

The Influence of Teacher Competence, Classroom Management, and School Infrastructure on the Learning Quality of Islamic Religious Education (PAI) (Study in Class IX of SMP Islam 1 Batu)

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Abstract

Limited research has simultaneously examined the influence of teacher competence, classroom management, and school infrastructure on the quality of Islamic Religious Education (PAI) learning, despite the recognized importance of these components in supporting effective instructional processes. This study aims to analyze the partial and simultaneous influence of teacher competence, classroom management, and school infrastructure on the quality of PAI learning. The study employed a quantitative approach involving 60 participants selected through saturated sampling, in which all members of the population were included as the research sample. Data were collected using questionnaire-based research instruments and analyzed through multiple linear regression. The findings show that classroom management had the dominant influence on the quality of PAI learning, thereby supporting the relevant theoretical perspective. The partial test results indicate that teacher competence and school infrastructure did not have a significant effect on the quality of PAI learning when examined separately. However, teacher competence, classroom management, and school infrastructure simultaneously had a significant influence on learning quality. These findings indicate that the quality of PAI learning is shaped by the combined contribution of teacher-related, classroom-based, and infrastructural factors, with classroom management serving as the most influential variable. This study contributes theoretically by enriching the literature on factors affecting learning quality and provides practical

implications for schools and teachers to strengthen effective classroom management, develop teacher competence sustainably, and optimize the use of facilities and infrastructure to support the learning process. Further research is recommended to examine other factors that may influence the quality of Islamic Religious Education learning.

Keywords: Teacher Competence; Classroom Management; School Infrastructure; Learning Quality; Islamic Religious Education

INTRODUCTION

Education is an important process in shaping the quality of knowledgeable human resources, and noble character. In the context of Islamic education, Islamic Religious Education (PAI) learning has a strategic role not only in the transfer of religious knowledge, but also in shaping the character of students (Afif & Ningrum, 2024). Thus, the success of education, one of which is greatly influenced by learning quality indicators. Quality learning is not only determined by the material taught, but also by several other interrelated supporting factors.

In the midst of various efforts to improve the quality of learning, various problems that inevitably arise as obstacles to quality improvement. The problem is limited resources, both in terms of incompetent human resources and inadequate infrastructure (Kamaliah & Rasmitadila, 2025). This includes suboptimal classroom management that can hinder student involvement in PAI learning (Anwar, 2022). These problem factors have a significant impact on the quality of learning in schools.

These problems show the need to explore factors that can improve the quality of learning in the context of Islamic education. These factors include external factors, namely teacher competence and classroom management as well as external factors, namely facilities and infrastructure (Sari, 2026). Teachers as the main implementers of the learning process are required to have qualified competencies so that learning runs effectively. Teacher competence includes pedagogic, personality, social, and professional competencies. How, according to Hardiansa et al., (2025) In an effort to improve the quality of learning, the strategy that must be implemented by the principal or madrasah is the development of four teacher competencies, namely pedagogic, personality, social, and professional competencies.

Teachers' pedagogic competence refers to the teacher's ability to manage learning activities, including creating an optimal, conducive and enjoyable learning environment (Ramazhana & Pritasari, 2024). This is related to classroom management or classroom management. According to Abrianto et al., (2023), the implementation of classroom management is the ability of teachers to manage the classroom, by planning, directing and implementing and evaluating learning activities so that they run effectively so that learning goals and quality are achieved. So, here it is emphasized that good classroom management will be able to create a conducive learning atmosphere so that students can learn optimally. Thus, the quality of learning will be able to be realized according to what is expected.

External factors that affect the quality of learning, namely school facilities that are used optimally, can help students be more active, enthusiastic, and easily understand learning materials (Elistatia & Abdillah, 2024). This shows that the quality of learning is not only influenced by teachers' competence when teaching and classroom management, but also highly dependent on the learning environment supported by adequate infrastructure. As according to Sibilunnajah et al., (2025), that effective and efficient management of infrastructure facilities can make a positive contribution to the quality of learning. Existing facilities and optimal use can help teachers to more easily deliver material. In this case, good management of facilities and infrastructure has direct implications for improving the quality of learning.

In Islamic Religious Education (PAI) learning, the quality of learning is an important aspect because it is not only oriented to the cognitive aspect, but also the formation of students' attitudes and characters. Therefore, it is necessary to conduct research to find out the extent to which teacher competence, classroom management, and school infrastructure affect the quality of Islamic Religious Education learning.

Several studies prove the influence of teacher competence, classroom management and school infrastructure on the quality of learning that is partially tested or testing independent variables (X) and dependent variables (Y) respectively. Research Mangngi (2022), shows that there is a positive and significant influence of teacher competence (pedagogic competence, personality competence, professional competence and social competence) on the quality of student learning. Then, the research Israh et al., (2023), that classroom management affects the quality of learning of Integrated Social Studies Subjects Class VIII at SMP Negeri 1 Tilamuta, Boalemo Regency. Furthermore, the research

Aziziyah et al., (2023), that the management of facilities and infrastructure has a positive and significant influence on the quality of student learning activities.

The researcher found a research gap after analyzing several previous studies. Previous research has predominantly tested partially the quality of learning in general. This research fills the gap and will be a novelty in this study. In this study, the researcher used a type of empirical research (*field research*) with a quantitative research method to test how much influence two or more independent variables (X) have on bound variables (Y). The researcher conducted a test on partial (individual) as well as simultaneous influence (together) using a different theoretical framework than previous research. The researcher developed an analysis model that integrates three independent variables (X), namely teacher competence, classroom management, and school infrastructure which in theory, these three variables affect the quality of learning (Y). This research specifically emphasizes the quality of learning in Islamic Religious Education (PAI) subjects.

This study aims to examine the influence of teacher competence on the quality of PAI learning, the influence of classroom management on the quality of PAI learning, the influence of school infrastructure facilities on the quality of PAI learning, and the influence of the three variables simultaneously affect the quality of PAI learning. Based on the three objectives of the study, the first hypothesis of this research is that teacher competence has a positive and significant effect on the quality of PAI learning, the second hypothesis is that classroom management has a positive and significant effect on the quality of PAI learning, the third hypothesis is that school infrastructure facilities have a positive and significant effect on the quality of PAI learning and the last simultaneously teacher competence, Classroom management and school infrastructure have a positive and significant influence.

METHODS

According to the title raised by the researcher, namely the influence of teacher competence, classroom management, and school infrastructure on the quality of learning in Islamic Religious Education (study in grade IX of SMP Islam 1 Batu), the researcher uses an empirical type of research (*field research*) with quantitative research methods. Quantitative research is research that demands a lot of numbers, starting from data collection, interpretation of the data, and the appearance of the results (Fitri & Haryanti, 2020). This research aims to research a specific population or sample, collect data using research

instruments and test hypotheses that have been established with the support of empirical data in the field (Susanto et al., 2024).

This research was carried out at SMP Islam 1 Batu which is located in Batu City, East Java Province. This study was conducted on April 8, 2026. The researcher distributed questionnaires to the participants, and all questionnaires were completed and collected within one day. The population of this study is all grade IX students of SMP Islam 1 Batu who take part in Islamic Religious Education learning. In this study, sampling techniques were used, namely saturated sampling or often called *total population*. Saturated sampling is a sample determination technique when all members of the population are used as samples. The saturated sampling technique is carried out when the population is relatively small, less than 30 people or less than 100 (Rosyidah & Fijra, 2021). Thus, the sample used in this study amounted to 60 siwa.

This study uses independent variables or independent variables, namely teacher competence (X1), classroom management (X2), infrastructure facilities (X3). The bound variable or dependent variable is the quality of PAI learning (Y2). The operational definition is an element that bridges the theoretical framework with practice in the field, an element that explains how variables that are still abstract can be measured concretely, an element that helps researchers to transform abstract concepts into measurable indicators. The preparation of operational definitions of variables is the main requirement for research to have good validity and reliability (Rusdiana, 2024).

The operational definition of the variables used in this study: (1) teacher competence is a competency that includes four competencies, namely pedagogic competence is the ability to manage students, including mastery of materials, curriculum development and learning design, personality competence requires teachers to have a steady, mature, stable, wise and wise personality, authoritative, noble character, which is an example for students, social ability encourages teachers to communicate and interact effectively and efficiently with students, professional competencies encourage teachers to have the ability to master learning materials broadly and in-depth that allow teachers to guide students to meet established competency standards and National Education Standards (Wijaya et al., 2023). The teacher competency indicators used in this study are: 1) pedagogic competence, 2) personality competence, 3) social competence, and 4) professional competence.

Class management is a management function that involves planning, organizing, implementing, and supervising (Aliyyah et al., 2022). The classroom management indicators used in this study are: 1) planning of PAI learning activities, 2) organizing PAI learning activities, 3) implementation of PAI learning activities, 4) supervision of PAI learning activities. (3)Facilities and infrastructure are all facilities and equipment used to support the implementation of education so that the learning process can take place effectively and efficiently (Matin & Fuad, 2016). The indicators of facilities and infrastructure used in this study are: 1) the availability of learning facilities, 2) the condition of facilities and infrastructure, 3) the utilization of facilities and infrastructure. (4)The quality of learning is described as the good and bad results achieved by students in the learning process. As a system, the quality of education is based on the quality of its constituent parts and how well the learning process actually runs (Hanifah, 2022). The learning quality indicators used in this study are: 1) students' understanding of the material, 2) smoothness of the learning process, 3) student activeness in learning, 4) achievement of learning outcomes

The data collection technique in this study uses questionnaires which are data instruments that contain a list of questions or statements and a list of contents for the object being researched (Ramadhani & Bina, 2021). An instrument is a tool used to measure the object being studied (Ulfa et al., 2021). The instrument in this study uses a likert scale to measure respondents' answers. The likert scale in this study was given a score of 1 to 4 as follows:

Table 1. Scale Likert

Answer	Code	Score
Strongly Disagree	STS	1
Disagree	TS	2
Agree	S	3
Strongly agree	SS	4

The research instrument will be tested using validity tests and reliability tests. The goal is to determine the validity and reliability or level of trust of the research instrument in measuring the variables being studied. This test was analyzed using SPSS (*Statistical Package for the Social Sciences*) software. Validity testing was performed using *Pearson Product Moment correlations* analyzed via SPSS. The research instrument will be considered valid if the r-calculated value is greater than the r-table value and the significance value (Sig.) is less than 0.05. Meanwhile, the research instrument can be considered reliable if Cronbach's Alpha value is greater than 0.6.

Based on data that has been collected from 60 respondents of grade IX students to determine the level of validity of an instrument. In this study, the validity test was conducted using the IBM SPSS 25 application program, with the following validity value results:

Table 2. Results of the Validity Test of Variable Instrument X1 (Teacher Competence)

Statement No	r-count	r-table N: 60	Remarks r-count > r-table	Nilai Sig.	0,05	Remarks Sig. Value < 0.05
1	0,508	0,254	Valid	0,000	0,05	Valid
2	0,713	0,254	Valid	0,000	0,05	Valid
3	0,758	0,254	Valid	0,000	0,05	Valid
4	0,774	0,254	Valid	0,000	0,05	Valid
5	0,721	0,254	Valid	0,000	0,05	Valid
6	0,850	0,254	Valid	0,000	0,05	Valid
7	0,795	0,254	Valid	0,000	0,05	Valid
8	0,793	0,254	Valid	0,000	0,05	Valid
9	0,867	0,254	Valid	0,000	0,05	Valid
10	0,441	0,254	Valid	0,000	0,05	Valid

Based on table 2, the results of the validity test of Variable X1 (teacher competence) can be found from 10 statements, which are stated to be valid in their entirety. Thus, the questionnaire item on the teacher competency variable contains 10 statements that will be used in this study.

Table 3. Results of the Validity Test of Variable Instruments X2 (Class Management)

Statement No	r-count	r-table N: 60	Remarks r-count > r-table	Nilai Sig.	0,05	Remarks Sig. Value < 0.05
1	0, 859	0,254	Valid	0,000	0,05	Valid
2	0, 865	0,254	Valid	0,000	0,05	Valid
3	0, 792	0,254	Valid	0,000	0,05	Valid
4	0, 769	0,254	Valid	0,000	0,05	Valid
5	0, 803	0,254	Valid	0,000	0,05	Valid
6	0, 583	0,254	Valid	0,000	0,05	Valid
7	0, 644	0,254	Valid	0,000	0,05	Valid
8	0,788	0,254	Valid	0,000	0,05	Valid
9	0, 818	0,254	Valid	0,000	0,05	Valid
10	0,737	0,254	Valid	0,000	0,05	Valid

Based on table 3, the results of the validity test of Variable X2 (class management) can be known from 10 statements, which are stated to be valid in their entirety. So, the questionnaire item on the class management variable contains 10 statements that will be used in this study.

Table 4. Results of the Validity Test of Variable Instruments X3 (Infrastructure Facilities)

Statement No	r-count	r-table N: 60	Remarks r-count > r-table	Nilai Sig.	0,05	Remarks Sig. Value < 0.05
1	0,716	0,254	Valid	0,000	0,05	Valid
2	0,790	0,254	Valid	0,000	0,05	Valid
3	0,857	0,254	Valid	0,000	0,05	Valid
4	0,841	0,254	Valid	0,000	0,05	Valid
5	0,739	0,254	Valid	0,000	0,05	Valid
6	0,774	0,254	Valid	0,000	0,05	Valid

Based on table 4, the results of the validity test of Variable X3 (facilities and infrastructure) can be known from 6 statements, which are stated to be valid in their entirety. So, the questionnaire item on the variable facilities and infrastructure there are 6 statements that will be used in this study.

Table 5. Results of the Validity Test of Variable Y Instruments (Learning Quality)

Statement No	r-count	r-table N: 60	Remarks r-count > r-table	Nilai Sig.	0,05	Remarks Sig. Value < 0.05
1	0,851	0,254	Valid	0,000	0,05	Valid
2	0,864	0,254	Valid	0,000	0,05	Valid
3	0,869	0,254	Valid	0,000	0,05	Valid
4	0,782	0,254	Valid	0,000	0,05	Valid
5	0,895	0,254	Valid	0,000	0,05	Valid
6	0,806	0,254	Valid	0,000	0,05	Valid
7	0,687	0,254	Valid	0,000	0,05	Valid
8	0,613	0,254	Valid	0,000	0,05	Valid

Based on table 5, the results of the validity test of Variable Y (learning quality) can be found from 8 statements, which are stated to be valid as a whole. So, the questionnaire item on the learning quality variable contains 8 statements that will be used in this study.

Then, the researcher conducted a reliability test, based on data that had been collected from 60 respondents of grade IX students to determine the level of reliability of an instrument. In this study, the reliability test used the IBM SPSS 25 application program, with the following reliability value results:

Table 6. of Reliability Test Results of Variables X1 (Teacher Competence), X2 (Classroom Management), X3 (Infrastructure), Y (Learning Quality)

Variable	Cronbach's Alpha	N of item
Teacher Competence	0,891	10
Classroom Management	0,920	10
Infrastructure Facilities	0,868	6
Quality of Learning	0,916	8

Based on table 6, the results of the reliability test of the variables X1 (teacher competence), X2 (classroom management), X3 (infrastructure), and Y (learning quality), can be analyzed that:

1. Variable X1 (Teacher Competence) was obtained by Cronbach's Alpha of $0.891 > 0.6$ which can be concluded that the teacher competency instrument (Variable X1) is reliable
2. Variable X2 (Class Management) obtained by Cronbach's Alpha of $0.920 > 0.6$ which can be concluded that the Class Management instrument (Variable X2) is reliable.
3. The X3 variable (Infrastructure Facility) was obtained by Cronbach's Alpha of $0.868 > 0.6$ which can be concluded that the Infrastructure Facility instrument (Variable X3) is reliable.
4. Variable Y (Learning Quality) was obtained by Cronbach's Alpha of $0.916 > 0.6$ which can be concluded that the Learning Quality instrument (Variable Y) is reliable.

So, the SPSS analysis results of Cronbach's Alpha value show high reliability. Therefore, the instrument is considered suitable for use in primary research. The reliability value for the Teacher Competency variable ($\alpha = 0.891$), which is considered to have high reliability, the Classroom Management variable ($\alpha = 0.920$) is categorized as having very high reliability, the Infrastructure variable ($\alpha = 0.868$), is categorized as having very high reliability, and the Learning Quality variable ($\alpha = 0.916$) is also categorized as having very high reliability.

Then, after conducting a validity test and a reliability test, the researcher conducted a data analysis technique using descriptive statistics and a hypothesis test using multiple linear regression analysis, t-test (partial/individual), f-test (simultaneous/joint) and determination coefficient (R^2).

RESULTS

This study aims to determine the influence of teacher competence, classroom management, and school infrastructure on the quality of Islamic Religious Education (PAI) learning for grade IX students at SMP Islam 1 Batu.

Table 7. ANOVAa (Overall Model Significance Test)

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Say.
1	Regression	330.049	3	110.016	39.799	.000b

Residual	154.801	56	2.764		
Total	484.850	59			
<i>a. Dependent Variable: Quality.Pemb</i>					
<i>b. Predictors: (Constant), Sarpras, Komp.Guru, Mnj.Kelas</i>					

Based on table 7, the results of the F test (ANOVA), it was found that the regression model used in this study was statistically significant. This is evidenced by an F value of 39,799 with a significance level (Sig.) of 0.000 (<0.05), meaning far below the threshold of 0.05. These findings show that independent variables, Teacher Competence, Classroom Management, and Infrastructure facilities, simultaneously have a significant influence on the dependent variable, namely the Quality of PAI Learning for grade IX students of SMP Islam 1 Batu. Thus, the regression model used in this study was declared feasible and can be used for further hypothesis testing.

Table 8. Multicorrelation test Results (Coefficientsa)

Coefficientsa								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	LIVE
1	(Constant)	3.516	1.960		1.794	.078		
	Komp.Guru	.145	.102	.203	1.422	.161	.279	3.584
	Mnj.Class	.413	.115	.519	3.587	.001	.272	3.678
	Sarpras	.218	.125	.176	1.749	.086	.565	1.769
<i>a. Dependent Variable: Quality.Pemb</i>								

Based on table 8, the results of the t-test, Multicorrelation test Results (Coefficients^a) showed that classroom management had a positive and significant influence on the quality of learning in Islamic Religious Education with a significance value of 0.001 (<0.05). Meanwhile, teacher competence and school infrastructure facilities did not show a partial significant effect because the significance values were 0.161 and 0.086 (>0.05), respectively. Thus, classroom management is the most dominant variable in improving the quality of Islamic Religious Education learning. In addition, the multicollinearity indicator shows excellent results, as follows:

1. The teacher competency variable has a Tolerance value of 0.279 and VIF of 3.584.
2. The class management variable has a Tolerance value of 0.272 and a VIF of 3.678.
3. The infrastructure variable has a tolerance value of 0.565 and a VIF of 1.769.

It can be concluded that all independent variables show a Tolerance value of > 0.10 and $VIF < 10$, so it can be concluded that there is no multicollinearity in the regression

model. This means that the three independent variables do not influence each other linearly and excessively, so the regression model is stable and valid. Each independent variable in this study has a good level of independence and is suitable for regression analysis in explaining the influence of teacher competence, classroom management, and infrastructure facilities on the learning quality of Islamic religious education.

Table 9. Multiple Linear Regression Test (Model Summaryb)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.825a	.681	.664	1.663
a. Predictors: (Constant), Sarpras, Komp.Guru, Mnj.Kelas				

Based on table 9, the results of the Model Summary test, an R value of 0.825 was obtained, which shows a very strong relationship between teacher competence, classroom management, and school infrastructure with the quality of Islamic Religious Education learning. The R Square value of 0.681 indicates that 68.1% of the variation in PAI learning quality can be explained by the three independent variables, while the remaining 31.9% is influenced by other factors outside the research model. The Adjusted R Square value of 0.664 indicates that the regression model used has a good level of accuracy.

DISCUSSION

The results of this study answer the research objectives regarding the influence of teacher competence, classroom management and school infrastructure facilities on the quality of Islamic Religious Education (PAI) learning in grade IX students at SMP Islam 1 Batu. Based on the results of the partial test, it was shown that classroom management had a significant effect on the quality of learning in Islamic Religious Education, while teacher competence and infrastructure facilities did not have a significant effect. However, based on the simultaneous test, the three variables, namely teacher competence, classroom management, and infrastructure facilities together have a significant effect on the quality of Islamic Religious Education learning. These findings show that the improvement of learning quality is not only determined by one factor, but is the result of the interaction of various learning components. In the regression model, classroom management has the most dominant contribution so that it is able to explain the variation in learning quality more strongly than other variables.

This is supported by regression results, where the significance value ($P < 0.05$) confirms the robustness of the model. The strength of the correlation between independent and dependent variables is further demonstrated through the Pearson correlation test. The results of the correlation test showed a positive relationship between teacher competence, classroom management, and school infrastructure facilities and the quality of PAI learning. The relationship or correlation is then further tested through regression analysis to determine the magnitude of the influence of each variable. Multiple linear regression analysis revealed an almost perfect fit of the model, with an R^2 value of 0.681 indicating that 68.1% of the variation in learning quality could be explained by three independent variables, namely teacher competence, classroom management, and infrastructure. The results of the analysis were further confirmed by the ANOVA results ($F = 39,799$, $\text{Sig.} = 0,000$), indicating that the model was very significant.

The results of the regression analysis show that this model has a good level of significance. The regression coefficient value showed that the classroom management variable had the strongest influence on the quality of learning in Islamic Religious Education ($B = 0.413$; $\beta = 0.519$; $\text{Sig.} = 0.001$), while teacher competence ($B = 0.145$; $\beta = 0.203$; $\text{Sig.} = 0.161$) and school infrastructure ($B = 0.218$; $\beta = 0.176$; $\text{Sig.} = 0.086$) showed a positive but not partially significant influence. The standardized Beta coefficient value confirms that classroom management is the dominant predictor in improving the quality of learning. In addition, there was no multicollinearity (Tolerance = 0.279; 0.272; 0.565 and VIF = 3.584; 3.678; 1.769).

The findings show that the effectiveness of classroom management is the main factor that determines the quality of the learning process of Islamic Religious Education. These results are consistent with previous studies, as they were Silalahi et al., (2023), concluding that classroom management strategies carried out by teachers can increase learning effectiveness and produce good achievements. Theoretically, this finding validates the theory of Djamarah (2010) cited by Steps (2026), emphasizing that classroom management is the teacher's effort to organize learning activities to create a conducive atmosphere. In line with the opinion of Mulyasa (2013) quoted by Nurlatifah et al., (2024) stating that classroom management is a teacher's skill in creating and maintaining optimal learning conditions. In this case, the teacher's ability and competence are highly emphasized in the classroom management process. If teachers are able to manage the classroom well, then a conducive atmosphere will be created. Likewise vice versa, if

teachers lack the ability to manage the classroom, then the class will become irregular and uncomfortable. So, it can be concluded that the role of teacher competence in managing the classroom is very important and affects the quality of learning.

Along with this, Mulyasa (2005) also stated that the management of facilities and infrastructure is carried out in order to contribute optimally and meaningfully to the course of the educational process (Angin et al., 2022). According to Tuanany & Triwiyanto (2024) that facilities and infrastructure have a significant and large influence on student learning outcomes. Here it can be understood that adequate educational facilities support the learning process so as to increase the learning effectiveness and learning outcomes of students. Aligned with research Zhafirah et al., (2024) that the implementation of good infrastructure management supports the smooth learning process and contributes to improving the quality of learning. However, its effectiveness still depends on good management and synergy with other components of education So, it can be concluded that infrastructure is one of the factors that support the quality of learning along with other factors.

Previous research has stated that teachers' pedagogic and professional competence partially or simultaneously has a significant effect on the quality of learning (Juniarti et al., 2025). This is in contrast to the findings of this study which states that teacher competence partially does not have a significant effect on the quality of learning. The researcher analyzed that the difference in the results of this study could be caused by several factors, such as the quality of learning is not only determined by the teacher's competence, but also influenced by other factors, differences in research locations and characteristics of students. According to Pertiwi & Siahaan (2026) that in general, teacher competence is indeed related to the quality of learning, but the extent of its influence is influenced by the school context, student characteristics, and other supporting variables. Thus, the results of this study expand on previous findings by showing that teacher competence is not necessarily a dominant factor if the classroom management variable has a stronger contribution to the quality of learning.

The findings of the study make a theoretical contribution by strengthening the view that learning quality is the result of the interaction of various factors that complement each other, so that it cannot be explained by just one variable. This research also enriches the study of factors that affect the quality of learning in Islamic Religious Education, especially

at the junior high school (SMP) level. Practically, the results of this research can be considered for schools in formulating strategies to improve the quality of learning. Schools need to prioritize strengthening teachers' ability to manage the classroom effectively through training, mentoring, and academic supervision. In addition, improving teacher competence and optimizing the use of infrastructure facilities still needs to be carried out on a sustainable basis because these three factors together have been proven to contribute to the quality of Islamic Religious Education learning.

This research has several limitations that need to be considered. First, the research was only conducted on grade IX students at SMP Islam 1 Batu so that the results of the study could not be generalized to other schools or levels of education that have different characteristics. Second, the study only examines three independent variables, namely teacher competence, classroom management, and school infrastructure, while the quality of Islamic Religious Education learning may also be influenced by other factors such as student learning motivation, principal's leadership, school culture, family environment, and academic climate that have not been analyzed in this study. Third, research data was obtained through a questionnaire filled out by students so that the results were based on respondents' perceptions and potentially contained elements of subjectivity. Therefore, further research is suggested to add interview and observation techniques in order to gain a more comprehensive understanding of the factors that affect the quality of Islamic Religious Education learning.

CONCLUSION

The results of this study show that classroom management has a significant influence on the quality of learning in Islamic Religious Education, while the competence of teachers and school infrastructure facilities do not have a significant effect partially, but simultaneously affect the quality of learning.

This study has limitations because it was only carried out on grade IX students of Islamic Religious Education at SMP Islam 1 Batu, so the results cannot be generalized to other levels or schools. In addition, data collection only uses questionnaires, so the results of the research are still based on respondents' perceptions. Therefore, further research is recommended to involve a wider range of samples and use more diverse data collection

techniques, such as interviews and observations, in order to obtain more comprehensive results.

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