

Stakeholder Governance and Infrastructure Development in Islamic Secondary Education: The Strategic Role of Madrasah Committees

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ABSTRACT

This study aims to analyze the role of the Madrasah Committee in supporting the development of educational facilities and infrastructure at MTs Ar-Rahmah Sampang. The approach used is qualitative with a case study method, involving observation, interviews, and documentation as data collection techniques. The results of the study indicate that the Madrasah Committee functions as an advisor, supporter, controller, and mediator. As an advisor, the committee provides input regarding planning and prioritization of facility procurement; as a supporter, the committee facilitates financial, manpower, and idea contributions from the community; as a controller, the committee ensures transparency and accountability in the implementation of facility procurement; and as a mediator, the committee bridges communication between the madrasah and students' guardians. Active involvement of the committee promotes synergy among the madrasah, teachers, students' guardians, and the community, enabling the facilities development program to run more structured, effective, and sustainable. The implications of the committee's role are reflected in the improvement of facility quality, optimization of infrastructure maintenance, the creation of a conducive learning environment, and enhanced motivation for both students and teachers. In conclusion, the Madrasah Committee serves as a strategic partner in educational management and a key driver in developing facilities and infrastructure that support the sustainable quality of education.

Keywords: stakeholder governance, educational infrastructure, madrasah committees



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Introduction

Education is a crucial pillar for a nation, as through education a country can continue to develop. In recent years, the global context of education has brought new focus to educational policies and practices (O'Flaherty & Liddy, 2018). Fulfilling citizens' rights to access education is also an effort to realize the nation's goal of enlightening the life of the nation (Hamzah et al., 2025). Education serves as

the primary foundation in shaping an individual's character and identity (Bakar, 2025). Its role is highly strategic in fostering national intelligence, as no nation can progress without a quality education system. Materially, education must provide knowledge that advances and improves the quality of life, both at the personal, societal, and national levels (Hermanto, 2020). Education guides humans to become beneficial members of society and the nation (Aprima & Sari, 2022). Furthermore, education is essential in developing creativity, innovation, and critical thinking skills, which serve as key assets in facing global challenges.

Enlightening the life of the nation is the goal of national education according to Law Number 20 of 2003 on the National Education System (Astutik, 2022). The key to leading Indonesia toward "Golden Indonesia 2045" lies in human resource development as well as the quality of education within the country (Puspa & DKK, 2023). In this context, the Indonesian government enacted Government Regulation Number 19 of 2005 on National Education Standards, which governs various policies and programs focused on improving education quality, from primary to higher education (Aisyapuri et al., 2025). According to data from the World Population Review in 2021, Indonesia ranked 54th out of 78 countries in the global education system ranking, an improvement from 55th in 2020, and ranked 4th in Southeast Asia (Amini, 2024). Education thus plays a significant role in creating Indonesia's golden generation (Hamdani et al., 2022). Therefore, various efforts are continuously made by the government to improve education quality, in line with the mandate of the Constitution, as stated in the Preamble of the 1945 Constitution, which declares that one of the objectives of the Unitary State of the Republic of Indonesia is to educate the nation.

As the foundation for human resource development, education has a vital role in producing a golden generation capable of facing future challenges (Rosani et al., 2025). Indonesia has prepared the "Golden Indonesia 2045 Roadmap," a planning document containing strategic policies for achieving education quality from 2016 to 2045 (Fatimah & Prihantini, 2023). The readiness of Indonesia's human resources in the digital era is critical to realizing "Golden Indonesia 2045" (Sandiar et al., 2025). A major challenge is preparing human resources who are superior, strong in character, literate, and innovative (Lukman, 2025). Therefore, efforts to improve Indonesia's education system are crucial to preparing a generation that can contribute positively to society and the national economy (Majeed et al., 2024). To achieve this goal, the government positions education as the main vehicle for developing knowledge. Continuous improvement and equalization of education are implemented, including the establishment of educational institutions in both urban and rural areas.

In the context of improving formal education quality, the presence of the Madrasah Committee is highly significant. Although the Madrasah Committee is essential for supporting more transparent and accountable education management, there remains a perception that its presence does not significantly impact education quality improvement (Mastun et al., 2025). In today's digital era, access to educational technology should help reduce educational gaps (Fatmawati et al., 2026). One effort to enhance education quality is involving school committees as a means of community participation in its management (Sukinawan et al., 2025). Although theoretically and regulatory wise, the position of the School Committee is very important, its implementation in the field is still not optimal (Maulia et al., 2026). In practice, many madrasahs still face challenges in developing educational facilities and infrastructure. Common obstacles include budget limitations, mismatch between facilities and madrasah needs, and imbalance between the number of facilities and the number of students and teaching staff.

As a commitment to ensuring education quality, the government has established policies through the Minister of National Education Regulation Number 24 of 2017 on Standards for Educational Facilities and Infrastructure for SD/MI, SMP/MTs, and SMA/MA levels. The regulation explains that educational facilities include learning media, furniture, educational equipment, books and other learning resources, information technology, and other equipment that must be owned by each madrasah. Meanwhile, educational infrastructure includes land, buildings, classrooms, and adequate budgetary support. This policy emphasizes not only the availability of facilities but also their quality and affordability, so that all students can learn in a conducive environment. Meeting the standards for educational facilities and infrastructure is a crucial foundation for creating effective, innovative, and inclusive learning processes, and supports the optimal development of teacher and student competencies. Thus, the implementation of this regulation directly contributes to improving education quality, equalizing learning opportunities, and achieving national education development goals.

MTs Ar-Rahmah Sampang is an Islamic educational institution committed to improving education quality, particularly in developing facilities and infrastructure. This madrasah has made efforts to provide adequate facilities for students, such as representative classrooms, laboratories, libraries, and places of worship. The existence of good facilities and infrastructure in this madrasah serves as an important indicator for creating a conducive learning environment that supports the achievement of national education standards. However, like many other madrasahs, MTs Ar-Rahmah Sampang faces various challenges in managing facilities and infrastructure, such as budget constraints, lack of coordination among related parties, and gaps between available facilities and student needs. These

conditions require the active role of the Madrasah Committee as a strategic partner in planning, supervising, and evaluating facilities and infrastructure development.

The Madrasah Committee at MTs Ar-Rahmah Sampang plays an important role in bridging the madrasah with the community and students' guardians. Through committee participation, planning of facility procurement, budget management, and facility maintenance can be carried out more transparently and accountably. However, in practice, the effectiveness of committee involvement still needs to be optimized so that its contribution truly impacts education quality improvement.

Research Method

In qualitative research, the primary instrument is the human researcher (human tools), meaning the researcher serves as the main instrument of the study. This emphasizes the researcher's ability to ask questions, track, observe, understand, and abstract phenomena key aspects that cannot be replaced by other methods. According to Moleong, the qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Arfiani et al., 2026). Ulfah et al. stated that qualitative research methods emphasize observing phenomena and studying the substantive meaning of these phenomena (Ulfah et al., 2022). The type of research employed in this study is a case study, as described by Surjaatmaja and Recky, who stated that a case study is an in depth and detailed method of examining a specific case or phenomenon (Surjaatmaja & Recky, 2024). Furthermore, Sulistiyo explained that case study research involves an in depth investigation of individuals, groups, organizations, programs, and activities over a certain period (Sulistiyo, 2019).

The case study design was chosen for this research to provide a deep understanding of the experiences of the Madrasah Committee in supporting the development of educational facilities and infrastructure. This approach allows the researcher to comprehensively explore the roles, functions, and contributions of the Madrasah Committee directly in the field. The selection of the qualitative approach is based on several important considerations. First, this approach allows for in-depth exploration of participants' experiences and perspectives, so the meanings contained in each action and decision can be clearly revealed. Second, through qualitative research, the researcher can identify relevant variables that may later be tested in quantitative research, making the results integrative and applicable. Third, this approach emphasizes a holistic and comprehensive understanding of phenomena, allowing all aspects related to the role of the Madrasah Committee in developing facilities and infrastructure to be thoroughly analyzed, including processes, obstacles, and their impact on education quality. Thus, this study can provide a complete and in depth picture of the strategic

contributions of the Madrasah Committee in supporting successful management of educational facilities and infrastructure.

This study aims to deeply understand the concept of the Madrasah Committee in supporting the development of facilities and infrastructure, as well as the implementation of programs related to this development. Additionally, the study highlights the implications of the Madrasah Committee's role in improving education quality through facility and infrastructure management. The research focuses on uncovering the meaning of events and practices occurring in the field, aiming to present conditions as they are based on factual findings. To achieve these objectives, the researcher directly engaged in the field, meeting with Madrasah Committee members, teachers, the head of the madrasah, and other relevant parties to collect data firsthand. The data collection process was complemented by ongoing analysis during the research, allowing for a more comprehensive understanding. Therefore, this study employs a qualitative approach, with the researcher as the primary instrument actively observing, interviewing, and analyzing data in the field.

The presence of the researcher in the field is crucial, as they act as the main instrument of this study. The researcher not only observes but also directly collects data on the role of the Madrasah Committee in supporting the development of educational facilities and infrastructure at MTs Ar Rahmah Sampang, the object of this study. To achieve the research objectives, the researcher utilized several data collection techniques, including observation, in depth interviews, and collection of relevant documents as data sources. Through active engagement in the field, the researcher can understand actual conditions and obtain detailed information on the contributions of the Madrasah Committee to educational facilities and infrastructure development.

Data is a critical component used as material in research. In this study, data sources are divided into primary and secondary data. Primary data are obtained directly from sources through observation and direct recording, such as interviews and observations. The main primary data sources or informants in this study are individuals directly involved in the madrasah, including the Madrasah Committee, the Vice Principal for Facilities and Infrastructure, the Head of the Madrasah, teachers, and the community, especially students' guardians. Secondary data serve as supporting information and are obtained from existing sources, such as documents, photos, books, or other literature relevant to the research. Secondary data help strengthen and complement information obtained from primary data, resulting in a more comprehensive research analysis. According to Setiawan et al primary data sources are the main data used to answer research questions, while secondary data sources serve as supporting information in addressing the research problem (Setiawan, 2024).

Data collection techniques can be conducted through observation, interviews, and documentation. According to Kusumastuti et al., data analysis involves mapping, breaking down, calculating, and reviewing collected data to answer research questions and draw conclusions (Kusumastuti, 2025). Creswell emphasizes that during data collection and analysis, researchers must ensure that findings and interpretations are accurate (Lasiyono & Alam, 2024). Data processing involves transforming raw data into more relevant information (Nazuli, 2023). The purpose of data analysis is to determine or obtain overall conclusions from the data collected by the researcher (Purwanto, 2022).

In this study, the observation conducted was participatory, where the researcher directly engaged in the field to observe community behavior. Additionally, the researcher observed the madrasah environment, the condition of facilities and infrastructure, and the activities conducted by the Madrasah Committee. Observation in qualitative research emphasizes the researcher's direct involvement in observing the behaviors and activities of individuals at the research site (Sudaryono, 2019). According to DeWalt, participatory observation allows the researcher to collect data in the context in which actions and meanings occur (Mariyono, 2024).

In addition to observation, the researcher conducted interviews with informants. The questions were semi-structured and open ended, aiming to elicit diverse perspectives and opinions from participants. This method enables the researcher to explore informants' lives and thought processes in depth, providing relevant and comprehensive answers. According to Afifuddin, interviews are a method of data collection that consolidates information from someone who serves as an informant or respondent (Hadi et al., 2021).

The documentation method was used to obtain data in the form of documents, photos, books, or other writings. Data obtained through documentation included photos of Madrasah Committee activities and documents of madrasah facilities and infrastructure, which supported understanding of the condition of the facilities and infrastructure at the madrasah.

Once the data were collected, data analysis was conducted by systematically organizing the data according to the research objectives. According to Masrukhin, as cited in Juliani and Syahbudin, data analysis in qualitative research is conducted interactively and continuously until completion (Syahbudin, 2025). The steps of data collection and qualitative analysis in this study followed the Miles and Huberman model, consisting of data reduction, data display, and drawing conclusions or verification. In the data reduction stage, the researcher selected, simplified, and transformed data from field notes to systematically group and organize it. Important elements were highlighted, while less relevant data were separated. The data display stage involved arranging the reduced data from a

complex form into a more systematic one and then presenting it in an understandable manner. In the conclusion drawing or verification stage, the researcher began to draw conclusions continuously, both during and after data collection, to obtain a deep and accurate understanding.

Results and Discussion

The Role of the Madrasah in Developing Facilities and Infrastructure at MTs Ar Rahmah Sampang

MTs Ar Rahmah Sampang plays an active role in supporting the development of educational facilities and infrastructure. The madrasah is responsible for identifying the needs of educational facilities, ranging from classrooms, laboratories, and libraries to other supporting facilities. In this regard, the head of the madrasah, the vice principal in charge of facilities and infrastructure, as well as teaching and educational staff, are involved to provide accurate data and input regarding the condition and needs of the madrasah. The madrasah also facilitates communication with the Madrasah Committee and the community, ensuring that the facilities and infrastructure development programs run according to plan, effectively, and precisely target the intended goals. This aligns with the findings of Umami, who stated that in the process of planning educational facilities and infrastructure, the initial stage involves analyzing the needs of facilities and infrastructure through data collection, which is conducted by holding meetings with all teachers, staff, and other employees to determine programs and gather ideas about which facilities need to be procured or purchased (Umami, 2025).

The Madrasah Committee at MTs Ar Rahmah Sampang was established with the aim of increasing community participation in the field of education. In the study by Ibrahim et al it is stated that the school committee, as a partner organization of the school, has a very strategic role in contributing to the development of education in schools (Ibrahim et al., 2022). The madrasah, in determining policies, cannot operate independently, especially regarding educational financing; instead, it must collaborate effectively with the Madrasah Committee. Once established, the Madrasah Committee develops its work program plans. The committee's performance in improving education quality, particularly in the development of facilities and infrastructure, is closely related to the role of planning, which is an activity carried out to achieve specific goals in the future. According to Hamraini, the role of the school committee is to provide considerations and input in determining and implementing educational policies (Suharto & Sofyan, 2023).

In implementing planning, the Madrasah Committee at MTs Ar Rahmah Sampang always involves the head of the madrasah, the vice principal for facilities and infrastructure, as well as all other teaching and educational staff. This is done

because they have direct knowledge of the madrasah's conditions. Their input, criticism, and opinions regarding the committee's annual work program are deliberated collectively, so that all members of the madrasah share a strong commitment to maintaining and developing facilities and infrastructure. As stated by Arifin and Muhammad Ahmad, the school committee acts as an advisory body, providing suggestions and recommendations to improve the management and development of the school (Rahmawati M & Ahmad, 2024).

In planning its work program, the Madrasah Committee at MTs Ar Rahmah Sampang first identifies the most urgent needs for the upcoming year by requesting input from the vice principal of facilities and infrastructure. Examples include the construction of new classrooms, repairing broken chairs, or adding supporting facilities for the learning process. Innovations in planning also include utilizing data and input from all stakeholders to systematically identify priorities, ensuring that each procurement of facilities and infrastructure maximizes the impact on teaching and learning. This aligns with the findings of Zahara and Ai Siska Silvia, who stated that before procurement decisions are made, an analysis of the required learning equipment for the upcoming year is conducted to ensure its relevance and urgency (Zahara & Silvia, 2025).

Collaboration between the madrasah and the Madrasah Committee forms the foundation for implementing more structured, effective, and targeted facility and infrastructure development programs. It allows for comprehensive identification of needs, prioritization of facilities, and preparation of realistic and transparent budget plans. Through this collaboration, the madrasah can engage multiple parties, including the head of the madrasah, the vice principal for facilities and infrastructure, teaching staff, students' guardians, and the community. Consequently, every decision regarding procurement or improvement of facilities and infrastructure is based on actual data, diverse input, and the aspirations of the educational community. Ultimately, this not only improves the physical quality of facilities but also strengthens shared commitment in maintaining, caring for, and optimizing the use of facilities and infrastructure to support sustainable and effective learning processes.

Implementation of the Madrasah Committee's Program in Developing Educational Facilities and Infrastructure at MTs Ar Rahmah Sampang

In implementing its work program, the committee requires careful planning to ensure that the desired objectives are achieved according to the targets. In carrying out its role, the Madrasah Committee at MTs Ar Rahmah Sampang performs several functions, namely as an advisory agency, supporting agency, controlling agency, and mediator.

As an advisory agency, the Madrasah Committee at MTs Ar Rahmah Sampang provides input on every program and plan that has been jointly prepared by the madrasah. For example, in the development of facilities and infrastructure, the committee offers ideas, suggestions, and considerations regarding the procurement of facilities that are directly or indirectly related to improving the quality of education. As stated by Mutohharoh, the MAN 2 Pamekasan committee participates in assisting the development of madrasah facilities by being involved in meetings for planning the procurement of facilities as representatives of the community and parents of students (Mutohharoh, 2021).

Moreover, the committee is involved in establishing the RAPBS (School Budget Work Plan), as its input and considerations are highly needed, including providing signatures on RAPBS documents. The committee also determines the priority scale of facilities needed by the madrasah by identifying facilities that require repair or addition. Subsequently, the committee and the madrasah collaboratively set priorities to immediately carry out repairs or procure new facilities, particularly those supporting the learning process. The committee's orientation is not solely on funding, but also on collaborative activities, such as developing a good learning system, adding facilities, and other beneficial activities. Research findings show that the Madrasah Committee at MTs Ar Rahmah Sampang holds scheduled meetings to collect and discuss all madrasah needs, seeks assistance from the community, especially parents, in the form of school fees, and provides physical contributions such as LCDs for each classroom as part of their contribution to facility and infrastructure development.

As a supporting agency, the Madrasah Committee provides financial, manpower, and intellectual support. Real support is manifested through problem solving for facility deficiencies not covered by BOS funds, providing tuition relief for underprivileged students, as well as manpower support, such as helping repair damaged buildings. This finding aligns with the research by Lilys Febriana, which states that the role of the school committee as a supporter includes financial support, ideas, and manpower (Febriana, 2019). The Madrasah Committee at MTs Ar Rahmah Sampang also collects donations from students' parents for facility procurement, both through monthly contributions for small scale needs such as desks and chairs, and through annual incidental contributions for large scale needs, such as constructing new classrooms. The role as a supporter not only provides encouragement and motivation but also raises awareness among parents and the community to actively participate in education.

As a controlling agency, the Madrasah Committee participates in planning meetings for facility procurement as representatives of the community and parents. The committee supervises the implementation of the RAPBS and helps determine the priority scale of facilities, from listing required items to estimating

costs to meet those needs. In addition, the committee is directly involved in the procurement committee along with teachers as implementers, ensuring that procurement processes such as building construction, equipment purchases, and facility repairs can be supervised optimally. As stated by Suryana, school committee participation involves making, implementing, and evaluating decisions and policies of the school organization, including providing advice, support, control, and mediation of educational processes (Suryana, 2023). All activities and processes must be supervised to avoid misuse, including in the development of facilities and infrastructure, and the Madrasah Committee at MTs Ar Rahmah Sampang has carried out its role as a supervisor.

As a mediator, the Madrasah Committee acts as a bridge between the madrasah and the community. At the beginning of each month, the committee holds meetings with parents to collect aspirations, which are then conveyed to the madrasah as corrective input. In the process of facility procurement, the committee serves as a liaison between the madrasah and parents in raising funds for facility development, such as constructing new buildings or repairing existing ones. This aligns with the research by Hidayat et al which states that the committee functions as a bridge between the internal interests of the madrasah and community aspirations, so that the role of an advisory agency not only strengthens madrasah governance but also fosters a synergistic relationship between the madrasah and the community (Hidayat et al., 2026). Nurmiati et al add that the synergy between the committee and the head of the madrasah is implemented in an integrated and complementary manner, evident in the committee's role as advisor, supporter, controller, and mediator (Nurmiati et al., 2022).

The Madrasah Committee at MTs Ar Rahmah Sampang consistently encourages community awareness of the importance of education, so that parents are committed to providing financial or material contributions to participate in facility and infrastructure development. Collaboration between the committee and the community runs effectively, evidenced by routine monthly meetings with parents. This aligns with research by Nurdiyana, Sulastri, and Suwandi, which states that the school committee should act as an independent body that bridges the interests of the community and the school and ensures accountability and transparency in educational management (Nurdiyana & Suwandi, 2025).

The implementation of the Madrasah Committee program at MTs Ar Rahmah Sampang in facility and infrastructure development demonstrates a comprehensive strategic role. The committee functions as an advisory agency, ensuring that each procurement decision is relevant and supports education quality; as a supporting agency, it encourages community involvement through financial contributions, manpower, and ideas; as a controlling agency, it guarantees accountability and transparency in the procurement process; and as a mediator, it bridges

communication between the madrasah and parents. This approach creates a participatory, inclusive, and quality oriented synergy, making the committee a primary driver in the development of effective, efficient, and sustainable facilities and infrastructure.

Impact of Educational Facilities and Infrastructure Development at MTs Ar Rahmah Sampang

The presence of the Madrasah Committee in assisting the development of facilities and infrastructure at MTs Ar Rahmah Sampang has brought positive implications for the madrasah. The improvement in the quality of facilities and infrastructure is one of the outcomes of the committee's involvement, enabling the teaching and learning process to run optimally. Cimailing et al. stated that support from the school committee in procuring facilities and infrastructure is highly significant. Through donations of building materials from students' parents, the school's facility needs can be met, although not yet fully optimal (Cimailing et al., 2021). Additionally, the committee also plays a role in managing facilities and infrastructure by facilitating various needs required by the school. Aulia Ode and Jantje E. Lekatompessy emphasized that the success of the committee's role as an advisory body greatly depends on the pattern of the relationship between the school/madrasah and its community (Ode & Lekatompessy, 2025).

Facilities and infrastructure are essential components that cannot be separated from the education process and require greater attention from education managers. When facilities and infrastructure are well provided, educational implementation can run more effectively and efficiently. As supporting components of learning, madrasahs must provide facilities and infrastructure that meet national standards set by the government. The completeness of facilities and infrastructure must be optimally considered because it directly affects the success of teaching and learning activities.

At MTs Ar Rahmah Sampang, the facilities and infrastructure are considered fairly complete, although not yet perfect. In general, the available facilities meet the government's minimum standards and, in some cases, exceed the minimum requirements. The madrasah has classrooms, a library, leadership offices, teacher rooms, administrative offices, prayer rooms, counseling rooms, school health units (UKS), student council rooms (OSIS), storage, circulation rooms, playgrounds and sports areas, as well as other supporting infrastructure, with data to be attached.

The involvement of the Madrasah Committee in developing facilities and infrastructure not only improves the quality of facilities but also strengthens the sustainability of education at MTs Ar Rahmah Sampang. With oversight, planning, and routine maintenance facilitated by the committee, all available facilities can be used optimally and last longer. Moreover, active participation from parents and the community in supporting the procurement and repair of facilities fosters a sense of

ownership of the madrasah, creating collective awareness to preserve and maintain existing facilities. The long term impacts of the committee's involvement include enhanced learning comfort, increased motivation for both students and teachers, and the creation of a conducive educational environment, ultimately promoting the achievement of educational goals sustainably.

The development of educational facilities and infrastructure at MTs Ar Rahmah Sampang has significant implications for students, teachers, and the community. For students, improved facilities such as adequate classrooms, laboratories, and a well equipped library support learning comfort, boost motivation, and expand academic insight. For teachers, better facilities enhance the effectiveness of teaching methods, simplify material delivery, and improve professional performance. Meanwhile, for the community, the development of educational facilities reflects the madrasah's commitment to quality education, encourages active parental participation in the learning process, and strengthens public trust in the institution as a center for developing high quality human resources.

Conclusion

The optimization of the Madrasah Committee's role at MTs Ar Rahmah Sampang has been proven to make a significant contribution to the development of educational facilities and infrastructure. The committee functions as an advisory body, supporter, controller, and mediator, ensuring that every decision regarding facility procurement is more relevant, transparent, and accountable. The committee's involvement includes annual program planning, identifying priorities for facilities and infrastructure, supervising the implementation of the RAPBS (School Budget Work Plan), and facilitating community participation through financial and material contributions.

The synergy between the madrasah, committee, teachers, parents, and the broader community creates a participatory, effective, and sustainable system for managing facilities and infrastructure. The impact of the committee's role is reflected in improved facility quality, more optimal maintenance of facilities and infrastructure, and the creation of a conducive learning environment. In addition to supporting educational quality, the committee's involvement also strengthens the sustainability of education by enhancing learning comfort, student and teacher motivation, and a sense of ownership within the school community.

Thus, the Madrasah Committee serves as a strategic partner for the madrasah in achieving higher quality, inclusive education aligned with national standards, while also acting as a key driver in the development of facilities and infrastructure that support the sustainable achievement of educational objectives.

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