion-based learning. A supportive educational environment contributes to students' psychological comfort, strengthens learning motivation, and encourages positive behaviour. Motivation reflects an individual's psychological drive to perform purposeful actions and achieve desired goals. Therefore, the availability of adequate facilities and infrastructure provides students with opportunities to develop their potential, express their aspirations, and participate actively in academic and religious activities.

Emotional well-being refers to an individual's ability to recognize, express, and regulate emotions appropriately while maintaining positive relationships with others. Students with good emotional well-being are better able to make independent decisions by considering their emotions, thoughts, and actions responsibly. In this regard, educational facilities and infrastructure play an important role in creating a safe and supportive environment where students can express themselves, build social interactions, and develop emotional resilience. Consequently, facilities that promote students' well-being not only enhance their emotional development but also support their academic achievement and overall personal growth.

The Putri Al-Anwar Mranggen Islamic Boarding School provides a suggestion box that functions as a forum for students to provide input and criticism for the improvement of systems and facilities at the Islamic boarding school. Students feel that this suggestion box is very useful because it gives them the opportunity to convey their needs without having to worry about their identity being revealed. In addition, the students' rooms are designed with cloth curtains to separate the space, which is believed to increase interaction among the residents of the Islamic boarding school. The presence of a special study room is also considered to help them focus more when studying, as can be seen from the optimal use of the space outside the study schedule. With this facility, students feel freer to develop their talents and achieve their goals.

The spiritual dimension is the human attempt to find the meaning of life and appreciate the beauty of the universe. In the Al-anwar Mranggen women's boarding school, this can be realized through the provision of facilities such as prayer rooms, special prayer halls, study rooms with a quiet garden view, which are designed to create an environment that supports religious activities and spiritual development

The spiritual welfare of the students in this Islamic boarding school is supported by the management of regular facilities and infrastructure and focuses on religious values. Places of worship such as prayer rooms and halls serve for religious activities, while spaces for early prayers and study places are designed to support in-depth religious studies. In every corner of the Islamic boarding school, there is also a small table that can be used to improve religious understanding. Religious facilities also reflect spiritual commitment, where the shelves of the Quran are grouped by size and priority on the religious literature in the library. There is a strict selection process for books from alumni and also efforts to avoid romance genres in order to strengthen religious knowledge

Visiting the *maqom* (pilgrimage) of the community is carried out regularly using vehicles belonging to the Islamic boarding school that are organized and maintained, reflecting the dedication of the pesantren to meet the spiritual needs of the students properly. This pilgrimage activity enriches the spirituality of students by instilling the nature of *tawadhu* (humility), providing means of *muhasabah*, and motivating to emulate the morals of the community

Thus, the spiritual welfare of the students does not only come from religious values, but also from the management of facilities and infrastructure that is planned, neat, and aims to create an environment that supports worship activities, religious learning, and introspection, so that infrastructure plays an important role in meeting the physical and spiritual needs of the pesantren. With this facility, students can carry out worship, learn religion, and discuss spiritual values more calmly and comfortably.

These findings correspond with several previous studies discussed in the literature review. Similar to Worsley et al. (2021), who found that students' sense of comfort and belonging in their accommodation was associated with better mental health outcomes, the santri in this study reported that facilities such as the suggestion box, the curtain-separated rooms, and the dedicated study room gave them a sense of being heard and supported, which appeared to ease their emotional adjustment to communal dormitory life. The finding on spiritual wellbeing also aligns with Ayuningtyas et al. (2024), who reported that spiritual intelligence and peer support contributed significantly to the subjective wellbeing of santri putri; in this study, the same contribution appears to be facilitated indirectly through the physical provision of prayer rooms, a religiously curated library collection, and scheduled pilgrimage activities. At the same time, this study extends the findings of Ibrahim et al. (2025) and Norman et al. (2024), who reported that Pondok and pesantren institutions in general still rely on manual, under-resourced facility management. The Al-Anwar Putri Mranggen Islamic Boarding School shows a more structured pattern, with weekly monitoring, an annual planning and evaluation meeting, and a documented accountability report, suggesting that consistent internal governance can help a pesantren manage its facilities in an organized way even without relying on external funding. This also supports Rolfe et al. (2022) and Santika et al. (2021), who found that the process of managing facilities, not merely the facilities themselves, plays an important role in shaping how students experience their learning environment.

Based on this analysis, the Al-Anwar Putri Islamic Boarding School has carried out good infrastructure management, in accordance with standards such as planning, procurement, supervision,

and use. Supervision has been carried out effectively so that the existing infrastructure facilities can be used optimally by the students at the Al-Anwar Putri Islamic Boarding School.

5. Conclusion

This study set out to describe how the Al-Anwar Putri Mranggen Islamic Boarding School plans, procures, supervises, and utilizes its facilities, and how this management relates to student wellbeing. Within the scope of this single institution, the findings show that facility management is carried out through a regular cycle of weekly monitoring, an annual planning and procurement meeting involving every division, layered supervision that combines CCTV monitoring with direct oversight by caregivers and administrators, and a scheduled system for the use of dormitories, the library, and shared equipment. This management appears to correspond with how students experience their physical comfort, their sense of being heard through channels such as the suggestion box and the study room, and their spiritual life through prayer facilities, religious literature, and pilgrimage activities. As this study was conducted at a single pesantren using a qualitative descriptive design, these findings describe the pattern found in this particular setting and should not be read as a claim that applies to Islamic boarding schools in general.

This research contributes both to the academic discussion on facility management and to the practical management of Islamic boarding schools. Academically, this study offers a case that connects the four functions of facility management commonly discussed in formal school settings with the specific living arrangement of a pesantren, where students reside within the institution for years and where religious life is inseparable from daily routine. This is where the originality of this study lies, since prior research has mostly examined facility management in formal schools or university dormitories, or examined student wellbeing in pesantren without linking it explicitly to how facilities are managed. Practically, the findings can serve as a reference for other pesantren administrators who want to design a similarly structured system of planning, procurement, supervision, and utilization, particularly the practice of involving every division in the annual planning meeting and using a documented accountability report as part of routine supervision.

This study has several limitations that need to be acknowledged. The data were collected from a single Islamic boarding school through observation, interview, and documentation, so the depth gained from this design comes at the cost of transferability to pesantren with different sizes, funding conditions, or management structures. The qualitative descriptive design used in this study also describes the pattern of management and wellbeing as reported and observed, without measuring the strength of the relationship between them numerically. Future research could address these limitations by conducting comparative studies across several pesantren with different characteristics, or by using a quantitative or mixed-methods design to measure more precisely how specific facility management practices contribute to particular dimensions of student wellbeing. A longitudinal design that follows students over a longer period would also help clarify whether the wellbeing benefits observed in this study are sustained over time.

Statement on the Use of Generative Artificial Intelligence (AI)

During the preparation of this manuscript, the authors used generative artificial intelligence (AI) tools solely to support the scientific writing process. Specifically, Grammarly was used to improve grammar, language quality, readability, and writing clarity. The AI tools were not used to generate research ideas, analyze data, interpret findings, or draw scientific conclusions. All study design, data collection, analysis, interpretation of results, and conclusions were conducted and verified entirely by the authors. The authors take full responsibility for the accuracy, integrity, and originality of the content presented in this manuscript.

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