

Implementing the Madrasah Layak Belajar Program by BAZNAS of the Republic of Indonesia in Lombok for Quality Education

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Abstract

Philanthropic-based educational programs have received growing attention as a means of addressing disparities in educational resources; however, research examining their contribution to improving the quality of Islamic educational institutions in resource-limited regions remains limited. This study aimed to explore the implementation of the Madrasah Layak Belajar Program initiated by BAZNAS of the Republic of Indonesia in Lombok and to examine its contribution to improving educational quality in beneficiary madrasahs. A qualitative design was employed, and the study was conducted from January to February 2026 in Lombok, West Nusa Tenggara, Indonesia. A total of 31 participants were selected through purposive sampling, including program implementers, school stakeholders, and direct beneficiaries. Data were collected through in-depth interviews, observations, and document analysis and analyzed using thematic analysis to identify key patterns related to program implementation and educational outcomes. The findings indicate that the program made a significant contribution to improving educational infrastructure through classroom renovation and the provision of learning facilities, thereby creating a more conducive learning environment. These improvements supported more effective teaching practices and increased student engagement in classroom activities. The results further demonstrate that collaboration between philanthropic institutions and educational institutions can play a strategic role in addressing educational resource disparities in Islamic schools.

The study concludes that philanthropic initiatives such as the Madrasah Layak Belajar Program can effectively support educational quality improvement in under-resourced madrasahs. These findings contribute to the discourse on community-based educational development and provide practical recommendations for policymakers and philanthropic organizations to strengthen collaborative educational programs, while also indicating the need for future research on their long-term educational impact.

Keywords: Educational Philanthropy; Madrasah Layak Belajar Program; BAZNAS RI; Educational Quality; Islamic Schools

INTRODUCTION

One of the major global challenges in education is the persistent inequality in access to quality learning, particularly among disadvantaged communities and those living in remote areas. Reports from UNESCO indicate that millions of children worldwide still experience inadequate learning environments, including poor school infrastructure and limited educational resources (UNESCO, 2023).

Such disparities hinder efforts to achieve equitable education outcomes and sustainable human development. In response to these challenges, philanthropic-based initiatives, including those implemented by Badan Amil Zakat Nasional (BAZNAS) of the Republic of Indonesia, have emerged as alternative mechanisms to support educational infrastructure and learning access for underprivileged communities. These initiatives are increasingly recognized as strategic interventions to reduce educational inequality by improving facilities and providing targeted support for marginalized students. The transformation of zakat from charitable distribution into an instrument of sustainable development. A qualitative analysis of the BAZNAS program reveals a systemic approach that integrates physical infrastructure improvement, human resource capacity development, and institutional networks to generate long-term educational impacts. (Aminah, 2025)

At the global level, Islamic social finance instruments—such as zakat, waqf, and sadaqah—are gaining recognition as viable tools for sustainable development, particularly in the education sector. International institutions such as the Islamic Development Bank emphasize that professionally managed zakat systems can serve as effective financing sources for education among poor populations when integrated with national development policies

(United Nations, 2022). Similarly, collaboration between governments and social finance institutions is considered essential for achieving Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and quality education for all. Joint reports by the Islamic Development Bank and the United Nations Development Programme highlight that many developing countries face educational funding constraints, making partnerships with philanthropic institutions crucial for accelerating educational progress (IsDB & UNDP, 2021). These perspectives position programs such as Madrasah Layak Belajar as relevant interventions aligned with global development agendas.

Empirical studies further demonstrate the effectiveness of community-based and philanthropic education programs. Community-funded education initiatives have been shown to improve school participation and academic achievement among vulnerable groups (Sanchez et al., 2021). Zakat-based scholarships contribute to family welfare by reducing financial burdens and increasing children's educational opportunities (Romadhona et al., 2023). Collaboration between social institutions and educational organizations also accelerates sustainable educational development (UNESCO, 2021). Moreover, adequate school infrastructure significantly influences student comfort and learning effectiveness, as emphasized by the World Bank (World Bank, 2020).

Studies also confirm that zakat distribution in education positively impacts beneficiaries' welfare and supports basic educational needs for poor families (Almaida, 2023), while effective zakat management promotes social equity and educational mobility (Ikhsan, 2023). Educational zakat programs have strong potential to support SDG 4 by improving access, motivation, and educational quality (Jihadi, 2026). However, program success depends heavily on transparency and accountability, which influence public trust and implementation effectiveness (Zarkasih & Pakkana, 2023).

From the maqashid sharia perspective, educational zakat distribution contributes to intellectual development (*hifz al-'aql*) and social welfare (Aulia et al., 2024). Nevertheless, challenges remain, including funding limitations, targeting accuracy, and institutional capacity, requiring stronger program management strategies and collaboration with educational institutions (Jihadi, 2026; Pertiwi et al., 2024). Program prioritization and organizational management also significantly affect the effectiveness of educational zakat distribution (Toar et al., 2023). These findings highlight the complexity of implementing education-based zakat programs such as Madrasah Layak Belajar.

Previous studies provide important insights into zakat-based development and education programs but also reveal research gaps. Aziz et al., (2025) demonstrate that BAZNAS empowerment programs significantly reduce poverty, indicating the broader socioeconomic impact of zakat initiatives. Zuhria & Asiyah, (2025) show that ZISWAF instruments contribute to social mobility and economic equity in Indonesia. Research by Mubarak, (2024) confirms the effectiveness of zakat distribution mechanisms in improving educational outcomes and welfare among beneficiaries. Nurhasanah et al., (2023) highlight the significant role of zakat institutions in supporting educational programs at the local level. Pertiwi et al., (2024) identify strategic management stages in zakat education programs, including planning, implementation, and supervision. Ridwan et al., (2025) propose a productive zakat governance model that enhances educational quality through transparency and digital systems. Berlian & Azwari, (2023) also report positive impacts of zakat scholarships on educational quality improvement.

Despite these contributions, limited research specifically examines the implementation process, institutional dynamics, and educational quality outcomes of infrastructure-focused zakat programs such as Madrasah Layak Belajar, particularly in regional contexts like Lombok. This gap indicates the need for more comprehensive implementation-oriented research.

Preliminary observations conducted in several madrasahs in Lombok that received support from the Madrasah Layak Belajar Program initiated by Badan Amil Zakat Nasional (BAZNAS) indicate noticeable improvements in the physical learning environment, including renovated classrooms, improved seating facilities, and the availability of basic learning infrastructure. Teachers reported that these improvements contributed to increased student motivation and classroom engagement, while school administrators emphasized the importance of external financial assistance in addressing institutional budget limitations. However, initial findings also revealed variations in program implementation across schools, particularly in terms of maintenance management, stakeholder coordination, and monitoring mechanisms, which may influence the sustainability of program outcomes. These preliminary insights highlight the necessity of a more comprehensive investigation into the implementation processes and their contribution to achieving quality education outcomes within the madrasah context.

The novelty of this study is further strengthened by several theoretical perspectives that provide a comprehensive analytical framework. Policy implementation theory emphasizes that program success is influenced by the clarity of communication, the availability of resources, the commitment of implementers, and the effectiveness of organizational structures (Edwards, 1980). Program management theory highlights the importance of systematic planning, coordination, monitoring, and evaluation in ensuring that program objectives are achieved effectively (Kerzner, 2017). Community empowerment theory underscores the role of educational interventions in strengthening beneficiaries' capacity and autonomy to improve their quality of life (Zimmerman, 2000). Islamic social finance theory explains the potential of zakat as a redistributive instrument for social welfare and educational development when managed professionally and sustainably (IsDB & UNDP, 2021). Furthermore, quality education theory stresses that adequate infrastructure and supportive learning environments are essential determinants of educational quality (UNESCO, 2015). These theoretical foundations collectively enable a multidimensional analysis of the Madrasah Layak Belajar Program implementation and its outcomes.

The novelty of this research lies in its integrative and context-specific analysis of the implementation of the Madrasah Layak Belajar Program in Lombok as an Islamic social finance-based educational intervention aimed at improving educational quality. Unlike previous studies that primarily focus on the economic impact of zakat or scholarship distribution, this study examines the intersection between policy implementation, program management, and educational quality outcomes within infrastructure-oriented education programs. It contributes by providing empirical insights into the institutional implementation of zakat-funded educational infrastructure, evaluating the influence of improved learning facilities on educational quality, and proposing an analytical framework that integrates policy implementation, program management, community empowerment, and Islamic social finance perspectives. This approach extends beyond financial impact analysis toward understanding implementation effectiveness and educational transformation outcomes in developing regions.

Based on the identified issues, empirical indications, research gaps, and theoretical foundations, this study aims to examine the implementation of the Madrasah Layak Belajar Program by Badan Amil Zakat Nasional (BAZNAS) in Lombok and its contribution to improving educational quality. The research focuses on understanding the processes of program planning, implementation, coordination, and evaluation, as well as identifying

supporting and inhibiting factors that influence program effectiveness. In addition, the study seeks to explore how the program contributes to improving educational quality outcomes within the local madrasah context. Accordingly, this research addresses the following questions: how the Madrasah Layak Belajar Program is implemented in Lombok?; what factors influence its implementation effectiveness?; and how the program contributes to improving the quality of education in participating madrasahs?.

METHODS

This study employed a qualitative approach to obtain an in-depth understanding of the implementation of the Madrasah Layak Belajar Program initiated by Badan Amil Zakat Nasional (BAZNAS) in Lombok and its contribution to improving educational quality. A qualitative approach was considered appropriate because the research aimed to explore processes, experiences, perceptions, and contextual factors influencing program implementation rather than measuring variables numerically. Qualitative research enables researchers to investigate complex social phenomena in natural settings and to interpret meanings constructed by participants (Creswell & Creswell, 2023). Furthermore, qualitative inquiry is particularly suitable for examining program implementation and institutional practices because it allows the exploration of multiple perspectives and contextual dynamics (Merriam & Tisdell, 2021).

This research used a case study design focusing on the implementation of the Madrasah Layak Belajar Program within selected madrasahs in Lombok, West Nusa Tenggara, Indonesia. The case study design was chosen because it facilitates an in-depth exploration of contemporary phenomena within real-life contexts, particularly when the boundaries between phenomenon and context are not clearly evident (Yin, 2024). In addition, case studies are widely used in educational and social program research to understand implementation processes, stakeholder interactions, and contextual influences that shape program outcomes (Hamilton & Corbett-Whittier, 2022). Compared with previous studies that primarily emphasized quantitative impact measurement of zakat programs, this design provides richer insights into implementation mechanisms and educational quality outcomes.

The study was conducted from January to February 2026 in Lombok, West Nusa Tenggara, Indonesia, involving a total of 31 participants selected through purposive

sampling. Purposive sampling was applied because participants were chosen based on their relevance, knowledge, and involvement in the program implementation process. This sampling technique is appropriate in qualitative research when the objective is to obtain information-rich cases that can provide deep insights into the research problem (Campbell et al., 2020). Moreover, purposive sampling enables researchers to capture diverse perspectives across stakeholder groups involved in program implementation (Iliyasu & Etikan, 2021).

The participants consisted of three main groups: 1) program implementers (6 participants): four BAZNAS regency administrators and two program coordinators or field facilitators; 2) school stakeholders (9 participants): three madrasah principals and six teachers; and 3) direct beneficiaries (16 participants): ten students and six parents or school committee members. This composition allowed data triangulation across institutional, managerial, and beneficiary perspectives.

Data were collected using semi-structured interviews, observations, and document analysis. Semi-structured interviews were used to explore participants' experiences, perceptions, and insights regarding program implementation and its impact on educational quality. This interview format allows flexibility while maintaining focus on research objectives (Jacob et al., 2021). Observations were conducted to examine school infrastructure conditions, learning environments, and program utilization in practice. Observation is essential in qualitative research because it enables researchers to capture contextual realities and non-verbal aspects of social interactions (Patton, 2022). In addition, document analysis was conducted on program reports, institutional records, and supporting materials to strengthen data triangulation and credibility.

The data were analyzed using thematic analysis supported by an interactive analysis model consisting of data reduction, data display, and conclusion drawing. Thematic analysis was employed to identify patterns, themes, and relationships emerging from interview transcripts, observation notes, and documents. This method is widely used in qualitative research to systematically interpret meaning across datasets (Braun & Clarke, 2021). The interactive analysis process allows continuous reflection and verification throughout the research stages, thereby enhancing analytical rigor and trustworthiness (Miles et al., 2020). Data organization and coding were conducted manually with systematic categorization to ensure consistency and transparency in the analytical process.

RESULTS

1. Implementation of the Madrasah Layak Belajar Program in Lombok

a Program Planning and Target Determination

The implementation of the Madrasah Layak Belajar Program in Lombok begins with a structured planning phase that involves the identification of eligible madrasahs, administrative verification, and coordination between BAZNAS and relevant educational stakeholders. This planning stage is designed to ensure that zakat-based educational assistance is allocated to institutions that most urgently require improvements in their learning infrastructure. The program primarily targets private Islamic elementary schools (*Madrasah Ibtidaiyah Swasta*) located in economically disadvantaged communities and possessing official operational permits as well as valid madrasah statistical numbers.

The selection process is conducted through several systematic stages, including document submission, infrastructure condition assessment, and verification of institutional readiness. According to the program guidelines issued by BAZNAS, candidate madrasahs must demonstrate the need for classroom or library renovation while also showing institutional commitment to maintaining the facilities provided. These procedures ensure that the distribution of zakat funds is conducted in a transparent, accountable, and needs-based manner.

An administrator from BAZNAS explained that the planning stage is essential to ensure the fair and effective allocation of educational assistance.

“The program does not randomly select madrasahs. We first identify schools that truly need infrastructure support, especially those located in disadvantaged communities. The verification process involves checking their administrative documents and conducting field assessments before determining the beneficiaries.” (P01, Male, BAZNAS regency administrator, Lombok, Personal Interview, January 05, 2026)

Similarly, a program coordinator emphasized the importance of collaboration with local stakeholders in validating the eligibility of candidate institutions.

“We coordinate with local religious affairs offices and community leaders to confirm the actual condition of the madrasahs. Their recommendations help us identify which schools require urgent infrastructure improvements.” (P02, Female, Program coordinator, Lombok, Personal Interview, January 12, 2026)

Further evidence regarding the institutional implementation of the program can be found in official documentation issued by BAZNAS. According to the official decree of the

Chairman of BAZNAS regarding the beneficiaries of the Madrasah Layak Belajar Program in 2025, a total of 1,000 madrasahs across 34 provinces in Indonesia were selected as program recipients. In the Province of West Nusa Tenggara alone, 35 private Islamic elementary schools (*Madrasah Ibtidaiyah Swasta*) were officially designated as beneficiaries. These institutions are distributed across several districts and municipalities, including Bima, Dompu, Kota Bima, Kota Mataram, Lombok Barat, Lombok Tengah, Lombok Timur, Lombok Utara, and Sumbawa (Documentation Analysis, January 22, 2026).

The distribution of beneficiary madrasahs across these regions demonstrates the program's commitment to improving educational infrastructure in diverse and underserved communities within the province. The list of beneficiary institutions is summarized in Table 1.

Table 1. Beneficiary Madrasahs of the Madrasah Layak Belajar Program in West Nusa Tenggara Province (2025)

No	Madrasah Name	NSM	District/City	Subdistrict
1	MIS Al-Iman Simpasai	111252060060	Bima	Monta
2	MIS Nggira	111252060003	Bima	Langgudu
3	MIS Yasim Dore	111252060016	Bima	Palibelo
4	MIS Al-Syaf Takhir	111252050028	Dompu	Woja
5	MIS Ali Imran	111252050045	Dompu	Kempo
6	MIS Al-Qur'an Al-Qolam	111252720008	Kota Bima	Asakota
7	MIS Darul Hikmah Sonco Lela	111252720005	Kota Bima	Mpunda
8	MIS Hamzanwadi NW Kota Bima	111252720007	Kota Bima	Mpunda
9	MIS Sambinae Kota Bima	111252720002	Kota Bima	Mpunda
10	MIS Nurul Jannah NW Ampenan	111252710015	Kota Mataram	Ampenan
11	MIS Al-Hikam NW Kuripan Utara	111252010133	Lombok Barat	Kuripan
12	MIS Al-Muslimun NW Kebon Kongok	111252010037	Lombok Barat	Gerung
13	MIS NW Johar Pelita	111252010051	Lombok Barat	Gunung Sari
14	MIS Tarbiyah Islamiyah Pemalikan	111252010114	Lombok Barat	Sekotong
15	MIS DA NW Aikmual	111252020004	Lombok Tengah	Praya
16	MIS Darul Ulum	111252020289	Lombok Tengah	Praya Tengah
17	MIS Hisnul Watoni NW	111252020050	Lombok Tengah	Praya Timur
18	MIS Miftahul Ulum NW Pemantek	111252020310	Lombok Tengah	Janapria
19	MIS Nurul Hidayah NW Tanak Beak Barat	111252020267	Lombok Tengah	Batukliang Utara
20	MIS Nurul Huda Dangah	111252020241	Lombok Tengah	Praya Barat Daya
21	MIS Nurul Wahyi NW	111252020263	Lombok Tengah	Batukliang Utara
22	MIS NW Dasan Baru	111252020073	Lombok Tengah	Kopang
23	MIS NW Perina	111252020099	Lombok Tengah	Jonggat
24	MIS Sirojul Huda NW Tojak	111252020135	Lombok Tengah	Batukliang
25	MIS Sullamul Irfan NW Bedus	111252020193	Lombok Tengah	Pujut
26	MIS Al-A'raf Otak Kebon	111252030242	Lombok Timur	Wanasaba

27	MIS Hamzanwadi Peneda	111252030156	Lombok Timur	Aikmel
28	MIS Nurul Islam NW Bagek Reges	111252030239	Lombok Timur	Sakra Timur
29	MIS NW Anjani	111252030107	Lombok Timur	Suralaga
30	MIS NW Lenek Lauk	111252030157	Lombok Timur	Lenek
31	MIS NW Penyenggir	111252030083	Lombok Timur	Sikur
32	MIS Raudlatuttholibin NW Paokmotong	111252030145	Lombok Timur	Masbagik
33	MIS Maraqitta'limat Lokok Aur	111252080002	Lombok Utara	Bayan
34	MIS Nurul Yaqin Teniga	111252080003	Lombok Utara	Tanjung
35	MIS Al-Amin Kakiang	111252040019	Sumbawa	Moyo Hilir

Source: Documentation analysis of the official announcement issued by Badan Amil Zakat Nasional (BAZNAS), Attachment of Announcement Letter No. **B/.../DPD-DPDS/KETUA/KD.02.18/VIII/2025**, dated **01 September 2025**, concerning the determination of beneficiaries of the *Madrasah Layak Belajar Program 2025* (Documentation Analysis, January 22, 2026).

Table 1 presents the list of madrasahs that became beneficiaries of the Madrasah Layak Belajar Program in West Nusa Tenggara Province in 2025. A total of 35 Madrasah Ibtidaiyah (MIS) from several districts and cities were selected as program recipients, including Bima, Dompu, Kota Bima, Kota Mataram, Lombok Barat, Lombok Tengah, Lombok Timur, Lombok Utara, and Sumbawa. The table provides detailed information about each madrasah, including its name, National Madrasah Statistics Number (NSM), district or city location, and subdistrict. The distribution of beneficiary madrasahs indicates that the program targets educational institutions located in various regions across the province, particularly those requiring improvements in learning infrastructure. This distribution also reflects the program's commitment to expanding access to better educational facilities for students in diverse geographic and socioeconomic contexts.

Observational findings during the research period further revealed that several beneficiary madrasahs previously experienced serious infrastructure limitations, including damaged classroom floors, inadequate lighting, and insufficient seating facilities. These conditions significantly affected the quality of the learning environment before the implementation of the program.

During a field visit to one of the madrasahs in Lombok Timur, the researcher observed that the school building had undergone recent renovations supported by the program. The classroom environment appeared significantly improved compared to previous conditions described by teachers and school administrators. The installation of ceramic flooring,

improved lighting systems, and repaired classroom walls contributed to a more conducive learning environment for students (Observation, January 18, 2026).

A madrasah principal also explained that the planning and selection process ensured that the assistance was directed to institutions with genuine needs.

“Our madrasah applied for the program because the classroom condition was no longer suitable for learning. After submitting the required documents and going through the verification process, we were selected as one of the beneficiaries.” (P07, Male, Madrasah principal, Lombok Timur, Personal Interview, January 20, 2026)

Taken together, these findings indicate that the planning stage of the Madrasah Layak Belajar Program in Lombok involves systematic procedures including needs assessment, administrative verification, and stakeholder coordination. Such mechanisms ensure that zakat-based educational assistance is distributed in a targeted, transparent, and accountable manner while prioritizing madrasahs that face significant infrastructure limitations.

b Program Implementation Process

Following the planning and selection stages, the implementation of the Madrasah Layak Belajar Program in Lombok primarily involves the distribution of financial assistance and the renovation of educational infrastructure in selected madrasahs. The program focuses on improving the physical learning environment, particularly through the renovation of classrooms and libraries, which are considered essential components for supporting effective teaching and learning processes.

The assistance provided through this program functions as a stimulus fund intended to encourage both institutional and community participation in improving educational facilities. In practice, the implementation process includes infrastructure renovation, procurement of learning facilities, and improvement of classroom environments to meet minimum standards of learning comfort and safety.

A BAZNAS administrator explained that the program implementation emphasizes direct improvements in infrastructure that directly influence students' learning experiences.

“The assistance provided through the Madrasah Layak Belajar Program is mainly directed toward improving classrooms and learning facilities. Many madrasahs previously had damaged floors, inadequate lighting, and limited furniture, which affected the learning atmosphere. Through this program, we try to create

a more conducive learning environment.” (P03, Male, BAZNAS regency administrator, Lombok, Personal Interview, January 16, 2026)

Field observations conducted during the research period confirmed that several beneficiary madrasahs had undergone significant physical improvements. In one of the schools visited in Lombok Timur, the classroom that previously had cracked cement flooring and poor lighting conditions had been renovated with ceramic flooring and improved lighting installations. The renovated classroom appeared brighter and more comfortable for learning activities (Observation, January 24, 2026).

Teachers also emphasized that improved infrastructure contributes positively to students' learning engagement. A teacher from one of the beneficiary madrasahs described how the renovated facilities have enhanced classroom learning conditions.

“Before the renovation, the classroom floor was damaged and uncomfortable for students. After the program was implemented, the classroom environment became cleaner and brighter, which makes students more enthusiastic during lessons.” (P11, Female, Teacher, Lombok Timur, Personal Interview, January 27, 2026)

Documentation analysis also indicates that the Madrasah Layak Belajar Program prioritizes private Islamic elementary schools located in economically disadvantaged areas. The program guidelines specify that assistance can be used for classroom renovation or library improvement, depending on the needs of the beneficiary institution (Documentation Analysis, January 22, 2026).

These findings demonstrate that the implementation process of the Madrasah Layak Belajar Program focuses on improving the physical learning environment as a strategic intervention to enhance educational conditions in disadvantaged madrasahs.

c Coordination Among Stakeholders

Effective implementation of the Madrasah Layak Belajar Program in Lombok also relies heavily on coordination among multiple stakeholders, including BAZNAS administrators, madrasah management, teachers, community representatives, and local education authorities. Collaboration among these actors plays a crucial role in ensuring that program activities are implemented smoothly and that the renovated facilities are utilized effectively.

BAZNAS administrators are responsible for coordinating program implementation and ensuring that the assistance reaches the intended beneficiaries. Meanwhile, madrasah principals and teachers play an important role in managing the renovation process and integrating the improved facilities into the learning environment.

A program facilitator explained that collaboration with local communities and school stakeholders is essential to the success of the program.

“The program cannot run effectively without cooperation from the school and the local community. Madrasah leaders help manage the renovation process, while the community often contributes labor or additional support during the improvement of school facilities.” (P04, Male, Program facilitator, Lombok, Personal Interview, January 19, 2026)

This collaborative dynamic was also reflected in interviews with school stakeholders. A madrasah principal noted that the involvement of teachers and community members helped accelerate the implementation process.

“The renovation process involved not only the school management but also members of the community. Some parents and community members voluntarily supported the improvement of the classroom facilities.” (P08, Male, Madrasah principal, Lombok Barat, Personal Interview, February 02, 2026)

Observations conducted during field visits also indicated that community participation played a supportive role in several madrasahs. In one school visited in Lombok Tengah, parents and local residents were observed assisting in the cleaning and preparation of classrooms following renovation activities (Observation, February 04, 2026).

From the beneficiaries' perspective, parents also recognized the importance of collaboration between social institutions and educational organizations. One parent explained that the program reflects the collective responsibility of both institutions and communities in supporting children's education.

“We are grateful for the assistance provided by BAZNAS because it helps our children study in a better environment. At the same time, the community also feels responsible for maintaining the facilities that have been improved.” (P20, Male, Parent/School committee member, Lombok Tengah, Personal Interview, February 05, 2026)

Documentation analysis further shows that the program design encourages institutional cooperation and community involvement in order to ensure sustainability of the renovated facilities (Documentation Analysis, January 22, 2026).

These findings indicate that the implementation of the Madrasah Layak Belajar Program in Lombok is supported by collaborative partnerships among institutional actors, school stakeholders, and local communities.

d Monitoring and Program Evaluation

Monitoring and evaluation constitute another important component of the Madrasah Layak Belajar Program implementation. BAZNAS conducts supervision activities to ensure that the assistance is used according to program guidelines and that the infrastructure improvements meet the expected standards.

Monitoring activities include periodic field visits, documentation of renovation progress, and evaluation of the program's outcomes in improving learning conditions. These activities are intended to maintain accountability in the use of zakat funds and to assess the effectiveness of the program implementation.

A BAZNAS administrator described the monitoring process as a mechanism for maintaining transparency and ensuring that the program achieves its intended objectives.

“We conduct regular monitoring to ensure that the renovation funds are used appropriately. Field visits and documentation are part of our efforts to maintain transparency and accountability in managing zakat funds.” (P05, Male, BAZNAS regency administrator, Lombok, Personal Interview, February 06, 2026)

Teachers and school leaders also confirmed that program supervisors periodically visit beneficiary madrasahs to observe the progress of infrastructure improvements. These visits allow implementers to identify potential challenges and provide recommendations for improvement.

“After the renovation began, representatives from BAZNAS visited our madrasah several times to monitor the progress. They checked the renovation work and discussed how the facilities would be maintained in the future.” (P10, Female, Teacher, Lombok Timur, Personal Interview, February 08, 2026)

Observational data collected during the research period also showed that documentation related to the program implementation—such as renovation reports and financial records—was maintained by several beneficiary madrasahs as part of the accountability process (Observation, February 09, 2026).

Supporting documentation indicates that the Madrasah Layak Belajar Program requires beneficiary institutions to provide reports on the use of assistance funds and the progress of infrastructure development (Documentation Analysis, January 28, 2026).

These findings suggest that monitoring and evaluation mechanisms play an important role in maintaining program accountability, ensuring transparency in the use of zakat funds, and supporting the sustainability of infrastructure improvements in beneficiary madrasahs.

Based on the findings above, the overall implementation process of the Madrasah Layak Belajar Program in Lombok can be summarized as a structured sequence involving planning, implementation, stakeholder coordination, and monitoring activities. The process is illustrated in Figure 1.

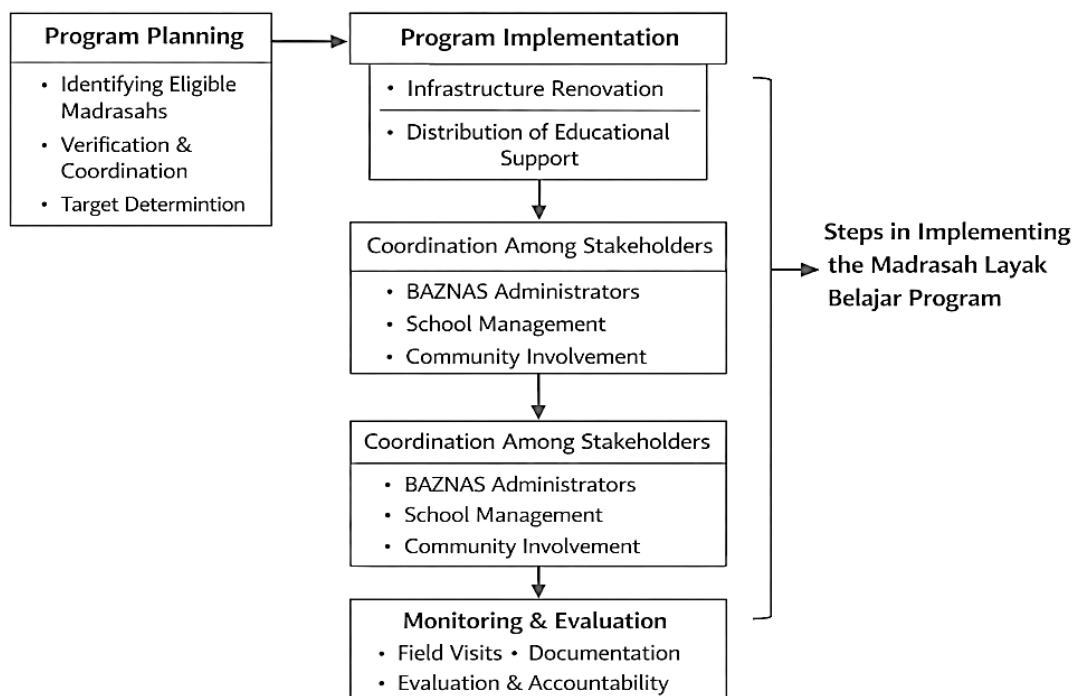


Figure 1. Flowchart of Implementation Process of the Madrasah Layak Belajar Program in Lombok.

Source: Developed by the authors based on interview, observation, and documentation analysis (January–February 2026).

Figure 1 illustrates the implementation process of the Madrasah Layak Belajar Program in Lombok. The figure shows that the program is carried out through several sequential stages, beginning with program planning, which includes identifying eligible madrasahs, administrative verification, and target determination. This stage is followed by program implementation, where financial assistance is distributed and infrastructure renovations—such as classroom improvements—are conducted. The process also involves coordination

among stakeholders, including BAZNAS administrators, madrasah management, teachers, and community members, to ensure effective program execution. Finally, monitoring and evaluation are conducted through field visits, documentation, and accountability mechanisms to ensure that the assistance is used appropriately and that the infrastructure improvements contribute to better learning environments.

2. Factors Influencing the Effectiveness of Program Implementation

a. Supporting Factors

The effectiveness of the Madrasah Layak Belajar Program implementation in Lombok is influenced by several supporting factors, particularly institutional commitment, stakeholder participation, and the availability of financial assistance for infrastructure development. These factors collectively contribute to the successful execution of the program and the improvement of learning environments in beneficiary madrasahs.

One of the primary supporting factors identified in this study is the strong institutional commitment demonstrated by BAZNAS administrators in managing zakat-based educational programs. Program administrators emphasized that the Madrasah Layak Belajar initiative reflects the institution's strategic commitment to improving access to quality education for students from economically disadvantaged backgrounds.

A BAZNAS administrator explained that the program is part of a broader effort to utilize zakat funds as a sustainable instrument for educational development.

“Education is one of the key priorities in the distribution of zakat funds. Through the Madrasah Layak Belajar Program, we aim to ensure that students from underprivileged communities can study in environments that are safe and conducive to learning.” (P06, Male, BAZNAS regency administrator, Lombok, Personal Interview, February 10, 2026)

Another important supporting factor is the active participation of madrasah stakeholders, including school leaders, teachers, and community members. Their involvement in managing and maintaining the renovated facilities significantly contributes to the sustainability of the program outcomes.

A madrasah principal noted that the program encourages collective responsibility among school stakeholders to maintain the improved infrastructure.

“After receiving the assistance, we feel responsible for ensuring that the facilities are maintained properly. Teachers, students, and even parents participate in keeping the classrooms clean and well maintained.” (P09, Male, Madrasah principal, Lombok Tengah, Personal Interview, February 11, 2026)

Observational data also revealed that improved classroom facilities created a more comfortable learning atmosphere. During classroom visits, students appeared more engaged and attentive during learning activities in newly renovated classrooms (Observation, February 12, 2026).

Additionally, the availability of financial support through zakat funds was identified as a critical factor enabling infrastructure improvement in madrasahs that previously lacked sufficient institutional budgets.

Documentation analysis shows that the Madrasah Layak Belajar Program provides stimulus funding specifically intended to support the renovation of classrooms or libraries in private Islamic elementary schools located in economically disadvantaged areas (Documentation Analysis, January 22, 2026).

These findings suggest that institutional commitment, stakeholder engagement, and financial support collectively serve as important enabling factors that strengthen the effectiveness of the Madrasah Layak Belajar Program implementation.

b. Inhibiting Factors

Despite the positive contributions of the program, the study also identified several challenges that may hinder the effectiveness of its implementation. These challenges include limited funding capacity, variations in infrastructure management across madrasahs, and differences in stakeholder coordination.

One of the most frequently mentioned challenges is the limited availability of financial resources compared with the large number of madrasahs requiring infrastructure improvements. BAZNAS administrators acknowledged that the program can only support a limited number of institutions each year due to budget constraints.

“Many madrasahs apply for the program every year, but the available funding allows us to support only a certain number of schools. This means that some institutions must wait for future opportunities to receive assistance.” (P01, Male, BAZNAS regency administrator, Lombok, Personal Interview, January 05, 2026)

Another challenge relates to variations in infrastructure maintenance among beneficiary madrasahs. While some schools actively maintain the renovated facilities, others face difficulties due to limited human resources or financial capacity.

A teacher explained that maintaining improved infrastructure requires consistent efforts from the school community.

“The renovation has significantly improved the classroom environment, but maintaining the facilities also requires continuous effort. Schools with limited resources sometimes struggle to sustain the improvements.” (P12, Female, Teacher, Lombok Barat, Personal Interview, February 14, 2026)

Observations conducted during field visits also revealed variations in how renovated facilities were managed across different schools. In some madrasahs, the classrooms appeared well maintained and regularly used for learning activities, while in others the maintenance practices were less consistent (Observation, February 15, 2026).

Documentation analysis also indicates that the effectiveness of the program depends on the readiness and management capacity of beneficiary institutions to maintain the renovated facilities (Documentation Analysis, January 28, 2026).

These findings highlight that while the Madrasah Layak Belajar Program provides valuable support for educational infrastructure, its long-term effectiveness also depends on institutional capacity and sustainable management practices at the school level.

c. Institutional and Managerial Factors

Institutional and managerial capacity represents another important factor influencing the effectiveness of program implementation. Effective management practices within both implementing institutions and beneficiary madrasahs play a critical role in ensuring that program objectives are achieved.

From the institutional perspective, BAZNAS administrators emphasized the importance of transparent and accountable management of zakat funds. Transparency in program administration helps build public trust and ensures that the assistance provided is utilized according to program guidelines.

“Transparency is essential in managing zakat-based programs. We must ensure that the funds collected from the community are distributed responsibly and that the results can be clearly seen by the beneficiaries.” (P02, Female, Program coordinator, Lombok, Personal Interview, January 12, 2026)

From the school perspective, effective leadership from madrasah principals also contributes significantly to successful program implementation. School leaders play a central role in coordinating renovation activities, managing the use of facilities, and ensuring that the improved infrastructure supports teaching and learning activities.

A madrasah principal explained that school management plays a crucial role in integrating the renovated facilities into the educational process.

“The program provides us with better facilities, but it is our responsibility as school leaders to ensure that these facilities are used effectively to support the learning process.” (P07, Male, Madrasah principal, Lombok Timur, Personal Interview, January 20, 2026)

Observations also indicated that madrasahs with strong leadership and organized management structures were generally more successful in maintaining the renovated facilities and maximizing their use for educational activities (Observation, February 16, 2026).

Documentation analysis further confirmed that beneficiary institutions are required to provide reports on the use of program funds and infrastructure improvements as part of the accountability mechanism established by BAZNAS (Documentation Analysis, February 01, 2026).

Overall, these findings suggest that institutional transparency, managerial capacity, and effective leadership are key determinants influencing the effectiveness and sustainability of the Madrasah Layak Belajar Program implementation in Lombok.

The effectiveness of the Madrasah Layak Belajar Program implementation is influenced by several key factors identified through interviews, observations, and documentation analysis. These include supporting factors, inhibiting factors, and institutional and managerial factors. The relationships among these factors are summarized in Figure 2.



Figure 2. Factors Influencing the Effectiveness of the Madrasah Layak Belajar Program Implementation.

Source: Developed by the author based on interview, observation, and documentation analysis (January–February 2026).

Figure 2 illustrates the key factors influencing the effectiveness of the Madrasah Layak Belajar Program implementation. The diagram shows that program effectiveness is shaped by three main dimensions: supporting factors, inhibiting factors, and institutional and managerial factors. Supporting factors such as institutional commitment, stakeholder participation, and financial support facilitate successful program implementation. Conversely, inhibiting factors—including limited funding, infrastructure maintenance challenges, and coordination issues—may constrain program outcomes. The figure also highlights the role of institutional and managerial capacity, particularly transparent management, effective leadership, and accountability, in ensuring that the program is implemented effectively and sustainably while contributing to improved learning infrastructure, increased student engagement, and a better learning environment.

3. Contribution of the Madrasah Layak Belajar Program to Educational Quality

a. Improvement of Learning Infrastructure

One of the most visible contributions of the Madrasah Layak Belajar Program in Lombok is the improvement of learning infrastructure in beneficiary madrasahs. Prior to the implementation of the program, several schools experienced significant limitations in their physical facilities, including damaged classroom floors, inadequate lighting, and insufficient

learning equipment. These conditions often created an uncomfortable learning environment that negatively affected students' concentration and participation during classroom activities.

Through the renovation of classrooms and the improvement of basic learning facilities, the program has significantly enhanced the physical learning environment in participating madrasahs. Improved classroom infrastructure contributes to a more conducive atmosphere for teaching and learning activities, thereby supporting the overall quality of education.

A madrasah principal described the condition of the classroom facilities before and after the program implementation.

“Before the renovation, the classroom floor was damaged and the lighting was very limited. Students often felt uncomfortable during lessons. After the renovation supported by BAZNAS, the classroom became cleaner, brighter, and more suitable for learning activities.” (P13, Male, Madrasah principal, Lombok Timur, Personal Interview, February 17, 2026)

Observational data collected during field visits also confirmed these improvements. Several classrooms in beneficiary madrasahs had undergone visible renovations, including the installation of ceramic flooring, improved classroom lighting, and repaired walls. These physical improvements contributed to a more comfortable and organized learning environment (Observation, February 18, 2026).

Documentation analysis further indicates that the program prioritizes the renovation of classrooms and school libraries as key components in improving educational facilities. These improvements are designed to meet the minimum infrastructure standards required for effective teaching and learning processes in madrasahs (Documentation Analysis, January 22, 2026).

Overall, these findings demonstrate that the Madrasah Layak Belajar Program has made a substantial contribution to improving the physical learning infrastructure in participating madrasahs.

b. Enhancement of Student Learning Motivation

Beyond physical improvements, the program has also contributed to enhancing students' learning motivation. A more comfortable and supportive learning environment encourages students to participate more actively in classroom activities and to engage more seriously with their studies.

Teachers reported that students appeared more enthusiastic and attentive during lessons after the renovation of classroom facilities. Improved classroom conditions, including better lighting, cleaner floors, and more organized seating arrangements, created a learning atmosphere that supports students' psychological comfort and academic engagement.

A teacher explained that the improved classroom environment has had a positive influence on students' attitudes toward learning.

“After the classroom was renovated, students seemed more enthusiastic during lessons. The cleaner and brighter classroom environment makes them more comfortable and motivated to participate in learning activities.” (P14, Female, Teacher, Lombok Tengah, Personal Interview, February 19, 2026)

Students themselves also expressed appreciation for the improved learning environment. One student explained that the renovated classroom helped them focus better during lessons.

“Now the classroom feels more comfortable than before. The floor is clean, the room is brighter, and it makes it easier for us to concentrate during lessons.” (P17, Male, Student, Lombok Barat, Personal Interview, February 20, 2026)

Observational findings during classroom visits also indicated higher levels of student participation in learning activities. Students appeared more engaged during teacher explanations and classroom discussions, suggesting that improved learning environments can positively influence students' learning behaviors (Observation, February 21, 2026).

These findings suggest that the Madrasah Layak Belajar Program not only improves physical facilities but also contributes to creating a learning environment that enhances student motivation and engagement.

a. Strengthening Institutional Capacity of Madrasahs

Another important contribution of the Madrasah Layak Belajar Program is the strengthening of institutional capacity within participating madrasahs. The program encourages school stakeholders to develop stronger management practices in maintaining educational facilities and utilizing available resources effectively.

Madrasah leaders reported that the program increased their awareness of the importance of managing educational infrastructure responsibly. As a result, many schools

have implemented internal mechanisms to ensure that the renovated facilities are properly maintained.

A madrasah principal emphasized that the program has encouraged schools to become more proactive in managing their educational resources.

“The assistance provided through the program motivates us to manage our school facilities more carefully. We want to ensure that the renovated classrooms remain in good condition so they can continue supporting the learning process.” (P08, Male, Madrasah principal, Lombok Barat, Personal Interview, February 02, 2026)

Parents and community representatives also acknowledged that the program has strengthened cooperation between schools and local communities. Community members increasingly recognize the importance of supporting the sustainability of educational facilities.

“After the renovation, the community feels more responsible for helping the school maintain the facilities. We understand that improving education requires cooperation between institutions and society.” (P21, Male, Parent/ School committee member, Lombok Tengah, Personal Interview, February 22, 2026)

Observational data further revealed that several madrasahs established informal maintenance practices, such as organizing periodic classroom cleaning activities involving teachers and students (Observation, February 23, 2026).

These findings indicate that the Madrasah Layak Belajar Program contributes not only to infrastructure improvement but also to strengthening institutional awareness and management practices within participating madrasahs.

b. Contribution to Quality Education Goals

The Madrasah Layak Belajar Program also contributes more broadly to the achievement of quality education goals by improving learning conditions and expanding access to adequate educational facilities in disadvantaged communities.

BAZNAS administrators emphasized that the program represents a strategic effort to utilize zakat funds for long-term educational development. By improving infrastructure in under-resourced madrasahs, the program supports more equitable access to quality learning environments.

A program administrator explained the broader impact of the initiative on educational development.

“Through this program, we aim to ensure that students from disadvantaged communities have access to proper learning environments. Improving school infrastructure is an important step toward achieving better educational outcomes.” (P04, Male, Program facilitator, Lombok, Personal Interview, January 19, 2026)

Documentation analysis also shows that the program is designed to support madrasahs located in areas where many students come from economically disadvantaged families. By improving school facilities, the program helps reduce disparities in educational infrastructure between schools in different socioeconomic contexts (Documentation Analysis, January 22, 2026).

Field observations confirmed that improved classroom facilities created more conducive learning environments for students in several beneficiary madrasahs (Observation, February 24, 2026).

Taken together, these findings suggest that the Madrasah Layak Belajar Program contributes significantly to improving educational quality in participating madrasahs by enhancing infrastructure, increasing student motivation, strengthening institutional management, and supporting broader efforts toward equitable and quality education.

The contribution of the Madrasah Layak Belajar Program to educational quality is reflected in several key dimensions identified through interviews, observations, and documentation analysis. These include the improvement of learning infrastructure, the enhancement of student learning motivation, the strengthening of institutional capacity, and the contribution to broader quality education goals. These interconnected contributions demonstrate how the program supports the development of more conducive learning environments and strengthens the overall quality of education in participating madrasahs. The relationships among these contributions are summarized in Figure 3.

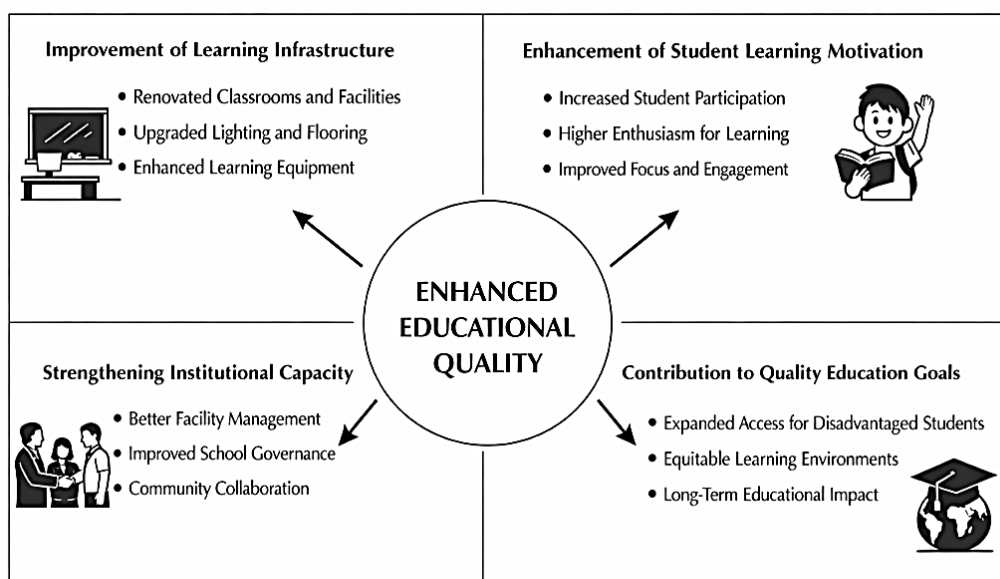


Figure 3. Contribution of the Madrasah Layak Belajar Program to Educational Quality

Source: Developed by the author based on interview, observation, and documentation analysis (January–February 2026).

Figure 3 illustrates how the Madrasah Layak Belajar Program contributes to improving educational quality through multiple interrelated aspects. Infrastructure improvements create more comfortable and supportive learning environments, while better classroom conditions increase students' motivation and engagement in learning activities. At the institutional level, the program encourages madrasah leaders and stakeholders to manage educational facilities more responsibly and collaboratively. In a broader context, these improvements support efforts to expand access to quality education, particularly for students from disadvantaged communities. Together, these contributions highlight the program's role in promoting sustainable improvements in educational quality.

DISCUSSION

1. Results Analysis

a. Implementation of the Madrasah Layak Belajar Program in Lombok

The findings of this study indicate that the implementation of the Madrasah Layak Belajar Program in Lombok follows a structured and systematic process consisting of program planning, target determination, implementation of infrastructure improvements, stakeholder coordination, and monitoring and evaluation mechanisms. This implementation

structure reflects the principles of effective policy implementation, which emphasize that program success depends on clear procedures, resource availability, and coordination among implementing actors (Edwards, 1980).

The planning phase plays a critical role in ensuring that the program targets madrasahs with the most urgent infrastructure needs. The selection process involves administrative verification, infrastructure condition assessment, and collaboration with local stakeholders to confirm the eligibility of candidate institutions. These procedures demonstrate the importance of needs-based targeting in educational development programs, particularly in contexts where resources are limited and must be allocated strategically. Similar approaches have been recommended in development policy frameworks emphasizing that targeted interventions are essential for reducing educational inequality in disadvantaged communities (United Nations, 2022).

The implementation stage primarily focuses on improving educational infrastructure through classroom and library renovations. These improvements aim to create safer and more conducive learning environments for students. Observational findings confirmed that several beneficiary madrasahs experienced substantial improvements in classroom conditions, including better flooring, lighting, and seating arrangements. These improvements reflect the broader importance of infrastructure development in educational systems, as adequate physical learning environments significantly influence the effectiveness of teaching and learning processes (World Bank, 2020).

Another important aspect identified in the findings is the role of stakeholder coordination in program implementation. Collaboration between BAZNAS administrators, madrasah leaders, teachers, and local communities contributes significantly to the smooth execution of the program. Community participation in renovation activities and facility maintenance demonstrates that educational development initiatives often rely on collective institutional and social engagement. Such collaborative dynamics align with perspectives in educational development literature emphasizing that partnerships between social institutions and educational organizations play an important role in improving access to quality education (UNESCO, 2021).

Furthermore, monitoring and evaluation mechanisms implemented by BAZNAS contribute to maintaining transparency and accountability in the management of zakat funds. Periodic field visits, documentation of renovation progress, and institutional reporting

systems ensure that program assistance is utilized according to established guidelines. These mechanisms reflect the importance of accountability in philanthropic-based development programs, as transparent management practices strengthen public trust and enhance the sustainability of social finance initiatives. These findings suggest that the Madrasah Layak Belajar Program in Lombok represents a structured implementation model in which planning, coordination, and monitoring mechanisms are integrated to ensure that zakat-based educational assistance effectively reaches institutions that require infrastructure support.

b. Factors Influencing the Effectiveness of Program Implementation

The results of this study reveal that the effectiveness of the Madrasah Layak Belajar Program implementation is shaped by a combination of supporting factors, inhibiting factors, and institutional and managerial capacities. These factors collectively determine the extent to which the program can achieve its objectives in improving educational conditions within beneficiary madrasahs.

One of the primary supporting factors identified in the findings is the strong institutional commitment demonstrated by BAZNAS in managing zakat-based educational programs. Institutional commitment ensures that program planning, implementation, and supervision are conducted consistently and responsibly. The prioritization of education within zakat distribution strategies reflects the broader recognition that Islamic social finance instruments can serve as strategic tools for supporting social development and improving access to educational opportunities for disadvantaged populations (IsDB & UNDP, 2021).

Stakeholder participation also emerged as an important factor supporting program implementation. The involvement of madrasah leaders, teachers, parents, and community members in managing and maintaining renovated facilities strengthens the sustainability of infrastructure improvements. Community participation reflects the broader principle of collective responsibility in educational development, where social institutions and local communities contribute to supporting educational initiatives. Previous research has similarly emphasized that collaboration between institutions and communities enhances the effectiveness of development programs and improves educational outcomes (UNESCO, 2021).

Despite these positive enabling factors, the study also identifies several challenges that may hinder program effectiveness. One of the most significant constraints is the limited

availability of financial resources relative to the large number of madrasahs requiring infrastructure improvements. This limitation restricts the number of institutions that can benefit from the program each year. Such funding constraints are common in educational development initiatives, particularly in developing regions where institutional budgets are limited and external financial support plays an important role in sustaining educational infrastructure (World Bank, 2020).

Another challenge relates to variations in institutional capacity among beneficiary madrasahs in maintaining renovated facilities. While some schools actively manage and maintain the improved infrastructure, others experience difficulties due to limited human resources or financial capacity. These differences highlight the importance of managerial competence and institutional readiness in sustaining program outcomes. Institutional transparency and leadership capacity also play a significant role in determining program effectiveness. Effective leadership from madrasah principals helps ensure that renovated facilities are integrated into teaching and learning activities and maintained properly over time. From a management perspective, transparent governance practices strengthen accountability in the use of zakat funds and enhance public trust in philanthropic-based development programs. These findings demonstrate that the effectiveness of the Madrasah Layak Belajar Program is influenced not only by financial assistance but also by institutional commitment, stakeholder participation, and managerial capacity within beneficiary institutions.

c. Contribution of the Madrasah Layak Belajar Program to Educational Quality

The findings of this study demonstrate that the Madrasah Layak Belajar Program contributes to improving educational quality in several interconnected ways, particularly through the improvement of learning infrastructure, the enhancement of student learning motivation, the strengthening of institutional capacity, and broader contributions to equitable educational development.

One of the most visible impacts of the program is the improvement of learning infrastructure in participating madrasahs. Prior to the implementation of the program, several schools experienced significant physical limitations, including damaged classroom floors, poor lighting, and inadequate learning facilities. Through infrastructure renovation supported by zakat funds, these conditions were significantly improved, resulting in more comfortable and organized classroom environments. These findings support the widely recognized view

that adequate school infrastructure is a fundamental determinant of educational quality because it directly influences students' learning experiences and teachers' instructional effectiveness (UNESCO, 2015; World Bank, 2020).

Beyond infrastructure improvements, the program also contributes to enhancing students' learning motivation and engagement. Teachers and students reported that improved classroom environments create more comfortable learning conditions, encouraging students to participate more actively during lessons. Educational research consistently emphasizes that supportive learning environments play an important role in improving students' concentration, motivation, and academic engagement (UNESCO, 2023). Therefore, improvements in physical learning conditions may indirectly contribute to better educational outcomes by strengthening students' psychological readiness for learning.

Another important contribution of the program lies in strengthening the institutional capacity of participating madrasahs. The provision of infrastructure assistance encourages school leaders and stakeholders to adopt more responsible management practices in maintaining educational facilities. Community involvement in maintaining renovated classrooms also reflects elements of community empowerment in educational development. From the perspective of community empowerment theory, development interventions that involve local stakeholders can strengthen institutional sustainability and encourage collective ownership of educational resources (Zimmerman, 2000).

Finally, the program contributes to broader educational development goals by expanding access to adequate learning environments for students from economically disadvantaged communities. By utilizing zakat funds to support educational infrastructure, the Madrasah Layak Belajar Program demonstrates the potential of Islamic social finance instruments to support educational equity and sustainable development objectives. Zakat-based educational initiatives have increasingly been recognized as important mechanisms for addressing educational disparities when managed through transparent and accountable institutional systems (IsDB & UNDP, 2021).

Overall, the findings indicate that the Madrasah Layak Belajar Program contributes not only to improving physical learning facilities but also to strengthening institutional management practices, increasing student motivation, and supporting broader efforts to achieve equitable and quality education in disadvantaged regions.

2. Comparison with Previous Studies

The findings of this study are broadly consistent with previous research examining the role of zakat-based initiatives and philanthropic educational programs in improving access to quality education, particularly in disadvantaged communities. Prior studies have emphasized that Islamic social finance instruments—such as zakat, waqf, and sadaqah—can function as strategic mechanisms for supporting social development, including educational infrastructure and learning opportunities for marginalized populations. The results of this study reinforce these perspectives by demonstrating that the Madrasah Layak Belajar Program contributes to educational development through infrastructure improvements, stakeholder collaboration, and institutional capacity strengthening.

First, the findings regarding the structured implementation of the Madrasah Layak Belajar Program align with earlier studies emphasizing the importance of effective governance and management in zakat-based development programs. Research by Aziz et al., (2025) indicates that well-managed zakat programs can significantly contribute to poverty reduction and social welfare improvement when supported by clear institutional governance structures. Similarly, Ridwan et al., (2025) highlight that transparency and systematic management mechanisms enhance the effectiveness of zakat distribution programs, particularly in the education sector. The current study confirms these insights by showing that the implementation of the Madrasah Layak Belajar Program involves structured planning, verification procedures, and monitoring mechanisms designed to ensure transparency and accountability in the use of zakat funds.

Second, the results of this study support previous findings on the positive impact of educational assistance programs funded through zakat. Earlier research has shown that zakat-based educational programs, including scholarships and financial assistance, contribute to improving beneficiaries' welfare and educational opportunities. For instance, Berlian & Azwari, (2023) demonstrate that zakat-funded scholarship programs positively influence educational quality and student academic development. Similarly, Mubarak, (2024) reports that effective zakat distribution mechanisms enhance educational access and improve the welfare of beneficiary families. While these studies primarily focus on scholarship-based assistance, the present research extends the literature by examining infrastructure-oriented educational interventions. The findings indicate that infrastructure improvements—such as

classroom renovation and facility upgrades—also play a crucial role in supporting educational quality by creating more conducive learning environments.

Third, the results concerning the influence of learning infrastructure on educational quality are consistent with broader educational development literature. Previous studies emphasize that adequate school infrastructure is a fundamental component of effective teaching and learning environments. International reports highlight that poor physical learning conditions can negatively affect student concentration, attendance, and academic performance (World Bank, 2020; UNESCO, 2015). The findings of the present study support these perspectives by demonstrating that classroom renovations and improved facilities contributed to increased student motivation, engagement, and learning comfort in participating madrasahs.

Furthermore, the importance of stakeholder participation observed in this study is consistent with research emphasizing the role of collaborative governance in educational development programs. Community involvement in maintaining educational facilities reflects broader principles of participatory development, in which local stakeholders contribute to sustaining program outcomes. Previous studies have similarly highlighted that collaboration between educational institutions, communities, and social organizations enhances the effectiveness and sustainability of development initiatives (UNESCO, 2021). The findings of this study reinforce these perspectives by showing that the involvement of teachers, parents, and community members contributed to the successful implementation and maintenance of renovated facilities in beneficiary madrasahs.

The findings also support theoretical perspectives related to community empowerment and institutional development. According to community empowerment theory, development interventions that actively involve local stakeholders can strengthen institutional capacity and promote collective responsibility for sustaining development outcomes (Zimmerman, 2000). In this study, the renovation of educational infrastructure not only improved physical learning conditions but also encouraged madrasah leaders and community members to adopt more responsible facility management practices. This indicates that infrastructure-based educational programs can simultaneously contribute to institutional strengthening and community engagement.

Despite these consistencies with previous research, this study also contributes new empirical insights to the literature on zakat-based educational programs. Much of the existing

research focuses primarily on the economic or welfare impacts of zakat distribution, particularly in relation to poverty alleviation or scholarship support for students. In contrast, the present study highlights the implementation dynamics and educational outcomes of infrastructure-focused zakat programs. By examining the Madrasah Layak Belajar Program in Lombok, the study demonstrates that zakat-based interventions can extend beyond financial assistance to support improvements in educational infrastructure, institutional capacity, and learning environments.

3. Implications of the Findings

The findings of this study provide both theoretical and practical implications for the development of educational quality in Islamic schools. Theoretically, the study contributes to the growing body of literature on the role of external institutional support in improving educational infrastructure and learning environments in madrasahs. The results confirm that collaborative programs between religious philanthropic institutions and educational institutions can significantly support the improvement of learning facilities and overall educational quality. These findings are consistent with policy implementation theory, which emphasizes that program success depends on clear communication, adequate resources, implementer commitment, and effective organizational structures (Edwards, 1980). In addition, the findings align with quality education perspectives that highlight the importance of adequate infrastructure and supportive learning environments as essential determinants of effective educational processes (UNESCO, 2015).

Practically, the findings suggest that the Madrasah Layak Belajar Program implemented by the BAZNAS of the Republic of Indonesia can serve as an effective model for improving the quality of education in under-resourced Islamic schools. The program not only improves the physical learning environment but also contributes to better teaching practices and increased student motivation. This result also reflects principles of program management theory, which emphasizes the importance of systematic planning, coordination, monitoring, and evaluation in ensuring that program objectives are achieved effectively (Kerzner, 2017). Therefore, policymakers, educational institutions, and philanthropic organizations may consider expanding similar collaborative initiatives to other regions facing similar educational challenges.

4. Research Limitations

Despite providing important insights, this study has several limitations. First, the research was conducted in a limited number of madrasahs in Lombok, which may restrict the generalizability of the findings to other regions or educational contexts. Second, the study primarily relied on qualitative data obtained through interviews, observations, and document analysis, which may involve subjective interpretations from participants.

Future research is recommended to involve a larger sample of madrasahs across different regions and employ mixed-method approaches to obtain more comprehensive and generalizable findings regarding the impact of educational support programs on madrasah development and educational quality.

CONCLUSION

This study explored the implementation of the Madrasah Layak Belajar Program by the BAZNAS of the Republic of Indonesia in Lombok and its contribution to improving educational quality in beneficiary madrasahs. The findings indicate that the program has significantly contributed to the improvement of learning infrastructure, particularly through the renovation of classrooms and the provision of essential educational facilities. These improvements have created a more conducive learning environment that supports effective teaching and learning activities. In addition, the program has strengthened teachers' instructional practices and increased students' motivation to participate in classroom activities. The results demonstrate that philanthropic-based educational programs can play an important role in supporting the development of educational quality in Islamic schools, especially in regions where educational resources remain limited.

However, this study has several limitations that need to be acknowledged. The research was conducted in a limited number of madrasahs in Lombok, which may restrict the generalizability of the findings to other educational contexts. In addition, the study primarily relied on qualitative data obtained through interviews, observations, and document analysis, which may involve subjective perspectives from participants. Future research is therefore recommended to involve a broader range of madrasahs across different regions and to apply mixed-method approaches in order to obtain more comprehensive evidence regarding the long-term impact of educational support programs on school development and learning outcomes. Through such efforts, future studies can further deepen the understanding of how

collaborative initiatives between philanthropic institutions and educational stakeholders can contribute to sustainable improvements in educational quality.

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