
**THE EFFECT OF TEACHING QUALITY AND EDUCATIONAL FACILITIES
ON STUDENT SATISFACTION (CASE STUDY AT SUBULUSSALAM
ISLAMIC BOARDING SCHOOL)**

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Abstract

The objective of this research is to investigate the impact of teaching quality and educational facilities on student satisfaction at Subulussalam Islamic Boarding School. This research applies a numerical method with a relational/causal design to test the relationship between independent and dependent variables. Data were collected through the distribution of questionnaires to 72 students as participants using a Likert scale. In addition, observation, documentation, and literature review were carried out to strengthen the research data. Data analysis was performed using multiple linear regression analysis in SPSS, starting with validity, reliability, and classical assumption tests. Research findings indicate that teaching quality has a positive and significantly impacts student satisfaction with a significance value of $0.002 < 0.05$. Educational facilities also positively and significantly influence student satisfaction with a significance value of $0.001 < 0.05$. Teaching quality and educational facilities simultaneously have a significant impact on student satisfaction, indicated with an F-test significance level of $0.000 < 0.05$. The determination coefficient analysis shows that these two variables contribute 42.6% to student satisfaction, while the rest 57.4% is impacted by different factors beyond this research. The findings of this research indicate that improving teaching quality and educational facilities is very crucial in enhancing student contentment and the standard of educational services at Subulussalam Islamic Boarding School.

Keywords: Teaching Quality, Educational Facilities, Student Satisfaction, Islamic Boarding School

INTRODUCTION

In a country, the education system is one of the most important factors influencing the ecosystem. The educational ecosystem plays a significant role in building a nation, as a country's progress and development can be measured by the level of education of its citizens. A country with a continuously evolving education system will ensure the sustainability of its nation.

Pesantren are non-formal educational institutions that provide Islamic religious instruction to students known as santri (Hamzah & Iqbal, 2023). Islamic education is an educational activity established or conducted with the intention of embodying Islamic teachings and values (Sutrisno, 2019). Alongside instructing Islamic spiritual understanding, pesantren have also begun to develop entrepreneurship education (Sholehudin et al., 2025). The Indonesian Ministry of Religious Affairs states that an educational institution can be categorized as a pesantren if it possesses five elements: a kyai, students, religious study sessions, dormitories, and a mosque, along with all its religious and social educational activities (Nella Ardini, Wali Saputra, 2023).

The Subulussalam Islamic Boarding School is an organized Islamic educational institution, established in 1990. Etymologically, the term “Subulussalam” means “paths leading to peace/prosperity/security.” Ideally, as the name suggests, it should play a role in nurturing a dedicated generation endowed with spiritual and intellectual qualities—as the foundation for fostering creativity in life that leads to peace, well-being, and safety.

Population Data for Students at the Subulussalam Islamic Boarding School, 2024–2026

Class	Academic Year		
	2024-2025	2025-2026	2026-2027
1	15	11	12
2	19	11	8
3	22	18	11
4	24	20	14
5	19	24	19
6	13	19	24

Source: Data from MTS & MA Subulussalam

Looking at the data on the number of students at the Subulussalam Islamic Boarding School over the past three years, the student population has fluctuated and shown a downward trend in some grade levels. In the 2024–2025 academic year, the number of students was recorded at 112, then decreased to 103 in the 2025–2026 academic year, and further decreased to 88 in the 2026–2027 academic year. This decline in the number of students indicates dynamics that the boarding school administration must address. This situation may reflect various factors influencing students' interest while pursuing their studies at the boarding school, as well as the school's appeal to prospective new students.

In the field of educational management, a gradual decrease in student enrollment can be a sign of issues with the quality of educational services offered. The quality of instruction and educational facilities are two factors that significantly influence students' comfort, satisfaction, and loyalty to the educational institution (Ardini et al., 2023). If students are satisfied with their learning

experiences and the available resources, they are more likely to demonstrate a higher level of commitment to continuing their education at the pesantren and to provide positive recommendations to the community. Conversely, if the quality of instruction and educational facilities fail to meet students' expectations, dissatisfaction may arise, potentially impacting the institution's reputation and sustainability (SULISTIYO, 2025).

The declining number of students at the Subulussalam Islamic Boarding School is the primary reason for conducting this study on the impact of teaching quality and educational facilities on student satisfaction. This study is necessary to obtain an empirical picture of how students perceive the quality of the educational services they receive (Siti Walida Cynthia Soraya, 2025). Furthermore, the findings are expected to identify the most significant variables affecting student satisfaction, thereby serving as a point of reference for boarding school administrators in developing plans to enhance educational quality.

Through this study, boarding school administrators can evaluate whether the quality of instruction provided by teachers meets students' expectations and whether existing educational facilities can optimally support the learning process (Jamil et al., 2025). Therefore, this study is not only academically valuable but also provides practical benefits as a foundation for a basis for evaluation and decision-making in improving the quality of educational services, retaining students, and strengthening the competitiveness of the Subulussalam Islamic Boarding School amidst the rapid development of Islamic educational institutions today.

Based on the above explanation, the aims of this research are to examine the impact of teaching quality on student satisfaction, to analyze the impact of educational facilities on student satisfaction, and to examine the combined effect of these two variables on student satisfaction at the Subulussalam Islamic Boarding School.

REVIEW OF LITERATURE

Teaching quality refers to a teacher's ability to design and implement the learning process efficiently, so that students can understand the material well (Putrianingsih et al., 2021). In the context of pesantren education, teaching quality involves not only the ustadz/ustadzah's mastery of the material but also the method of delivery, interaction with students, and the ability to motivate learning. High-quality teaching is evident in clear presentation of material, the use of diverse methods, and two-way communication between teachers and students (Fitri et al., 2023).

In this study, teaching quality is operationally measured through several indicators, namely the clarity of material delivery, the teacher's mastery of the material, the learning methods applied, interaction between teachers and students, and the teacher's ability to provide motivation (Prilianti, 2024). The purpose of measuring these variables is to understand the extent to which the quality of teaching perceived by students influences their degree of contentment with the learning process at the pesantren.

Instructional facilities refer to all types of equipment and infrastructure used to support learning activities and student activities within the pesantren environment (Nashirah et al., 2025). Good facilities create a comfortable, safe, and supportive learning environment, thereby enhancing the efficiency of the educational process. In Islamic boarding schools, educational facilities include not only classrooms but also dormitories, places of worship, libraries, and other supporting facilities.

In this study, educational facilities were operationally measured using indicators such as classroom condition, availability of learning materials, living comfort, availability of places of worship, environmental cleanliness, and the availability of other supporting facilities. The purpose of measuring these variables is to evaluate how well the facilities available at the pesantren support students' learning activities and contribute to their level of satisfaction.

Student satisfaction is a measure of the feelings of happiness or disappointment experienced by students after weighing their expectations against the reality they encounter during their education at the pesantren. This satisfaction serves as a crucial indicator in evaluating the success of educational services, as it relates to students' comfort, loyalty, and continuity in pursuing their education (MUHAMMAD, 2025).

This study was conducted to address a research gap identified in previous studies. A study by Sutrisno (2019) examined the factors influencing students' interest in choosing a school in the pesantren area, with an emphasis on both internal and external factors. The findings indicated that external factors significantly influence students' interest in selecting a school. However, that study did not evaluate student satisfaction as an indicator of the success of educational services in Islamic boarding schools, nor did it treat the quality of teaching and educational facilities as the primary variables under investigation. Furthermore, the previous study was conducted at the Tahfizh Daarul Qur'an Islamic Boarding School in Lampung, which has distinct characteristics compared to the Subulussalam Islamic Boarding School. In light of this, this study was conducted to address this gap by examining the effect of teaching quality and educational facilities on student satisfaction at the Subulussalam Islamic Boarding School, in order to offer a factual representation of the elements affecting student satisfaction within the context of Islamic boarding school education.

Several previous studies have also shown that the quality of instruction and educational resources are crucial factors influencing student satisfaction (Nuraida et al., 2024). A study conducted by (Baeruma et al., 2025) indicates that the quality of instruction exerts a considerable influence on student learning satisfaction, particularly through the accuracy of material delivery and the relationship between teachers and students. These findings are supported by other research indicating that effective teaching methods and instructors' ability to manage the learning process contribute positively to satisfaction. Conversely, educational facilities have been shown to have a significant effect on satisfaction, as noted by (Husna et al., 2025), who state that the availability of facilities, the comfort of learning spaces, and the quality of the educational environment can enhance students' learning experiences. Furthermore, the study by (Arif et al., 2025) emphasizes that student satisfaction is the result of an assessment of the overall quality of educational services, encompassing both instructional and facility aspects.

However, most of these studies took place within the framework of formal education, so research specifically examining the boarding school environment remains limited. Therefore, this study aims to address this gap by empirically analyzing the impact of teaching quality and educational facilities on student satisfaction at the Subulussalam Islamic Boarding School.

RESEARCH METHOD

Research Type and Design

This research employs a quantitative strategy with a relational (causal) design aimed at investigating the impact of teaching quality and educational resources on student satisfaction

(Kurniawan et al., 2025). This method was chosen because it allows for the objective assessment of interactions between variables through statistical analysis.

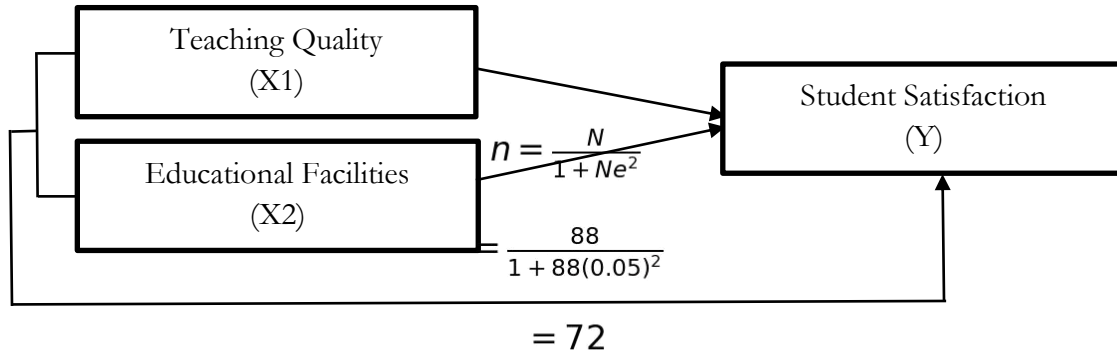


Figure 1.
Conceptual Framework

Population and Sample

The population in this study comprises all 88 students at the Subulussalam Islamic Boarding School, consisting of 31 students at the Madrasah Tsanawiyah (MTS) level and 57 students at the Madrasah Aliyah (MA) level. Given that the study population is divided into two distinct groups or strata based on educational level, the sampling method used is Proportionate Stratified Random Sampling. This method was chosen to guarantee that every stratum in the population has an equal chance of being selected as a respondent and is proportionally represented based on the number of its members (Timamah et al., 2025).

The sample size was calculated using the Slovin formula with a 5% margin of error, yielding a sample size of 72 respondents. Subsequently, this sample size was divided proportionally according to the number of students in each stratum. The calculation results showed that this sample from the MTs level consisted of 25 respondents and the MA level consisted of 47 respondents. The selection of respondents in each stratum was conducted through simple random sampling, ensuring that every student had the same opportunity to be chosen as a research sample.

Formula:

Sample:

Class	Number of Students	Formula	Sample
1	12	$12/88 \times 72$	10
2	8	$8/88 \times 72$	7
3	11	$11/88 \times 72$	9
4	14	$14/88 \times 72$	11
5	19	$19/88 \times 72$	16
6	24	$24/88 \times 72$	20

Research Method

The primary method of data collection was a questionnaire using a four-point Likert scale, which was distributed to the students as respondents. In addition, observations were conducted to assess the condition of the facilities and the learning process, as well as documentation and literature reviews to gather additional data and theoretical foundations.

Data sources include primary data obtained directly from the students' questionnaire responses and secondary data drawn from pesantren documents and relevant scientific literature.

The research procedure consists of three stages: planning (development of instruments and sample selection), implementation (data collection via questionnaires and observations), and data analysis using statistical methods assisted by SPSS. The analysis was conducted through validity and validation testing, traditional assumption evaluation, and multiple linear regression to evaluate the influence of variables individually and simultaneously (Apriani et al., 2026).

Through these steps, this study is expected to produce valid and reliable findings and provide empirical evidence regarding the influence of teaching quality and educational facilities on student satisfaction at the Subulussalam Islamic Boarding School.

The research procedure consists of three steps: planning (developing instruments and selecting the sample), implementation (collecting information through questionnaires and observations), and data analysis using statistical techniques with the assistance of SPSS (Anasti et al., 2022). The analysis was conducted by performing validity and reliability tests, classical assumption evaluations, and multiple linear modeling to test the influence of variables both partially and simultaneously.

RESULTS AND DISCUSSION

In this research, the researcher categorized respondents based on their gender, level, and class at the Subulussalam Islamic Boarding School, the students' level of comfort, and how often respondents recommended the boarding school to others. To begin with, females accounted for 48.1% of the respondents and males for 51.9%. The largest grade group consisted of high school (MA) level respondents, reaching 64.77%. Nearly half of the respondents were in high school, specifically 65.28%. Most respondents stated that they had been studying at the Islamic boarding school for more than one year. Additionally, respondents indicated that they felt comfortable at the boarding school, with a percentage of 69.1%. Finally, the majority of respondents—55.6%—recommended Islamic boarding schools to others.

Instrument validation

Instrument validation is a process conducted to ensure that a questionnaire, as a data collection tool, can be used correctly and reliably. This testing is crucial to guarantee that the information obtained truly reflects the actual situation. In this study, instrument testing includes validity, which aims to determine whether each statement is capable of measuring the variables under study, while reliability is used to assess the reliability of the measurement outcomes. The results of both tests will be discussed in the following section.

Validity Test

The validity test of the questionnaire assesses the measurement tool's ability to evaluate the specified objectives. A questionnaire is considered valid if each question or item can adequately describe the variables under study. Validity was tested on all data obtained as a sample. The

instrument's validity was tested to measure the variables under study, while secondary data were analyzed using SPSS version 21 for Windows. A questionnaire is deemed acceptable if the obtained association coefficient r exceeds or equal to the t -table value and a positive correlation exists. Conversely, this also applies to the validity of a questionnaire. The r value in this study is 0.231. The df calculation for the r table is $n = 72$, with a contribution of 2, so $df = 72 - 2 = 70$.

Table 1.
Results of the Validity Test on Teaching Quality, Educational Facilities, and Student Satisfaction

No	Indicator	Calculated r	Table r	Notes
1	Teaching Quality(X1)			
	Item 1	0.512	0.231	Valid
	Item 2	0.658	0.231	Valid
	Item 3	0.651	0.231	Valid
	Item 4	0.400	0.231	Valid
	Item 5	0.743	0.231	Valid
	Item 6	0.667	0.231	Valid
	Item 7	0.657	0.231	Valid
	Item 8	0.611	0.231	Valid
2	Educational Facilities(X2)			
	Item 1	0.625	0.231	Valid
	Item 2	0.666	0.231	Valid
	Item 3	0.750	0.231	Valid
	Item 4	0.514	0.231	Valid
	Item 5	0.744	0.231	Valid
	Item 6	0.758	0.231	Valid
	Item 7	0.444	0.231	Valid
	Item 8	0.680	0.231	Valid
3	Student Satisfaction(Y)			
	Item 1	0.787	0.231	Valid
	Item 2	0.731	0.231	Valid
	Item 3	0.739	0.231	Valid
	Item 4	0.728	0.231	Valid
	Item 5	0.688	0.231	Valid
	Item 6	0.693	0.231	Valid
	Item 7	0.495	0.231	Valid

Source: Questionnaire Data Analysis Results, SPSS 2021

Referring to Table 1, the outcome of the validity test shows that all indicators used in this study possess an estimated correlation coefficient (r) greater than the critical value of 0.231. The calculated values for the teaching quality variable ranged from 0.512 to 0.611, for the educational facilities variable from 0.625 to 0.680, while the student satisfaction variable ranged from 0.787 to 0.495. Therefore, it can be concluded that every item in the questionnaire applied to assess the

variables of teaching quality, educational facilities, and student satisfaction are valid, making them suitable for use as instruments within this research.

Reliability Test

Reliability testing evaluates the stability and consistency of a research instrument (Subhaktiyasa, 2024). An instrument is considered reliable if respondents' answers on the questionnaire yield stable results when measured in various situations. Reliability reflects confidence in an instrument's ability to provide consistent data. Therefore, the researcher decided to test reliability using Cronbach's Alpha with SPSS. This method ensures that responses to questions remain consistent; consequently, all variable measurements from different respondents are also consistent. Questionnaire reliability generally meets the Cronbach's Alpha standard of above 0.60 in its field, allowing researchers to have confidence in the results. Consequently, this study aims to present reliable results from the measurements applied to various variables, as detailed in the results section below.

Table 2.
Results of Reliability Tests for Teaching Quality, Educational Facilities, and Student Satisfaction

Cronbach's Alpha	No of Items	Description
0.756	8	Reliable
0.804	8	Reliable
0.816	7	Reliable

Source: Research Findings, SPSS 2021

As shown in Table 2, the results of the reliability test show that the Cronbach's Alpha values for every variable exceed 0.60, suggesting that the instrument exhibits moderate to high internal reliability. Consequently, all statement items are considered to be of high quality. Therefore, the validity test results shown in Table 1 indicate that each statement item is indeed valid. For this reason, the instrument is deemed suitable for more in-depth analysis.

Normality Test

Table 3.
Results of the normality test using the Kolmogorov-Smirnov method

		Unstandardized Residual
N		72
Normal Parameters a,b	Mean	.0000000
	Std. Deviation	2.20714758
Most Extreme Differences	Absolute	.154
	Positive	.086
	Negative	-.154
Kolmogorov-Smirnov Z		1.306
Asymp. Sig. (2-tailed)		.066

Source: Research Findings, SPSS 2021

Based on Table 3 of the normality test using the Kolmogorov-Smirnov method, the Asymp. Sig. (2-tailed) value was found to be 0.066. This value is higher than the significance threshold of 0.05 ($0.066 > 0.05$), so it can be concluded that the study's residual data are normally distributed. Thus, the normality assumption in the regression model has been met, and the study data can be used for further analysis. This finding indicates that the residual data are clustered around the mean and do not show any significant deviation from a normal distribution.

Multicollinearity Test

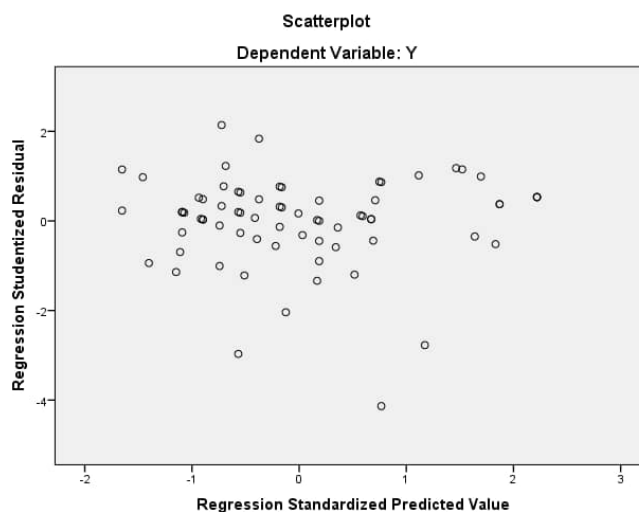
Table 4.
Results of the Partial T-Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	4.477	2.558		1.751	.084		
X1	.332	.105	.348	3.171	.002	.689	1.451
X2	.368	.103	.391	3.558	.001	.689	1.451

Source: Research Findings, SPSS 2021

In light of the findings from the partial t-test, the teaching quality variable (X1) yielded a calculated t-value of 3.171 with a significance level of 0.002. Since the significance level is less than 0.05, teaching quality has a positive and significant effect on student satisfaction. Furthermore, the educational facilities variable (X2) yielded a calculated t-value of 3.558 with a significance level of 0.001. This value is also below 0.05, indicating that educational facilities have a positive and significant impact on student satisfaction. Based on the Standard Coefficient (Beta) values, educational facilities have a more significant influence on student satisfaction compared to teaching quality. Additionally, the results of the multicollinearity test showed a tolerance value of 0.689 and a VIF of 1.451 for both variables; thus, one can infer that the regression model fails to exhibit multicollinearity and can be used for additional analysis.

Heteroscedasticity Test



The findings from the heteroscedasticity test with a scatterplot indicate that the residual points are distributed randomly and lack a distinct pattern. Furthermore, the markers are scattered above and below the 0 mark on the Y-axis. This indicates that heteroscedasticity is not present in the regression model. Therefore, the regression model applied in this study has met the assumption of homoscedasticity, so it can be used for further analysis in testing the influence of teaching quality and educational facilities on student satisfaction.

Regression Analysis

Initially, given that this study employs multiple linear regression analysis focused on the influence of teaching quality and educational facilities on student satisfaction, the regression analysis here aims to explain the contribution of each of the three variables in determining student satisfaction. Regression with variable estimation is also utilized to identify positive and negative effects, as well as the significance of those effects. The results can be observed in the three sections of Table 5 below.

Table 5.
Multiple Regression Analysis of Teaching Quality, Educational Facilities, and Student Satisfaction

Model	Unstandardized Coefficients		t	Sig.
	Beta	Std. Error		
(Constant)	4.477	2.558	1.751	0.084
Teaching Quality	0.332	0.105	3.171	0.002
Educational Facilities	0.368	0.103	3.558	0.001

Source: Research Findings, SPSS 2021

Based on the results of data analysis using multiple linear regression, the following model equation was obtained:

$$Y = 0,332X_1 + 0,368X_2$$

The teaching quality variable (X₁) showed a coefficient of 0.332 with an importance level of $0.002 < 0.05$, thus, it can be inferred that teaching quality has a positive and considerable impact on student satisfaction. In other words, teaching quality impacts student satisfaction. Meanwhile, the educational facilities variable (X₂) shows a coefficient of 0.368 with a significance level of $0.001 < 0.05$, indicating a positive and significant influence on student satisfaction. This means that the better the educational facilities, the higher the students' satisfaction; conversely, if educational facilities deteriorate, student satisfaction will also decrease. Based on the standardized beta values, these results indicate that educational facilities are a primary factor in building student satisfaction. This is understandable because students generally prioritize comfort and living spaces for activities and rest at the boarding school, as well as the quality of instruction in understanding knowledge and learning at the boarding school. However, the quality of teaching still plays a crucial role as a supporting element in creating the value or satisfaction felt by the students. These results further indicate that there is a strong relationship among the variables, and the regression model used does not show signs of multicollinearity

T-Test (Partial)

In this study, a t-test analysis was used to evaluate the quality of teaching and educational facilities, as well as their impact on student satisfaction, with student satisfaction serving as the

dependent variable (INDAH, 2025). Thus, the role of these independent variables in the context of student satisfaction at the Islamic boarding school was examined, and hypotheses were tested. The t-table value was obtained from the formula $t(\alpha/2; n-k-1)$, with the significance level set at 0.05, yielding $t(0.025; 72-2-1) = t(0.025; 69)$. Based on the t-distribution table, the obtained t-value is 1.994. Regarding the dependent variable of student satisfaction, refer to the coefficient table results, and the hypotheses are formulated as follows. For Hypothesis 1 (The Effect of Teaching Quality on Student Satisfaction), the results show that the calculated t-value is 3.171 and exceeds the table t-value of 1.994 ($3.171 > 1.994$), so it can be concluded that teaching quality clearly influences student satisfaction. This is supported by a significance value of 0.002, which is lower than 0.05 ($0.002 < 0.05$), so the first hypothesis (H1) is accepted. In Hypothesis 2 (Educational Facilities on Student Satisfaction), the findings indicate that the computed t-value is 3.171 and higher than the critical t-value of 1.994 ($3.171 > 1.994$), so it can be concluded that educational facilities are an important variable in this context because they impact student satisfaction. This is supported by a p-value of 0.001, which is less than 0.05 ($0.001 < 0.05$). Therefore, Hypothesis 2 (H2) is accepted.

F-Test (Simultaneous)

The F-test was conducted to determine whether all the independent variables in this study collectively influence the dependent variable. This test is important for determining whether the regression model used is appropriate and suitable for explaining the relationship between the variables. Table 6 displays the outcomes of the F-test.

Table 6.
Results of the F-Test in ANOVA

Anova						
	Model	Sum Of Squares	df	Mean Square	F	Sig.
1	Regression	256.735	2	128.367	25.608	0.000
	Residual	345.877	69	5.013		
	Total	602.611	71			

Source: Research Findings, SPSS 2021

The F-value of 3.130 was obtained from calculations using degrees of freedom (3, 72–3) or (3, 69) and the F-distribution table. Based on the F-table provided in Table 6, the alpha level is $0.000 < 0.05$, and the computed F-value is $25.608 > 3.130$. This indicates that, in this situation, the quality of teaching and educational facilities plays a role in the regression function that projects the model's outcome variable, namely student satisfaction. With these F-test results, the study is proven to be valid. Therefore, the observable teaching and facilities, along with their quality, are key factors in determining the overall satisfaction level demonstrated in this context. Furthermore, this maximum satisfaction level is viewed as the result of the regression model applied to describe student satisfaction.

Test of the Coefficient of Determination (r^2)

The purpose of the coefficient of determination test is to assess the extent to which independent variables can explain changes in the dependent variable in this study, as well as to evaluate the contribution of teaching quality and educational facilities to students' overall satisfaction. The results of the data analysis are presented in Table 7.

Table 7.
Coefficient of Determination Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,653	0,426	0,409	2,239

Source: Research Findings, SPSS 2021

Based on Table 7, the Adjusted R-Square value was found to be 0.409. This value indicates that, taken together, the variables of teaching quality and educational facilities account for 42.6% of the variation in student satisfaction. Meanwhile, the remaining 57.4% is influenced by other factors outside the variables examined in this study. In the researcher's opinion, these test results indicate that perceptions of teaching quality and educational facilities are important factors that Islamic boarding schools need to consider.

CONCLUSION

Based on the findings of the research conducted, it can be concluded that the quality of teaching and educational facilities have a positive and significant impact on student satisfaction at the Subulussalam Islamic Boarding School. The quality of teaching—which includes teachers' expertise in delivering material, the use of efficient learning methods, the relationship between teachers and students, and the provision of motivation—has been proven to increase students' satisfaction with the learning process. The higher the quality of instruction received, the greater the students' satisfaction with the educational services at the boarding school.

Additionally, educational facilities also have a positive and significant impact on student satisfaction. The availability of adequate facilities and infrastructure, such as comfortable classrooms, dormitories, places of worship, and other supporting facilities, plays a crucial role in creating a conducive learning environment. Research findings indicate that educational infrastructure is the most important element influencing student satisfaction, as a comfortable environment greatly supports the learning process and the daily lives of students at the pesantren.

At the same time, the quality of teaching and educational facilities were found to account for 42.6% of the variation in student satisfaction, while the remainder was influenced by other factors beyond the scope of this study. This indicates that both variables make a significant contribution to improving the quality of educational services at the Subulussalam Islamic Boarding School. Therefore, it is hoped that the boarding school will continue to develop the capabilities of its teachers and improve educational facilities so that student satisfaction will increase and the quality of education at the boarding school will improve in the future.

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