

Building an Effective Learning Environment: The Role of Leadership, Teacher Competence, and Infrastructure at Satit Phatnawitya School

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ABSTRACT

Creating an effective and enjoyable learning environment is crucial for improving educational quality. This study explores how Satit Phatnawitya School established a conducive atmosphere through leadership, teacher competence, and infrastructure development. Using a qualitative descriptive approach and case study method, data were collected via observations, interviews, and document analysis. Findings reveal that strong leadership fosters a positive academic culture, where teachers demonstrate professional, pedagogical, social, and personal competencies. Well-maintained facilities, such as classrooms, laboratories, and libraries, further enhance the learning experience. The study highlights the interplay between these factors, showing how effective leadership motivates teachers and optimizes infrastructure use. By integrating these elements, the school has achieved significant success, offering a model for others. Practical recommendations include investing in leadership training, teacher development, and infrastructure upgrades. These insights address gaps in existing research and provide actionable strategies for creating environments conducive to academic excellence.

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1. INTRODUCTION

Education is one of the main pillars in developing quality human resources. According to Law No. 20 of 2003 concerning the National Education System, educational institutions have an important role in developing abilities, forming character, and making people's lives more intelligent [1]. Education does not only focus on the transfer of knowledge, but also on the formation of moral values, ethics, and social skills needed to face global challenges [2]. However, the main challenge in education is how to organize quality education, which does not only focus on academic aspects, but also on character formation and a conducive learning environment [3].

The main challenge in the field of education is creating a conducive learning environment. This environment should not only support academic achievement but also contribute to the development of students' character. Factors such as school leadership, educator quality, facilities and infrastructure, and a suitable curriculum play key roles in creating an optimal educational ecosystem [4].

Satit Phatnavitya School in Yala, Thailand, serves as an interesting case study because it is considered an excellent and enjoyable school with effective educational management. This school has not only succeeded academically but also in creating a comfortable and supportive learning environment for students. This makes Satit Phatnavitya School a model that can be referenced by other schools, especially in developing countries like Indonesia, which are still striving to improve the quality of education.

Although many schools aim for excellence, few succeed in creating a truly enjoyable and conducive learning environment for students [5]. Common issues include a lack of effective leadership, inadequate facilities, and a classroom climate that does not support learning [6]. A lack of visionary leadership often results in schools lacking a clear direction to achieve their educational goals [7]. Furthermore, limited facilities can hinder the learning process, especially in terms of using modern technology and learning media [8].

A comfortable school environment, adequate facilities, and regularly updated learning technologies can support better teaching and learning processes [9]. Previous research by Devayani et al. (2024) and Enes et al. (2024) shows that schools with good infrastructure are better able to maintain the quality of learning compared to schools with limited facilities [10][11]. An unconducive classroom climate also becomes a serious problem. A rigid and unpleasant classroom atmosphere can reduce student motivation, negatively impacting their academic performance [12]. Therefore, this study aims to analyze how Satit Phatnavitya School successfully creates an excellent and enjoyable learning environment and what factors contribute to this success. Understanding these factors is expected to provide recommendations for other schools to create a better learning environment.

Several previous studies have discussed the importance of educational management in creating an excellent school. Ahmed et al. (2024) emphasize the importance of teacher quality and facilities in improving student achievement. According to them, quality teachers and adequate facilities are key factors in creating an effective learning environment [13]. Additionally, Jannah and Wahyuningsih (2024) highlight the role of school leadership in driving all school components. Effective leadership can create a clear vision and mission, inspiring the entire school community to achieve shared goals [14].

Research by Aldhobaib (2022) on school culture shows that subcultures and organizational dynamics significantly influence educational success [15]. A positive school culture can create a harmonious learning environment that supports student development. Furthermore, research by Maulana and Amrullah on excellent school management emphasizes the importance of integrating leadership, teacher quality, and school facilities in creating an excellent and enjoyable school [16].

This study uses a descriptive qualitative approach with a case study method to analyze educational management at Satit Phatnavitya School. The focus of the research is on school leadership, the quality of educators and educational staff, facilities and infrastructure, and the classroom climate. By understanding these factors, it is hoped that recommendations can be made for other schools to create a better learning environment.

The qualitative approach was chosen because it allows researchers to delve deeper into the phenomena occurring at Satit Phatnavitya School, particularly regarding educational management and the learning environment [17]. The case study method was also chosen because it enabled researchers to analyze in-depth how this school has successfully created an excellent and enjoyable learning environment [18]. Data were collected through observation, interviews, and documentation, then analyzed using interactive analysis techniques.

The novelty of this research lies in its holistic analysis of educational management at Satit Phatnavitya School, integrating aspects of leadership, learning environment, and school culture. This study does not only focus on academic aspects but also on character development and a conducive learning environment. Additionally, this study provides new insights into how schools can create a pleasant and conducive environment for students, which can be adopted by other schools in Indonesia and other developing countries.

This research also offers a new perspective on the importance of integrating leadership, teacher quality, and school facilities in creating an excellent school. By understanding these factors, other schools can adopt similar strategies to improve their educational quality. Furthermore, this research provides practical recommendations for schools that want to create a better learning environment, such as improving adaptation to diverse student characteristics, managing learning time more effectively, and linking learning materials to real-life examples.

This study has significant practical implications for school management, especially in educational management. The findings of this research can be used as a reference for schools that want to improve the quality of education, especially in creating a pleasant and conducive learning environment. Additionally, this research could also serve as a consideration for the government in formulating more effective educational policies.

From a theoretical perspective, this research contributes new insights to the field of educational management, particularly in creating an excellent and enjoyable school. This study strengthens previous theories about the importance of leadership, teacher quality, and school facilities in creating an effective learning environment. Furthermore, this research also offers a new perspective on the importance of school culture in creating a harmonious learning environment that supports student development.

Overall, this research aims to analyze how Satit Phatnavitya School successfully creates an excellent and enjoyable learning environment and the factors that support this success. Understanding these factors is expected to provide recommendations for other schools to create a better learning environment. This research also provides new insights into the importance of integrating leadership, teacher quality, and school facilities in creating an excellent and enjoyable school.

2. METHOD

This study uses a descriptive qualitative research design with a case study approach. The qualitative approach was chosen because it allows researchers to dig deeper into the phenomena that occur at Satit Phatnavitya School, especially in terms of educational management and learning environment [17]. Case studies were chosen because they allow researchers to dig deeper into the phenomena that occur at Satit Phatnavitya School, especially in terms of educational management and learning environment [18].

The research process begins by identifying relevant subjects to be participants. In this study, the research subjects consisted of the principal, teachers, and students. The principal was chosen because of his crucial role in

management and decision-making in the school. Teachers were chosen to gain perspective on teaching methods and classroom interactions, while students were chosen to gain an understanding of their learning experiences.

Data collection was carried out through two main methods: direct observation and semi-structured interviews. Observations were made in the classroom to assess the learning atmosphere, interactions between teachers and students, and the use of facilities and infrastructure. By observing directly, researchers can obtain a real picture of the learning process that is taking place [19]. Semi-structured interviews were then conducted to explore the subjects' views on factors that influence the quality of education [20]. In this study, interviews with parents of students were also conducted to gain additional perspectives on the learning experience at school. In addition, documentation techniques were used to collect data related to school policies, curriculum, and learning activities that had been implemented. This documentation helps strengthen the results of observations and interviews with available written data [21].

To ensure the validity and reliability of the data, the triangulation method was used. Data triangulation involves the use of multiple sources of information to validate the results of the study [22]. The collected data were then analyzed using interactive analysis methods. This method includes data collection, data reduction, data presentation, and verification or drawing conclusions [23]. In this stage, researchers organize the data and look for patterns and relationships between various factors that affect the quality of education. This process is carried out iteratively, where researchers continuously refer back to the data collected to ensure that the analysis carried out is accurate and relevant.

The information obtained was analyzed to understand school management patterns, the effectiveness of the principal's leadership, and the implementation of learning strategies used at Satit Phatnawitya School. The analysis was carried out using an inductive approach, which allows for a deeper understanding of the specific context and conditions in this school.

By following the procedures above, this study is expected to provide a comprehensive picture of the factors that influence the quality of education at Satit Phatnawitya School, as well as contribute to the development of better education models in the future.

3. RESULTS AND DISCUSSION

3.1. Result

Satit Phatnawitya School Profile Satit Phatnawitya School is located on Phong Muang 5 Sateng Street, Muang Yala District, Thailand. This school was founded in 1961 by H. Hama Wae with a focus on Islamic-based learning in terms of education. The original name of this school was Natoltulum Yala School (meaning Islamic education). However, in 1987 the name of the school changed to Phatnawitya School, Satit Phatnawitya School focuses on three aspects of learning, namely Islamic religious education lessons, academic lessons and student skill interests. This year the population of the Phatnawitya school is 2195 students.

Satit Phatnawitya School has an educational philosophy for life and social development. This school aims to provide a broader spectrum of exposure so as to lead to the development and comprehensive growth of global citizens. Satit Phatnawitya School strives to develop its students to excel in moral ethics, excel in everything, use useful technology and have international language communication skills. Education must be followed in Islamic ways by collaborating community development systems for teachers in schools on the quality of learning according to local and international education.

Effective leadership in education requires pragmatic strategies that address the complexities of global citizenship. This includes training teachers and students to engage with diverse cultures and global issues [24]. Life skills education is essential to developing adaptable and responsible citizens. It empowers students to navigate everyday challenges and promotes critical thinking [25]. Implementing an inclusive curriculum that accommodates diverse learning needs promotes equity and social improvement, enabling all students to thrive [26].

3.1.1. Leadership of the Headmaster

Leadership plays a crucial role in supporting the improvement of educational quality, as the behavior and style of a leader influence and motivate individuals or groups within the organization. At Satit Phatnawitya School, the headmaster plays a significant role as a leader, manager, servant, and caretaker for the entire school community. The leadership characteristics of the headmaster at Satit Phatnawitya School include: a) possessing holistic abilities to mobilize all school components as a cohesive system; b) developing quality, forward-thinking school programs; c) demonstrating personal, managerial, entrepreneurial, supervisory, and social competence, setting a positive example for the school community; d) creating a nurturing environment that fosters good morale and academic atmosphere; and e) inspiring, motivating, and leading teachers, staff, and students.

Transformational and transactional leadership styles can effectively motivate staff and enhance educational practices, leading to better student outcomes. Leaders with a clear vision can inspire their teams, adapt to changes, and create dynamic learning environments, which are essential for academic success.

3.1.2. School Environment

Satit Phatnawitya School is situated in a conducive environment that supports academic and social activities. The school's strategic location and the cool air contribute to an optimal learning atmosphere. A school with effective leadership reflects a clean, healthy, and comfortable environment conducive to education.

The environment influences individual behavior and is a key factor in teaching. The learning environment encompasses: 1) social environment (society at large or in smaller groups); 2) personal environment (individual influences); 3) physical environment (natural resources as educational tools); and 4) cultural environment (cultural values and norms). Utilizing the surrounding environment promotes meaningful learning, allowing students to experience real-world situations, thus enhancing contextual learning and the appreciation of life values.

3.1.3. Educators and Educational Staff

Educators and education personnel at Satit Phatnawitya School are quite good, not only regarding the qualifications as recommended, but also include adequate competencies. These competencies include the following: a) Teachers have good professional competencies, not only because the teacher's background is in accordance with his teaching duties, but also there is always an effort to improve academic competencies through various forums, such as seminars, training, discussions, and other relevant forums so that the competence of the teachers' fields of study is no longer in doubt; b) Teachers have good pedagogical competencies as shown in the implementation of learning activities that are able to prepare plans, implement methodologies, and implement evaluations well; c) Have good social competencies as evidenced by the ability to position themselves appropriately in establishing communication with the principal, colleagues, education personnel, and students. Learning activities reflect a good social atmosphere that makes students comfortable, safe, and protected from intellectual and social violence; d) Have good personality competencies reflected in the behavior and professional ethics that demonstrate their professional duties as teachers, educators, trainers, mentors, and servants for students; and e) Educational personnel with good qualifications and competencies also support educational activities, and have a good spirit of excellent service so that they are able to create a healthy, comfortable, pleasant, and dignified academic atmosphere. The spiritual atmosphere appears to be very good and synergistic with various components.

Teachers have qualifications that are in line with their teaching responsibilities, ensuring a strong foundation in their field of study and continuing to develop their professionalism through seminars and training [31]. They design effective learning activities with thorough planning, implementation, and evaluation, demonstrating good mastery of teaching materials. In addition, they are able to communicate effectively with various stakeholders, creating a safe and conducive learning environment [32]. The professional behavior and ethics they demonstrate make them role models for students, with a strong commitment to creating a dignified academic atmosphere [33].

3.1.4. Facilities and Infrastructure

Educational facilities and infrastructure are everything that supports the implementation of the transformation process in education [34], [35]. Facilities are learning equipment that can be moved such as teacher/student chairs, student/teacher desks, shelves for displaying student work, bulletin boards, whiteboards, teaching aids and others. Meanwhile, infrastructure is the basic facilities for carrying out the functions of the school/madrasah, land, school buildings in the form of classrooms, teacher's rooms, library rooms, health unit rooms, sports fields, laboratory rooms, and so on [36]. Satit Phatnawitya School has adequate facilities and infrastructure to support learning activities. The school building is quite representative, both in terms of classrooms, laboratories, libraries, mosques, health unit rooms, and fields that are large enough and able to support learning activities. The school also has complete tools, media, and learning resources. The library collection is quite complete for student learning purposes, as well as learning tools such as LCDs, laptops, maps, charts, laboratory equipment, and complete learning resource books. Schools also have internet networks that are easy for children to access. With input support in the form of adequate facilities and infrastructure, complete learning tools, sufficient media, and complete learning resources, both printed and electronic books, it has an impact on the high academic culture of teachers and students and ultimately achievement can be achieved well.

Learning tools and media have a primary function as teaching aids, influencing the creation of an atmosphere, condition, culture, and learning environment managed by teachers [37]. The use of learning media in the learning process can arouse desire and interest, arouse motivation and stimulate student learning activities [38]. Optimizing the use of learning media can increase the quality of the process and learning outcomes of students. This happens because: a) the use of media in learning activities attracts more attention from students so that it can foster learning motivation; b) learning materials have clearer meanings so that they can be better understood by students; c) teaching methods are more varied, but also verbal communication through the teacher's speech, so that students do not get bored; d) students do more learning activities, because they not only listen to the teacher's explanation, but also other activities such as observing, doing, demonstrating and others [39], [40].

3.1.5. Learning Activities

Teachers in carrying out learning activities have good didactic methodological skills. Teachers prepare planning, implementation, and evaluation in a coherent and integrative manner so that they have good performance and have an impact on good student achievement. In this conception, a method is a way that in its function is a tool to achieve a goal. This applies to teachers as educators and to students as learners. The better the method used, the more effective the achievement of learning goals.

Methods are distinguished from techniques, which are procedural, and techniques that are implementative. Learning methods and techniques are part of a learning strategy. In selecting a learning method, criteria must be considered, namely efficiency, effectiveness, and level of student involvement [41]. Teachers at Satit Phatnawitya School show good performance in managing learning methodology. Learning activities must be able to create a

dialogic teaching and learning process, so that they can provide opportunities for children to carry out an active teaching and learning process [42]. Through this method, students will be able to understand the material and concepts more correctly. Understanding the concept of learning in this way requires a more varied approach and learning method, so that students can really benefit from the lesson. The learning outcomes in question are changes and differences in the way of thinking, feeling, and the ability to gain experience in the teaching and learning process. The assessment system affects the pattern and way of student learning. Therefore, the assessment system must be carefully planned by the teacher. Assessments such as final school tests are very important and can be used as the main measuring tool for the success of a policy in schools.

3.1.6. Classroom Climate

The classroom climate in learning at Satit Phatnawitya School Yala is quite conducive and supports learning activities. Classroom climate is one of the important indicators that influences the improvement of learning quality, in addition to other supporting factors [43]. A conducive and enjoyable learning climate, among others, can support: 1) beneficial interactions between students; 2) clarify the experiences of teachers and students; 3) foster enthusiasm that allows classroom activities to run well; and 4) support mutual understanding between teachers and students.

A conducive classroom climate influences student satisfaction in learning, and can foster personal development [44]. Thus it is clear that classroom climate greatly influences the quality of learning, and in turn also influences learning outcomes. An orderly and conducive classroom climate for learning has a strong relationship with student learning achievement [45], [46]. More than 45 studies have proven a positive relationship between classroom climate and student learning achievement. The studies used various classroom climate measurement tools such as the Learning Environment Inventory (LEI), Classroom Environment Scales (CES), Individualized Classroom Environment Questionnaire (ICEQ), and other instruments used in several developed and developing countries. Teachers teach with warmth, communication, and friendliness to students, respect every question and difference in student characteristics, are able to foster student self-confidence, so that lessons become more interesting and students feel they enjoy the learning activities.

Such learning can improve student learning achievement. There is a positive and significant correlation between student achievement in a class and the inner atmosphere or psychosocial environment created in the class. Class climate characterized by warmth, democracy, and friendliness can be used as a tool to predict student learning achievement. Class climate includes aspects of student cohesiveness in the class, student involvement in the teaching and learning process, student satisfaction during learning activities, and teacher support in the learning process in the class. This ideal condition is demonstrated in the creation of a classroom climate at Satit Phatnawitya School.

3.2. Discussion

Schools as a place for the formation and growth of students' characters, then a comfortable, clean, tidy, and safe school atmosphere and condition are very important in supporting the realization of a pleasant school. The atmosphere and condition are the task and responsibility of all components in the school environment. At a time when there is a lot of anxiety in society regarding several assumptions that state that "schools are no longer a safe place for children", and also corrections from several education observers that schools are "prisons" for children, this is not true. Schools are places for children to take shelter from ignorance, places for children to hone their intellectuality, and places for children to socialize well in order to develop their personality. Schools are the second place as a place to socialize normally in order to develop themselves. So schools are fortresses of civilization, not "prisons", and that is why schools are truly the most enjoyable place for children in order to socialize with others, learn to respect teachers, learn to obey rules, and learn about the ins and outs of life.

Satit Phatnawitya School based on holistic review shows that this school is included in the category of superior schools because almost all school instruments support educational and learning activities in harmony, placing students not only as objects of learning, but as subjects of learning. Educational activities in this school place students as customers who must be given excellent service by the school. The principal is a servant, teachers are servants, and education personnel are servants who must be able to create a pleasant situation for students, so that students feel "at home" living in school. School is a second home for students after their home, and teachers are second parents who must be respected and become a family in the context of the school community. For all of that, the creation of school culture is important for the sustainability of the implementation of pleasant education. This is reinforced by the results of Siswanto's research that the implementation of a positive school culture inside and outside the classroom is very important, especially to accustom students to interacting with others. Students can choose friends who can motivate them to learn and avoid friends who can have a negative impact on themselves.

As Jafarova (2024) said that in improving a good school culture, cooperation between the school and people who care about education is needed and it takes a long time [29]. From this opinion, it can be seen that school culture is a very important thing to pay attention to and develop. The physical condition and behavior of school residents are based on assumptions, values and beliefs. It is very clear that the unity of the subsystem is very important in constructing a culture, both concerning the leadership of the principal, support from educators and education personnel, the school environment, facilities and infrastructure, learning activities, excellent services, and class climate. Excellent and pleasant schools are demonstrated through cultural and habituation activities in schools such as in the following habits. a. General habits, including: 1) Greeting, smiling, and saying hello; 2) Cleaning the school environment; 3) Being polite in behavior; 4) Dressing politely and appropriately; 5) Preparing trash bins and throwing

them in the places provided; and 6) Cleaning sanitation such as toilets, sinks, bathrooms, and/or water channels. b. Daily Habits, including: 1) Students kiss the hands and/or hug their parents/guardians before going to school; 2) Educators and education personnel arrive early to greet students by shaking hands; 3) Students line up before entering the class led by one student in turn; Students say hello when entering the class; 5) Students read prayers before and after studying; 6) Students carry out class cleaning duties in turn; 7) School residents perform Dzuhur prayers in congregation; and 7) Each student can be a leader in every joint activity, such as lining up before entering the class, reading prayers before and after studying, class duties, and community service. Thus, the model of managing a fun school like Satit Phatnawitya School provides the answer that the term school is a "prison" for children is not true, but rather school is a home that provides them with all the warmth of comfort, and a dignified education process. So fun schools have a role in distancing the perception of schools as "prisons" for children.

4. CONCLUSION

The results of the study indicate that the implementation of a fun school at Satit Phatnawitya School in creating an excellent and fun learning environment is supported by effective principal leadership, quality educators, and adequate facilities and infrastructure. The principal acts as a leader who is able to mobilize all components of the school in creating a conducive academic atmosphere. Teachers have good professional, pedagogical, social, and personality competencies, which are reflected in effective teaching methods and positive interactions with students. A clean, comfortable, and conducive school environment further strengthens the quality learning process. In addition, complete facilities and infrastructure, such as classrooms, laboratories, libraries, and adequate technology facilities, support the optimization of learning. Overall, this study shows that the integration between principal leadership, teacher quality, school environment, and educational facilities contribute significantly to the success of schools in creating an excellent and fun learning environment. These findings are expected to be a reference for other schools in developing more effective and holistic educational strategies.

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