



## The relationship between school principal managerial roles and school committee roles with school infrastructure and facilities

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### Abstract

School principals, school committees, and school conditions are integrated into education. This research aims to determine the relationship between school principals' managerial with the condition of school facilities and infrastructure, the roles of school committees on the condition of school facilities and infrastructure, and the relationship between school principals' managerial and the roles of school committees simultaneously with the condition of school facilities and infrastructure. The research method used is quantitative with a correlational analysis technique. The results of the research concluded that there is a positive and significant relationship between the principal managerial and the condition of school facilities and infrastructure. Also, there is a positive and significant relationship between the roles of the school committee and the condition of school facilities and infrastructure and there is a positive and significant relationship between the school principal managerial and the roles of the school committee simultaneously with the condition of school facilities and infrastructure.

**Keywords:** Facilities; infrastructure; principal; school committee; school conditions; school managerial.

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## 1. Introduction

An educational institution must realize that the success of the learning process in school is strongly influenced by the availability and completeness of learning facilities and infrastructure. Improving the quality of education will be difficult to implement if the facilities are incomplete or available but are poorly managed (Sukadari et al., 2021; Kulakoglu & Kondakci, 2023). In addition, even an educator sometimes does not optimize existing facilities to support the learning process with the reason that it is a waste of time and energy, while others don't know how to use them. In addition, the lack of knowledge of the human resources of facilities and infrastructure managers in schools about the utilization procedure of school facilities and infrastructure affects learning effectiveness (Alfaizah et al., 2021).

Learning facilities and infrastructure can be used by teachers to facilitate students' understanding of the material presented. By using appropriate learning facilities and infrastructure, the teaching and learning program becomes more effective and efficient (Sutton & Knuth, 2020; Husain et al., 2022). Thus, complete learning facilities and infrastructure will support teaching and learning activities to be more meaningful, excellent, and enjoyable.

The school's success in meeting the needs of learning facilities and infrastructure of an educational institution is also inseparable from the important role of a school principal (Berkovich & Hassan, 2023). The ability of the school principal to manage and administers the learning infrastructure in the school he/she leads will greatly influence the availability and maintenance of learning facilities and infrastructure conditions. Cooperation is needed that involves all aspects of the school such as leaders, teachers, employees, the surrounding community, and the students themselves, so that all school members can develop and work together to create an integrated school environment with the characteristics instilled in students (Lavasani & Khandan, 2011; Rahman et al., 2021). Likewise, the strong leadership of a school principal can influence and brings all his/her subordinates to follow the direction given (Townsend, 2019). As a leader, the principal must be able to position himself or herself as a "manager" for all the school's stakeholders. This ability is obtained based on the experience and ability of a leader to be able to find and solves various problems he/she encounters.

The school's success in ensuring the availability and completeness of the facilities and infrastructure is also inseparable from the participation of the school committee (Herwan et al., 2018). The roles of the school committee, as stated in Regulation of Education and culture minister number 75 of 2016 duties and functions of the school committee, explained that the school committee has involvement in considering determining and implementing educational policies related to school policies and programs, the School's Revenue and Expenditure Budget Plan/School's Work Plan and Budget, School's performance criteria, criteria for educational facilities in school; and the criteria for school's collaboration with other parties. In carrying out its involvement, the school committee can also raise funds and other educational resources from the community either individual organization's business world or industrial world, and other stakeholders through creative and innovative efforts, overseeing education services at schools by statutory provisions; and following up on complaints, suggestions, criticisms, and aspirations from students, parents/guardians, and the community and the school committee's observation results regarding the school's performance (Alinsunurin, 2020; Gu & Lu, 2023).

People's expectation which hoped that education must be of high quality and high accountability is requiring schools to implement a school-based management model that has characteristics of high participation from school citizens. The higher the participation level of the school committee, the greater the sense of ownership and responsibility from the community, subsequently, increasing the level of community dedicated to building the educational world (Nur'aini et al., 2020). The roles of the school committee which spending time monitoring educational activities, giving funds for school operations, offering ideas to solve educational problems in schools,

and trusting and/or willing to help improve the quality of education to be more competitive, is a guarantee for educational products which will provide greater economic benefits for an educational process that is relevant to what is happening on site.

Based on the background of the aforementioned research, this research focuses on revealing the relationship between the principal's management and the roles of the school committee with the conditions of learning facilities and infrastructure. The problems of this research consisted of: (1) whether there is a relationship between the school principal's managerial and the condition of school facilities and infrastructure; (2) whether there is a relationship between the roles of the school committee and the condition of school facilities and infrastructure; and (3) whether there is a relationship between the school principal managerial and the roles of the school committee altogether with the condition of school facilities and infrastructure.

### 1.1 Conceptual Framework

Regulation of Education and culture minister Number 34 of 2018 concerning National Standards for Vocational High School. Vocational Education Standards for Facilities and Infrastructure explained that facilities are transferable learning equipment and supports consisting of furniture, educational equipment, educational media, books, other learning sources, information and communication technology, and other equipment. Infrastructure is the basic facilities needed to indirectly support the course of the educational process, consisting of land, buildings, spaces, courtyards, gardens or parks, roads leading to the schools, school rules, and installation of powers and services (Marmoah et al., 2019). The facilities are elements that are directly used in the implementation of an activity, in the implementation of the teaching and learning process, these elements can be in the form of tables, chairs, chalk, and blackboards, props, and so on. Manage the need for educational facilities, and lectures, with planning based on the results of an inventory of programs and academic activities (Husain et al., 2022). From the above meaning, it can be concluded that learning facilities and infrastructure can be in the form of land/site, buildings, and learning facilities/equipment that either directly or indirectly affect the smoothness of the learning process at school.

In the National Education System Law, Number 20 of 2003, each formal and non-formal education unit provides facilities and infrastructure that meet educational needs through the growth and development of the physical, intellectual, social, emotional, and psychological potentials of students. Educational facilities and infrastructure basically can be grouped into four groups, which are site, building, equipment, and school furniture. Regulation of Education and culture minister, number 24 of 2007 concerning Standards of Facilities and Infrastructure for Elementary Schools, Junior High Schools, and Senior High Schools, explained that an elementary school has at least the following learning facilities and infrastructure standards:

- 1) Site: The site for the elementary school education unit should meet the minimum land area against students ratio requirements as listed in Table 1 below:

**Table 1**  
*Minimum Ratio of Land Area against Students*

No	The number of the student group	Minimum Ratio of the Land Area against Students (m <sup>2</sup> /student)		
		One-level building	Two-level building	Three-level building
1	6	12,7	7,0	4,9
2	7-12	11,1	6,0	4,3
3	13-18	10,6	5,6	4,1
4	19-24	10,3	5,5	4,1

For educational units that have study groups with students less than the maximum class capacity, the site also should meet the minimum area requirements as listed in Table 2 below:

**Table 2**

*Minimum Ratio of Land Area against Students*

No	The number of the student group	Minimum Ratio of the Land Area against Students (m <sup>2</sup> /student)		
		One-level building	Two-level building	Three-level building
1	6	1340	790	710
2	7-12	2270	1240	860
3	13-18	3200	1720	1150
4	19-24	4100	2220	1480

The land areas referred to in Tables 1 and 2 above are the land area that can be used effectively to build school infrastructure in the form of buildings and playgrounds/sports fields. In addition to an explanation of the ratio of the land area against the number of students, the site also has the status of land rights, and/or has a utilization permit from the holder of land rights by the provisions of the legislation in force for a minimum period of 20 years.

2) Buildings

Regulation of Education and culture minister, number 24 of 2007 concerning Standards of Facilities and Infrastructure for Elementary Schools, Junior High Schools, and Senior High Schools, explained that an elementary school has at least the following infrastructure: classrooms, library, science laboratory, principal room, teachers rooms, praying place, infirmary, latrines, warehouses, circulation rooms, and playground/sports field. Buildings must be meeting safety requirements (have a stable and sturdy structure up to maximum loading conditions and have clear evacuation routes in the event of disaster) and are earthquake resistant (for earthquake-prone areas), fulfilling health standards (have adequate ventilation and lighting, adequate sanitation inside and outside the building, garbage disposal), comfort standards (away from noise and can reduce vibrations, have temperature and humidity that does not exceed the condition outside the building, and have adequate lighting), provide easy facilities and accessibility, safe, and comfortable including for people with disabilities. New school buildings should be able to last at minimum for 20 years.

3) Equipment

Regulation of Education and culture minister, number 24 of 2007 concerning Standards of Facilities and Infrastructure for Elementary Schools, Junior High Schools, and Senior High Schools, explained that an elementary school should at least has learning facilities that must be owned, including students' tables and chairs, props, blackboards, teacher's tables, and chairs, principal's tables and chairs, textbooks, test books, state symbols, hand wash places, health equipment, praying equipment, and sports equipment.

4) School Principal Managerial

Managerial is a person's ability to organize, design, leads, and controls the implementation of work or cooperation among various groups or several people to achieve goals (Klimczuk-Kochańska, 2020). While school principal is a functional teacher who is given the task to lead the school where teaching and learning processes are held or a place where there is an interaction between the teacher who gives lessons and students as recipients of the lesson (Ismail et al., 2018). Juridically, the School Principal is a teacher who is given an additional task to lead the school... (Regulation of Education and culture minister).

In addition, the teacher who becomes school principal must also meet general qualifications and requirements, namely: (1) have an S1 (Strata One) or D-IV (Diploma Four) academic qualifications in education or non-education from an accredited tertiary institution, (2) a maximum age of 56 years, (3) has a minimum of 6 (six) years teaching experience according to each school's educational level except for kindergarten at least 3 (three) years, has a rank as low as III/C for civil servants and non-civil servants are of equal to ranks issued by authorized institutions or institutions. The special

qualifications of school principals are (1) having status as a teacher who teaches at the institution or school concerned, (2) having an educator certificate, and (3) having a certificate of school principals based on the school level they lead. What is expected in the determination of general and special qualifications above is that the principal can implement and improves the quality of his work to create a successful school. Because the key to a school's success in achieving goals is predominantly determined by the reliability of school management; and the reliability of school management is greatly influenced by the school's leadership capacity (Rader, 2005).

The school principal is an important position in the structure of educational organization. A principal who has high professionalism will have a positive impact on the school education system, including the effectiveness of education, strong leadership, effective management of educators and educational staff, smart teamwork, solid, dynamic, independent participation of citizens and school community, management transparency, responsive, and willingness to change (Ican et al., 2021). In daily activities, the school principal carries out leadership and managerial activities simultaneously. Some characteristics of managers and leaders in the 21st century can be seen below (Raisiene et al., 2018; Bhutoria & Aljabri, 2022).

**Table 3**

*Differences in duties and functions between leader and manager*

Manager's Features	Leader's Features
Setting	Innovation
Imitation	Original
Maintain	Develop/create
Focus on system and structure	Focus on people
Rely on control	Inspire trust
Short term view	Long term view
Asking how and when	Asking what and why
Focus on the financial report	Aimed at the horizon
Imitate	Print
Accepting status quo	Opposing status quo
Good soldier	Self
Do everything right	Do everything right

Definitively, leadership is using influence in an organizational setting or situation, producing effects that are meaningful and have a direct impact on accomplishing challenging goals (Akpaprep et al., 2019). Meanwhile, management is getting work done through others (Kaehler & Grundei, 2019). The Principal performs both of these roles, as a leader and also as a school manager. By combining these two roles, schools are expected to develop quickly and able to adjust to the development of science and technology, so that schools become agents of renewal. The eight main functions of the school principal, such as (1). School principal as an educator; (2) School principal as a regulator (Manager); (3) School principal as an administrator; (4) School principal as a supervisor; (5) School principal as a leader; (6) School principal as a reformer (Innovator); (7) School principal as a provider of positive encouragement (Motivator); (8) The principal as an initiator of entrepreneurship (Chalikias et al., 2020).

For schools to achieve their goals effectively and efficiently, the school principal must be carrying out managerial functions such as planning, organizing, directing, motivating, implementing, controlling, evaluating, and innovating. A good school principal is expected to shape the implementation of good learning as well. If the learning process in school is good, it will certainly produce good achievements, for both students and teachers. The school principal is responsible for the management of education on a micro level, which is directly related to the learning process. The management of the school is the responsibility of the school principal and teachers. However, in achieving successful school management, the participation of parents and students are also contributing to that success. In addition to achieving success, the management

must be supported by the attitude and ability of the school principal on leading the educational institution for which he is responsible (Walk, 2022).

School principals' leadership is expected to create conditions that allow for the birth of a working climate and harmonious, conducive human relations. This means that all components of education in schools must be developed in an integrated manner to increase the relevance or suitability of the quality of education. Based on the Regulation of Education and culture minister, regarding the principal duties of school principals, states that the workload of the school principal is wholly to carry out principal managerial tasks, entrepreneurship development, and supervision of teachers and educational staff. This was intended so that the school principal can focus all his/her mind on developing the school and improving its quality based on the 8 national standards of education. They can carry out learning tasks and guide the learning process if there are shortage of teachers in the educational unit they lead. This is done so that the learning or mentoring process can continue in the relevant education unit. However, in achieving these goals, a school principal can't carry out all the policies that have been prepared alone. It will take a strong personality and leadership spirit from the school principal to be able to form a workgroup (teamwork) that supports and equalizes the perception of the goals that are to be achieved.

##### 5) The Roles of the School Committee

As stated in Regulation No.20 of 2003 regarding the National Education System of the Republic of Indonesia: (1) stated that the community has a role in improving the quality of educational services which includes planning, supervision, and evaluation of educational programs through the educational council and school committee. Furthermore, paragraph (3) explains that the school committee, as an independent institution, is formed and plays a role in improving the quality of services by providing suggestions, direction, and support of personnel, facilities and infrastructure, and educational supervision at the education unit level. Based on the legal basis mentioned above, the school committee has a very strategic position and role in school development. Community participation through the school committee is expected to help schools improve the quality of education services, especially to meet the needs of school facilities and infrastructure.

Regulation No. 20 of 2003 regarding the National Education System of the Republic of Indonesia in education including the participation of individuals, groups, families, professional organizations, businessmen, and community organizations in the administration and quality control of education services. The community can also play a role as a source, implementer, and user of educational outcomes. Community participation in education is regulated in Government Law No.75 of 2016 concerning the School Committee which stated that the duties of the school committee are (a) provide consideration in determining and implementing educational policies related to (1) School policies and programs; (2) School Revenue and Expenditure Plans/School Work Plans and Budgets; (3) School performance criteria; (4) Criteria for educational facilities in schools; and (5) Criteria for school collaboration with other parties. (b) raising funds and other educational resources from the community both individuals/ organizations/business worlds/industries and other stakeholders through creative and innovative efforts; (c) supervising education services in schools by statutory provisions; and (d) following up on complaints, suggestions, criticisms and aspirations from students, parents/guardians, and the community as well as from result of the school committee's observation regarding school performance.

Furthermore, school committee members consist of (a) parents/guardians of students who are still active in the concerned school to a maximum of 50%; (b) community leaders up to 30%; (c) educational experts maximum of 30%. The percentage is based on members of the school committee with a minimum of 5 (five) people and a maximum of 15 (fifteen) people. While the term of office of the school committee is no more than 3 (three) years and can be re-elected for 1 ( ) term of office. Solikodin, et al (2015) analyzed the role of the school committee as follows: (1) as



an Advisory Agency in determining and implementing educational policies in education units; (2) as a supporting agency in determining and implementing educational policies in education units; (3) as a controlling agency to performs transparency and accountability in administration and educational output in education unit; and (4) as a connecting agency between the government and the community. The role of school committees in education can be manifested in various forms, namely (1) Financial participation; (2) Material participation; (3) Academic participation; (4) Cultural participation, and (5) Evaluative participation (Efendi et al., 2020).

### **1.2 Related Research**

The study of Lasminah et al., (2021) aimed to investigate: (1) the influence of principals' managerial on the quality of education; (2) the influence of committee participation on the quality of education; and (3) the influence of the principals' managerial and committee participation simultaneously on the quality of education. The data in this study were collected by distributing questionnaires to respondents. They were analyzed by using multiple regression analysis through t-test, F-test, and determination coefficient test. The population in this study were all teachers at Elementary Schools of Babat Supat District which consisted of 294 teachers. The sampling technique used in this study was probability sampling with a sample size of 75 people. The results of the study showed that: (1) principals' managerial individuals influence the quality of education at Elementary Schools of Babat Supat District; (2) participation of school committee individually influences the quality of education at Elementary Schools of Babat Supat District; (3) principals' managerial and school committee participation simultaneously influence the quality of education at Elementary Schools of Babat Supat District, (Lasminah et al., 2021).

### **1.3 Purposes of the study**

This research aims to determine (1) the relationship between school principals' managerial with the condition of school facilities and infrastructure; (2) the roles of school committees on the condition of school facilities and infrastructure; and (3) the relationship between school principal managerial and the roles of school committee simultaneously with the condition of school facilities and infrastructure.

## **2. Materials and Method**

The research method used is quantitative with a correlational technique. The type of research is quantitative correlational research, using the ex post facto method. This research was conducted using inferential descriptive research procedures to examine the relationship of independent variables ( $X_1$  and  $X_2$ ) to the dependent variable (Y). The independent variables in this study are the School Principal's Managerial ( $X_1$ ) and the Roles of the School Committee ( $X_2$ ). Meanwhile, the dependent variable is the Condition of School Facilities and Infrastructure (Y).

The researchers used the instruments to inform of tests that were used to get the data in terms of school principal managerial, condition of school facilities and infrastructure, and the roles of the school committee in the school.

### **2.1 Research Model**

The type of research is quantitative correlational research, using the ex post facto method. This research was conducted using inferential descriptive research procedures to examine the relationship of independent variables ( $X_1$  and  $X_2$ ) to the dependent variable (Y). The independent variables in this study are the School Principal's Managerial ( $X_1$ ) and the Roles of the School Committee ( $X_2$ ). Meanwhile, the dependent variable is the Condition of School Facilities and Infrastructure (Y).

## 2.2 Participants

This research used a population and sample of elementary school teachers who are members of schools under the auspices of Krakatau Steel Citizenship Education, Cilegon City, Banten Province. The studied sample was 92 teachers from a total population of 119 teachers.

## 2.3 Data collection tool

The researchers used the instruments to inform of tests that were used to get the data in terms of school principal managerial, condition of school facilities and infrastructure, and the roles of the school committee in the school. The test of principle management consisted of the items evaluating the capability of the principal in managing the school in terms of managing the academic, the supervision competence, the administrative management, and also the aunthepereneureal competences.

For the school facilities items consisted the availability of the facilities on school for supporting the teaching and learning process, such as laboratory, multimedia, teaching aids, and also the library. And the last, for the role of the school committee, the items consisted of the components in investigating the existence of the school committee, the quality and the quantity of the consultation with the school principal and the community in school, and also the innovation of the school committee in developing the school quality.

## 2.4 Procedure and ethics

The researchers provided the instruments to the participants after informing them and seeking their permission for the tests that were used to get the data in terms of school principal managerial, the condition of school facilities and infrastructure, and the roles of the school committee in the school. The test of principle management consisted of the items evaluating the capability of the principal in managing the school in terms of managing the academic, supervision competence, administrative management, and also the aunthepereneureal competences.

The researchers also had the try out the items of an instrument by considering the content and construct validity and also the validity and reliability of the instruments. The final instruments used to get the data from the field of the research.

## 2.5 Data Analysis

The researchers used the Multiple Correlation Analysis of the Recapitulation of correlation test results using the Bivariate Pearson Correlation Method for analyzing the relationship between the school principal's managerial and the roles of the school committee with the condition of learning facilities and infrastructure. First Hypothesis, The first hypothesis: "There is a relationship between the school principal's managerial and the condition of school facilities and infrastructure". Second Hypothesis, The second hypothesis: "There is a relationship between the role of the school committee and the condition of school facilities and infrastructure". And the third hypothesis, there is no relationship between the school principal's managerial and the roles of the school committee simultaneously with the condition of school facilities and infrastructure

## 3. Results

Based on the data that has been obtained and analyzed using Multiple Correlation Analyses of the Recapitulation of correlation test results using the Bivariate Pearson Correlation Method, the results are shown in Table 4, such as:

**Table 4**

*Recapitulation of correlation test results using the bivariate pearson correlation method*

Correlations		
School Principal Managerial	Roles of School Committee	Conditions of School Facilities and Infrastructure



School Principal Managerial Ability	Pearson Correlation	1	.999**	.329**
	Sig. (2-tailed)		.000	.002
	N	90	90	90
Roles of School Committee	Pearson Correlation	.999**	1	.327**
	Sig. (2-tailed)	.000		.002
	N	90	90	90
Conditions of School Facilities and Infrastructure	Pearson Correlation	.329**	.327**	1
	Sig. (2-tailed)	.002	.002	
	N	90	90	90

\*\* . Correlation is significant at the 0.01 level (2-tailed).

First Hypothesis, The first hypothesis: is "There is a relationship between the school principal's managerial and the condition of school facilities and infrastructure", with the formulation of the statistical hypothesis as follows:

H<sub>0</sub>:  $\rho\gamma_1 \leq 0$ : There is no relationship between the school principal's managerial and the condition of school facilities and infrastructure.

H<sub>a</sub>:  $\rho\gamma_1 > 0$ : There is a relationship between the school principal managerial and the condition of school facilities and infrastructure.

Based on Table 4 output above, it is known that the value of sig. (2-tailed) between managerial principals (X<sub>1</sub>) with the condition of facilities and infrastructure (Y) is 0.002 < 0.05. Furthermore, based on the r-count value (Pearson Correlations), it is known that the r-count value is 0.329 > 0.283 (0.01) r-table. Thus, it can be concluded that there is a very significant relationship between the school principal's managerial and the condition of school facilities and infrastructure.

Second Hypothesis, The second hypothesis: is "There is a relationship between the role of the school committee and the condition of school facilities and infrastructure", with the formulation of statistical hypotheses as follows:

H<sub>0</sub>:  $\rho\gamma_2 \leq 0$ : There is no relationship between the roles of the school committee and the condition of school facilities and infrastructure.

H<sub>a</sub>:  $\rho\gamma_2 > 0$ : There is a relationship between the roles of the school committee and the condition of school facilities and infrastructure.

Based on Table 4 output above, it is known the value of sig. (2-tailed) between the roles of the school committee (X<sub>2</sub>) and the condition of facilities and infrastructure (Y) is 0.002 < 0.05. Furthermore, based on the r-count value (Pearson Correlations), it is known that the r-count value is 0.327 > 0.283 (0.01) r-table. Thus it can be concluded that there is a very significant relationship between the roles of the school committee and the condition of school facilities and infrastructure.

Third Hypothesis, H<sub>0</sub>:  $\rho\gamma_{1.2} \leq 0$ : There is no relationship between the school principal managerial and the roles of the school committee simultaneously with the condition of school facilities and infrastructure.

H<sub>a</sub>:  $\rho\gamma_{1.2} > 0$ : There is a relationship between the school principal's managerial and the roles of the school committee simultaneously with the condition of school facilities and infrastructure.

**Table 5**

*Result Summary of the Multiple Correlation Analysis and the relationship between school principal managerial and the roles of the school committee with the condition of learning facilities and infrastructure*

Model Summary							
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	Sum of Squares	F	Sig.

1	.593 <sup>a</sup>	.351	.303	5.794	491.101	7.316	.003 <sup>b</sup>
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In table 5 above, it can be seen that the significance value (Sig.) in the F test is 0.03. Because Sig 0.03 < 0.05, it can be concluded that the school principal's managerial (X<sub>1</sub>) and the roles of the school committee (X<sub>2</sub>) simultaneously are significantly related to the condition of school facilities and infrastructure (Y).

#### 4. Discussion

The calculation result above shows that there is a positive and very significant relationship between the school principal's managerial and the condition of school facilities-infrastructure. The principal's ability to manage the school, especially in managing school facilities and infrastructure shows a very close relationship. If the managerial ability of the principal improves, the condition of the school infrastructure will also improve. The school principal is responsible for the management of micro education, which is directly related to the learning process in school (Dike & Parida, 2020). For this reason, the school principal is responsible for ensuring school facilities and infrastructure are in good condition.

At school, the school principal is a formal leader. He/she is appointed through the Decree of the Chief above him/her. In the behavioral view, leadership is the center of performance and other works' outcomes (Knies et al., 2016). Therefore, their ability in school management is very important and has a strong influence on a school's success in developing itself. A school principal in carrying out his/her duties acts as a leader and at the same time as a school manager. Therefore the principal will always play a role and function as a leader (leadership) and also a manager (Nur'aini et al., 2020).

The school principal is expected to have personal, managerial, entrepreneurial, supervisory, and social competencies. In managerial competence, the principal can carry out the management of educational facilities and infrastructure including learning facilities and infrastructure. This is important because even though it is only one of the supporting factors of learning activities, the good condition of school facilities and infrastructure will support the smooth learning process. To ensure the condition of learning facilities and infrastructure is always good, the school principal must be able to carry out its management functions as a main task. Mentioned that there are 8 (eight) main functions, namely: as an Educator, as a Regulator (Manager), as an Administrator, as a supervisor, as a Leader, as a Reformer (Innovator), as a Provider of positive encouragement (Motivator), and as an Initiator of entrepreneurship (Entrepreneur).

School principals who succeeded in carrying out his/her leadership, especially in managing the facilities and infrastructure of the school, are based on the characteristics of a school principal who is proactive, innovative, ready to take risks, hardworking, and never gives up, and motivation for high achievement. In private schools, operational costs, the cost of building school facilities and infrastructure, and also other costs are very dependent on the contribution of parents/guardians of students which is called SPP (Educational Development Donations). The amount of SPP in private schools is determined by the school foundation/principal with the approval of the school committee. Thus, the principal needs to have an entrepreneurial spirit. Of course, what is meant by the spirit of entrepreneurship here is not purely based on business, but the spirit of leadership with the characteristics of entrepreneurship that is innovative, hardworking, ready to take fully calculated risks, and visionary.

In private schools as described above, a harmonious collaboration between the school foundations, school principals, and school committees has been successfully improving the quality of schools in all aspects, for example, academic quality, teacher welfare, school popularity, and especially in improving the quality of school facilities and infrastructure. The School Revenue and Expenditure Plans/School Work Plans and Budgets are prepared jointly between the foundation as the organizer of education, the principal, and the committee. Good collaboration between those three elements will produce quality schools.

The success of schools in the education foundation environment in fulfilling the needs of school facilities and infrastructure is also influenced by the roles of the school committee. This can be seen in Table 3 above, which is the results of data analysis in Table 3. Pearson correlation rows obtained  $\rho_{\gamma_2} 0.327 > 0.283$  or sig.  $0.02 < 0.05$ , meaning that  $H_0$  is rejected. Then, by using a significance level of 0.01, it can be concluded that there is a very significant relationship between the roles of the school committee and the condition of the facilities and infrastructure of schools under the Education Foundation of Cilegon City.

The roles of the school committee are very strategic and strong. School committees as the representation of community participation in school management are guaranteed by Regulation No.20 of 2003 regarding the National Education System of the Republic of Indonesia along with Government Law No.75 of 2016 concerning School Committee which stated that the duties of school committee are (a) provide consideration in determining and implementing educational policies related to 1. School policies and programs; 2. School Revenue and Expenditure Plans/School Work Plans and Budgets; 3. School performance criteria; 4. Criteria for educational facilities in schools; and 5. Criteria for school collaboration with other parties. (b) raising funds and other educational resources from the community both individuals/ organizations/business worlds/industries and other stakeholders through creative and innovative efforts; (c) supervising education services in schools by statutory provisions; and (d) following up on complaints, suggestions, criticisms and aspirations from students, parents/guardians, and the community as well as from result of the school committee's observation regarding school performance.

These roles can run well and harmoniously if supported by the ability of each school committee member. In this regard, there are strict requirements for school committee members as stipulated in Government Law No.75 of 2016, which are (a) parents/guardians of students who are still active in the concerned school to a maximum of 50%; (b) community leaders up to 30%; (c) educational experts maximum 30%. The percentage is based on members of the school committee with a minimum of 5 (five) people and a maximum of 15 (fifteen) people. While the term of office of the school committee is no more than 3 (three) years and can be re-elected for 1 ( ) term of office. The school committee is an independent forum and is responsible for improving the quality of educational processes and outcomes (Novita, 2022). As an independent institution in schools, the school committee is expected to become school partners which can channel community aspirations in producing operational policies and education programs. The functions of the school committee are as an advisory agency, a supporting agency, a controlling agency, and a connecting agency (Ismail & Salahuddin, 2020).

As a supporting agency, the role of the school committee in ensuring the availability and completeness of learning facilities and infrastructure is also very important. The school committee participates in encouraging the other parents of students to participate in completing school facilities and infrastructure as well as monitoring the condition of the facilities used so that their children can learn comfortably and well. In addition, the school committee also provides budget endorsement to support the improvement and procurement of school facilities and infrastructure, and also to find financial support in the management of school facilities and infrastructure if necessary.

The reliable collaboration of school principal managers and the roles of effective school committees are closely related to the condition of excellent school facilities and infrastructure. This can be seen from the test results in Table 4, which obtained a significance value (Sig.) in the F test is 0.03. Because Sig  $0.03 < 0.05$ , it can be concluded that the principal's managerial ability ( $X_1$ ) and the roles of the school committee ( $X_2$ ) are significantly related to the condition of school facilities and infrastructure ( $Y$ ).

As one of the social institutions, schools are deemed necessary to participate in taking notice and considering the needs which needed by the community in preparing and bringing

changes to human resources by the objectives of national education, including adjusting the school curriculum to the needs of the community, creating methods which its use must be able to stimulate students to get to know the real life in society, foster attitudes towards students to learn and work from their surroundings, and schools must always be integrated with community life so that the needs of both can be fulfilled. If good synergy is created between the school principal's managerial and the roles of the school committee, good conditions of school facilities and infrastructure can be created so that, ultimately, they will affect an effective and efficient teaching and learning climate, which will create high-quality learning at the school.

## 5. Conclusions

Based on the results of research and discussion about the relationship between the school principal's managerial and the roles of the school committee with the condition of school facilities and infrastructure, it can be concluded as follows: There is a very significant relationship between the school principal managerial and the condition of facilities and infrastructure in schools under the Education Foundation of Cilegon City, Banten Province. This means that if the school principal managerial is improving, the condition of school facilities and infrastructure will also improve.

The roles of the school committee are very significant with the condition of facilities and infrastructure in schools under the Education Foundation of Cilegon City, Banten Province. This means that if the roles of the school committee are improving, the condition of school facilities and infrastructure will also improve.

Based on the results of the study, it was found that all components and improving the quality of education such as the managerial competence of school principals, the existence of school committees, and also the carrying capacity of school facilities and conditions are very important in building an integration in quality education components. So, it is highly recommended or developing the existence of school committees intensively with a managerial mix of school principals and support for school facilities and conditions towards quality schools.

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