

The Influence of the School Committee's Role on the Fulfillment of School Facilities and Infrastructure and the Quality of Educational Services

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A B S T R A C T

This study aims to analyze the influence of the role of school committees on the fulfillment of facilities and infrastructure and the quality of educational services in public elementary schools in Dempo Utara District, Pagaram City. Using a quantitative approach, this research employs a survey method through questionnaires distributed to principals, teachers, and school committee members. Data analysis results indicate that the role of school committees significantly influences the fulfillment of school facilities and infrastructure ($p < 0.05$). Moreover, the committee's role positively impacts the quality of educational services, particularly in the aspects of supervision and support for curriculum development. This study underscores the importance of collaboration between schools and communities through school committees to enhance education quality. Recommendations are directed to schools and the government to further empower school committees to optimize the quality of educational services.

Keywords: *School Committee's Role, School Facilities and Infrastructure, Quality of Educational Services*

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INTRODUCTION

Education plays a crucial role in the development of human resources, which are essential for national progress. As a key driver of socio-economic growth, education functions not only as a means of transferring knowledge but also as a vehicle for shaping the character and skills of students. However, the quality of education in Indonesia, particularly at the primary level, faces several challenges. These challenges include inadequate school facilities and infrastructure, as well as inconsistent educational services, which undermine the potential for meaningful learning outcomes (Sudirman, 2019).

The quality of education is influenced by numerous factors, and the fulfillment of proper school facilities and infrastructure is fundamental to creating an optimal learning environment. Schools are meant to be conducive spaces for students to thrive academically and socially, but without adequate resources, the overall educational experience is compromised (Sari & Widodo, 2020). In this context, the school committee plays an important role in bridging the gaps in infrastructure and supporting the school's objectives, especially in underfunded areas.

According to the Indonesian National Education System Law (Law No. 20/2003), the school committee is mandated to be an active participant in supporting and supervising educational units. The committee is responsible for providing recommendations and advice to the school on how to improve its facilities, infrastructure, and the overall educational service delivery (Setiawan, 2021). Despite this legal framework, the role of the school

committee is often underutilized due to various factors, including a lack of synergy between the school and the community, and limited understanding of the committee's functions among stakeholders.

In many areas of Indonesia, including North Dempo District in Pagaralam City, there are significant challenges related to the fulfillment of school facilities and infrastructure. This region faces limitations in terms of resources, which hinders the provision of quality education. The school committee's role is especially crucial in these areas, as they can assist in advocating for necessary improvements and facilitating the engagement of local communities in educational development (Hasibuan & Surya, 2022).

The North Dempo case exemplifies the broader issue of underdeveloped educational facilities in rural and remote areas. The lack of proper infrastructure, such as inadequate classrooms, insufficient teaching materials, and poor sanitation, directly affects the quality of education and the overall learning experience of students (Dewi & Putri, 2020). School committees in these areas are expected to take on more proactive roles in addressing these challenges, collaborating with local government and communities to ensure that schools are properly equipped to provide quality education.

This research aims to analyze the role of the school committee in supporting the fulfillment of school facilities and infrastructure, as well as enhancing the quality of educational services in North Dempo. By understanding the scope of the school committee's contributions, the study seeks to identify strategies for empowering school committees, making them more effective in fulfilling their responsibilities (Wahyudi, 2019). Empowering school committees is essential for achieving sustainable improvements in the quality of education in areas with limited resources.

Furthermore, this research is expected to offer valuable insights for education managers, local government authorities, and community stakeholders. By highlighting the importance of school committees in educational development, the findings may inform policies at both local and national levels, with the goal of improving educational outcomes across the country (Ardiana, 2021). Strengthening the capacity of school committees will be critical in overcoming the infrastructural challenges that persist in many regions of Indonesia.

Ultimately, this study aims to provide a comprehensive overview of the school committee's potential to act as a strategic partner in advancing quality education. It is hoped that the results of this study will contribute to policy decisions, encourage collaboration between schools and communities, and pave the way for a more inclusive approach to improving the education sector in Indonesia.

METHOD

This research employs a quantitative approach using a survey method. Data collection was conducted through a questionnaire designed to measure three main variables: the role of the school committee, the fulfillment of school facilities and infrastructure, and the quality of educational services. The respondents for this study consisted of the head of the school, teachers, and members of the school committee at the Sub-District State Elementary School in North Dempo, Pagaralam City. Respondents were selected using purposive sampling to ensure that the participants were directly relevant to the objectives of the study (Creswell, 2014).

The data analysis was carried out using multiple linear regression analysis to identify the relationship between the independent variable (the role of the school committee) and the dependent variables (fulfillment of facilities and infrastructure, and the quality of educational services). Multiple linear regression is a statistical method commonly used to understand the impact of several independent variables on a dependent variable, providing insights into how one variable can predict outcomes (Hair et al., 2019).

Before the main data analysis, the validity and reliability of the instrument were tested to ensure measurement accuracy. Validity refers to how well the instrument measures the intended variables, while reliability assesses the consistency of the instrument's results over time (Sekaran & Bougie, 2016). The instrument was reviewed and refined, ensuring that it was both valid and reliable for the purposes of this study.

Data processing was carried out using SPSS Statistics (version latest), a software program that is widely used for statistical analysis in social sciences. SPSS allows for efficient data management and provides a variety of advanced statistical techniques, including regression analysis, which is essential for analyzing the relationships between variables (Pallant, 2020).

FINDINGS AND DISCUSSION

Research result show that role committee school own influence significant to the fulfillment facilities and infrastructure school . Respondents disclose that committee school is active in providing input related need facility education , such as teaching and learning equipment , renovation classrooms , and procurement teaching materials . This shows that existence committee school can become catalyst in improving quality infrastructure education . In addition, the role committee school in support quality service education is also very significant . The committee school play a role in providing input on curriculum development , teacher training , and evaluation of the learning process . Respondents take notes that active participation of the committee school help create environment more conducive education .

Analysis Statistics Descriptive

Statistics descriptive in this study presents amount of data, minimum value , value maximum , average value (*mean*) and deviation standard deviation of variable independent and variable dependent . Statistical results descriptive can seen in the table below .

Table 1. Statistics Descriptive
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Committee School	34	37.00	72.00	58.1471	6.92878	48,008
Facilities and infrastructure	34	51.00	72.00	59.5588	5.85269	34.254
Valid N (listwise)	34					

Table 4.2 shows that results from questionnaire data in research There are 34 samples , including results statistics descriptive as following : Committee School own minimum value of 37, value maximum of 72, the average value (*mean*) of 58.14, and the deviation standard deviation of 6.928 .

Facilities and infrastructure variables own minimum value of 51, value maximum of 72, the average value (*mean*) of 59.55, and the deviation standard deviation of 5.852 .

Assumption Test Analysis Classic

Normality Test Results

After done data management , obtained normality test results research . Normality test used to find out whether the data is normally distributed or not with the provisions that the data is normally distributed if probability or $p > 0.05$ in the normality test using the Liliefors significance correction test from kolmogrov-smirnov . Normality test results Test beginning learning outcomes can seen in the table the following .

Table 2. Normality Test Results

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro Wilk		
	Facilities and infrastructure	Statis tics	df	Si g.	Stat istics	df	Sig.
Co mmittee School	Committee School	.139	34	.0 96	.933	34	.037
	Facilities and infrastructure	.137	34	.1 06	.929	34	.029

From the table calculation using Kolmogorov-Smirnov ^a obtained data on the results of Facilities and Infrastructure and the Committee School normally distributed . This is obtained by using the technique data analysis as described , the data will be normally distributed if mark *asymptote* is above 0.05. The probability value for facilities and infrastructure is 0.106. While mark probability on committee school 0.096. This calculation can see attachment. In this study the level 95% confidence ($\rho = 0.05$). from table 4.5 is visible that second group study normally distributed because meets the probability criteria (Asymp. Sig (2-tailed)) $p > 0.05$.

Heteroscedasticity Test

Heteroscedity test is done to test whether in a regression model happen differences in variance from the residual data . In this study , the heteroscedity test done by analysis plot graph between mark prediction variable bound (ZPRED) with its residual (SRESID). This test uses SPSS 22 with the results as following :

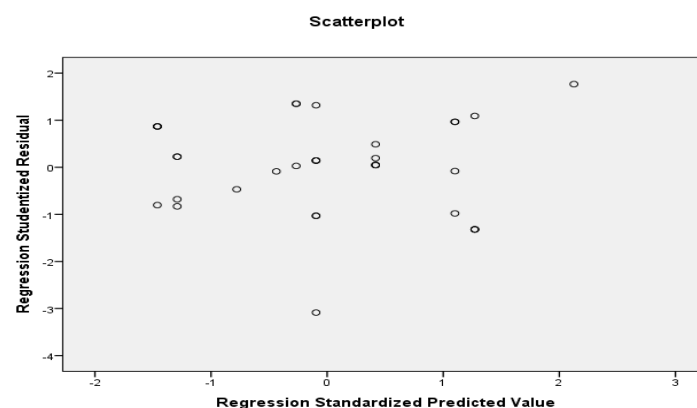


Figure 1. The Result of Heteroscedasticity Test

Based on the image above obtained the results of the scatter diagram do not form a pattern or random so regression does not occur disturbance heteroscedasticity .

Analysis Multiple Linear Regression

In this study , the hypothesis test uses regression. multiple Where will tested in a way empirical to search connection functional of two or more variables free with variables bound , or to predict two variables free or more to the variables bound . The results of multiple linear tests in research this can seen in the table below this.

Table 3. Multiple Linear Regression Test Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	71.202	20,284		3,510	.001
Committee School	-.297	.187	-.297	-1,590	.122
Facilities and infrastructure	.071	.221	.060	.320	.751

Based on results from coefficients ^a above can developed using the equation model multiple linear regression as following :

$Y = a + b_1X_1 + b_2X_2 + \dots + b_kX_k$ if values in table 4.4 above substituted so will obtained mark as following :

$$\text{Quality of Education Implementation (Y)} = 71.202 + -.297X_1 + 0.071X_2$$

Constants of 71,202 means If Committee Schools and facilities and infrastructure are non - existent so growth in the Quality of Education Implementation by 71.202.

Coefficient Regression X1 is -.297 means every increase One unit Committee School will increase Quality of Implementation growth Education as big as -.297 . And vice versa , every decline One unit Committee School , will lower growth in the Quality of Education Implementation by -.297 , assuming that X2 remains constant .

Coefficient The X2 regression is 0.071 , which means every increase One Facilities and infrastructure unit will increase growth in the Quality of Education Implementation by 0.071 . And vice versa every decline One Facilities and infrastructure units , will lower growth in the Quality of Education Implementation by 0.071 with the assumption that X1 remains constant . The (+) sign indicates direction one- way relationship whereas the (-) sign indicates direction comparative relationship backwards between variable independent (X) with variable dependent Y.

Hypothesis Testing

Significance Test Simultaneous (F Test)

F test or test by simultaneous is a test used to determine whether a variable free (independent) together have influence on variables dependent . This regression model is said to be influential in a way together when mark probability significance of table anova is less than 0.05 (Sig<0.05) then variable independent in a way together equally influential on variables dependent , on the other hand if probability the significance is more than 0.05 (Sig>0.05) then variable independent the in a way together do not affect the variables dependent . The results of the F test can seen below this:

Table 4. F Test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	168,675	2	84,338	1,847	.175 ^b
Residual	1415.589	31	45,664		
Total	1584.265	33			

Notes:

Dependent Variable: Quality of Education

Predictors: (Constant), Facilities and infrastructure , Committee School

Be aware Table 4.5 shows influence test results simultaneous show mark significance of 0.000 which means this number is above 0.05 or 0.175 >0.05, so that can concluded that variable Committee School (X₁) and Facilities and infrastructure (X₂) in general together or

in a way simultaneous has an impact on the Quality of Education Implementation (Y), because mark significance from ANOVA table greater than 0.175

Partial Test (*t- Test*)

T-test or influence test in a way partial (individual) is a hypothesis test that shows to what extent does it influence One variable free (independent) individually in explaining variation dependent variable (bound) . The method is to conduct an influence test partial by looking mark significance from each variable independent . If the value probability the significance is less than 0.05 (Sig.<0.05) then variable independent the in a way partial influence variable dependent However if mark probability the significance is more than 0.05 (Sig>0.05) then variable independent has no effect on the variable dependent , table 4.6 below explaining about values significance from each variable independent .

Table 5. t-test (Influence of in a way Partial)

Model	Coefficients ^a		Beta	t	Sig.
	Unstandardized Coefficients	Std. Error			
1 (Constant)	71.202	20,284		3,510	.001
Committee School	-.297	.187	-.297	-1,590	.122
Facilities and infrastructure	.071	.221	.060	.320	.751

Based on testing in Table above can formulated regression model as following :

Testing Hypothesis First (H1)

partial test results in Table 4.6 show variable Committee School (X_1) has sig value $0.000 < 0.05$ and value coefficient regression 0.001 which means the variable Committee School (X_1) has an influence significant to the Quality of Education Implementation which is calculated using ROA. Thus hypothesis first (H1) which states that Committee School (X_1) has an influence significant impact on the Quality of Education Implementation (Y) is stated **accepted** .

Testing Hypothesis Second (H2)

partial test results in Table 4.6 show variable Facilities and infrastructure (X_2) have sig value $0.001 < 0.05$ and value coefficient regression 0.001 which means the variable Facilities and infrastructure (X_2) have no effect significant to the Quality of Education Implementation which is calculated using ROA. Thus hypothesis second (H₂) which states that Facilities and infrastructure (X_2) have an influence significant impact on the Quality of Education Implementation (Y) is stated **accepted** .

However , this study also found a number of obstacles that hinder optimization role committee school . One of them is the lack of understanding member committee about their duties and responsibilities . Some Respondent disclose the need training and mentoring for member committee school so they can contribute more effectively . Another obstacle identified was the lack of support financial allocated for committee activities school . This limits room their movements in implementing programs that support fulfillment facilities and infrastructure as well as quality service education . This study also found that harmonious relationship between head school and committee school become factor key success . Good cooperation allow creation synergy in planning and implementing educational programs .

Compared to the results study Previously , this finding was in line with Yuni's study (2009) which showed that role committee school as giver consideration can increase quality education . However , this study provides contribution additionally by identifying factors specific inhibitors in the North Dempo area . This finding has implications important for taker government policy area need give more attention to empowerment committee schools through training , mentoring , and adequate allocation of funds . In addition, the principal school need build better relationship with the committee school to create more effective collaboration .

CONCLUSIONS

This study shows that role committee school own influence significant to the fulfillment facilities and infrastructure as well as quality service education at the Sub-district State Elementary School North Dempo , Pagaralam City. The supervisory role carried out by the committee school proven give impact the biggest in improving quality education. To improve effectiveness role committee school, required effort empowerment through training and mentoring. Government areas and parties schools also need provide support adequate financial and logistical support to ensure smoothness implementation of committee duties school. With good synergy between committee school, principal schools, and government, quality education can improved in a way sustainable.

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