

## **The Influence of School Financing Management, School Climate, and Teacher Performance on School Quality in Public Junior High Schools in Sungai Durian Sub-District, Kotabaru Regency**

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### **ABSTRACT**

The quality of education in schools is influenced by various factors, including financial management, school climate, and teacher performance. These factors play a crucial role in improving school services and overall educational outcomes. This study was conducted to explore how these variables impact the quality of education in public junior high schools in the Sungai Durian subdistrict, Kotabaru Regency. The objective of this research was to determine the influence of financial management, school climate, and teacher performance on the quality of education in public junior high schools. A quantitative and explanatory research approach was used in this study. Data was collected through questionnaires distributed to respondents, including school administrators, teachers, and staff. The analysis employed multiple linear regression, with a T-test to examine the significance of the relationships between the variables. The study found that financial management, school climate, and teacher performance all have a positive relationship with school services and the quality of education. The T-test results showed that the values for financial management (4.343), school climate (3.426), and teacher performance (3.426) were higher than the T-table value, indicating significant positive influences. These findings suggest that improving financial management, enhancing the school climate, and increasing teacher performance are essential strategies for improving the quality of education in junior high schools. Educational authorities should focus on these areas to foster a more conducive learning environment and better educational outcomes.

**Keywords:** Online Loans, Default, Legal Protection, Consumers, Fintech, OJK

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### **INTRODUCTION**

The quality of education is an issue that the government has been trying to improve for a long time. Supervision of the quality of education is actually related to the supervision of the quality of human resources involved in the system (Velasquez Zocatelli M. Estanislau F. B. & Castro V. F., 2022; Veza Setyabudhi A. L. Arifin N. Y. & Agustini S., 2023; Zekhnini Cherrafi A. Bouhaddou I. Benghabrit Y. & Garza-Reyes J. A., 2021; Zijm Klumpp M. Heragu S. & Regattieri A., 2019; Zulkifli Abbas N. M. Abd Razak A. N. & Yusoff N., 2024). To evaluate this control, information is needed about the condition of the students, whether there has been a change, whether the role of the teacher is running well, and whether the school

supports the implementation of various educational programs in order to produce optimal output (Halimatussa'diyah et al., 2024). The quality of education is a very important aspect that needs to be the focus of education development policies because quality education will produce superior graduates who are able to develop themselves, families, communities, nations, and countries. Government Regulation No. 19 of 2005 has been stipulated by the National Education Standards, as a continuation of the National Education System Law, which has set minimum standards for formal educational institutions in order to achieve the desired quality of education (Wiratmoko et al., 2022).

The quality of education is one of the indicators that determines the status or development of a country. Therefore, developing countries will always pay serious attention to the education sector by taking various steps to improve the quality of education. The quality of teaching in Indonesia today has attracted the attention of many parties, including not only in the education sector, but also the wider community. They hope that there will be a transformation in an effort to improve the quality of education. Reality shows that the quality of our education has not met the desired expectations (Lanawaty et al., 2023).

According to Hoy & Miskel (2008), the quality of schools is influenced by several factors, namely the organizational climate, financing, and teacher performance. Financing and management of education, both individually and collectively, have a great positive impact on the quality of education in institutions (Hofmann Sternberg H. Chen H. Pflaum A. & Prockl G., 2019; Isotupa & Samanta S. K., 2013; Ivanov Dolgui A. & Sokolov B., 2022). Overall, the management of education funds and school facilities is at a relatively high level, with a significant impact on the quality of education. Every educational institution must design a budget plan to be able to predict expenditure in a period and manage education funds with the principles of fairness, efficiency, openness, and accountability (Kamaludin, 2022). Education funding needs to be done openly to create accountability, which in turn can increase trust in educational institutions, thereby automatically improving the standards of those institutions; through effective fund management, the quality of education is expected to be guaranteed (Asnawan, 2021).

Another factor is the school climate, which is a reflection of an atmosphere that supports good relations between students, teachers, and the entire school community, making it a key requirement for building a quality learning environment. A healthy school climate will later realize a healthy school with good and guaranteed quality and will provide positive results for children's development. Then the last is teacher performance (Indriyanti et al., 2024). Teachers are individuals who have deep expertise and knowledge, and share their knowledge with others so that the person experiences an improvement in the quality of their human resources (Sharma Mittal N. Mishra A. & Gupta A., 2022; Sienkiewicz-Małyjurek & Szymczak M., 2024; Stank Esper T. Goldsby T. J. Zinn W. & Autry C., 2019; Tseng, 2024). Experienced teachers are required to always dedicate themselves to encouraging progress in the world of education (Azizah & Purwanti, 2023). The performance of an educator is the ability to carry out the teaching process in accordance with the competency criteria professionally in carrying out his role as a teacher (Nopiyana et al., 2024). Characteristics of teacher performance include lesson planning, where teachers prepare lesson plans and understand the material being taught, teaching implementation that shows how teachers organize the teaching and learning process as well as the application of teaching methods and the use of available learning tools, and

teaching evaluations that reflect how teachers assess the achievement of the learning objectives that have been carried out (Nashar et al., 2024).

One of the things that can be reviewed is a school located in Sungai Durian District, Kotabaru Regency. Based on data obtained from the Ministry of Primary and Secondary Education, there are 8 junior high schools registered. Broadly speaking, junior high schools in this sub-district face several problems, such as, if viewed from the geography of the schools, they are spread across coastal and inland areas. This shows that if there is a rainy season, access to go to school cannot be passed. In terms of infrastructure, there is still inadequate infrastructure and requires accelerated renovation. In addition, the quality of learning is hindered due to the inequality of the distribution of teachers in this area. This causes differences in student learning outcomes.

In a study by Halimatussa'diyah et al. (2024), the importance of monitoring education quality is emphasized, highlighting that the quality of education is directly linked to the role of teachers, student progress, and the support of the school in implementing various educational programs. However, the study focuses more on the theoretical aspects of education quality without directly investigating the practical application of factors like financial management and school climate in improving the quality of education. Another study by Wiratmoko et al. (2022) analyzes the national education standards set by Government Regulation No. 19 of 2005, noting the need for formal educational institutions to meet minimum standards. However, it does not explore the actual challenges faced by schools in rural or remote areas like those in Sungai Durian District, Kotabaru Regency, where geographic, infrastructural, and human resource issues may hinder the implementation of these standards. This research addresses these gaps by investigating how financial management, school climate, and teacher performance contribute to the quality of education specifically in the context of Sungai Durian District, Kotabaru Regency. This study provides a unique contribution by integrating practical insights into how these factors influence the educational outcomes in schools located in remote areas, thus filling the gap in understanding education quality from a local context.

From the above background, the researcher conducted this study with the aim of finding out the contribution of financing management, school climate, and teacher performance to the quality of junior high schools in Sungai Durian District, Kotabaru Regency. The benefits of this research include providing recommendations for improving financial management practices, enhancing school climate, and optimizing teacher performance to improve the quality of education in rural and remote areas.

## **METHOD**

This study uses a quantitative approach with a research design, namely explanatory research. The research design aims to explain the position of the variables being studied and the influence between one variable and another. In this study, we will discuss the relationship between financing management, school climate, and teacher performance on the quality of education in State Junior High Schools in Sungai Durian District. The data are obtained through a questionnaire. This study will be carried out using linear regression analysis with several tests, such as the normality test to determine if the data have been distributed normally,

the multicollinearity test, heteroscedasticity test, multiple linear regression test, T test, F test, and the coefficient of determination test.

## RESULTH AND DISCUSSION

### Respondent Characteristics

**Table 1. Characteristics of Respondents**

<b>Characteristics</b>	<b>n</b>	<b>%</b>
<b>Gender</b>		
Male	13	26.0
Female	17	74.0
<b>Age</b>		
≤ 45 years	31	62.0
> 45 years	19	38.0
<b>Profession</b>		
Teacher	47	94.0
Principal	3	6.0

Source: processed data

Based on table 1, it is known that respondents are dominated by women as much as 74% and 62% are ≤ 45 years old. Meanwhile, in this study, 94% of respondents were teachers. This gives the fact that respondents with the teaching profession were involved in this study a lot.

### Multiple Linear Regression Analysis

Based on the results of the tests that have been carried out, the following results were obtained:

**Table 1 Multiple Linear Regression Analysis**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1.578	1.600		-0.986	0.329
School Financing Management (X1)	0.406	0.093	0.456	4.343	0.000
School Click (X2)	0.361	0.105	0.329	3.426	0.001
Employee Performance (X3)	0.282	0.087	0.262	3.242	0.002

a. Dependent Variable: school quality (Y)

Source: processed data

## DISCUSSION

### The Relationship between School Financing and School Quality Improvement

Based on the results of the research that has been carried out, it is known that there is a positive relationship between school financing and improving school quality. This means that the higher the cost used for schools, the better the quality of the school will be. This is in accordance with research conducted by Shaleha & Panggabean (2022) which states that there is a relationship between education financing and improving school quality, in this case

reviewed from the quality of education. This is proof that the cost and quality of schools are significantly related to the educational process in accordance with the needs of students and can meet educational needs. So, in the context of school quality, it will increase.

In addition, research conducted by Chairyani et al. (2022) found a relationship between the influence of school financing management on school quality. The high or low cost of education can determine the quality of the school, this can be seen in the goals of good education, increased production and teaching services, for example, the creative ideas of educators towards the KBM process, well-facilitated resources and infrastructure, as well as the existence of creative and innovative teachers.

Based on the research that has been conducted, it is known that efforts to improve the quality of education have a relationship with the cost of education. The cost of education is one of the most crucial elements in the implementation of education. Without assistance from education funds, the implementation of education will not take place effectively. The aspect of school fee revenue comes from the central government, local governments, district or city governments, the community, and other sources. Meanwhile, the aspect of spending on education costs is divided into employee spending, goods and services spending, and capital spending. Given the significance of education costs, the responsibility regarding education costs is a shared obligation to achieve a better quality of education.

### **The Relationship Between School Climate and School Quality Improvement**

Based on the T-test conducted, it is known that school climate is related to the improvement of school quality. This research aligns with the study conducted by Verner-Filion et al. (2023), which states that there is a relationship between school climate and school quality. A positive school climate will provide high motivation for students towards their studies, leading them to have a strong interest in achieving academic success, and the achievements attained will improve the school's quality (Maitra Mishra V. & Kundu S., 2023; Mansur Mar'ah F. I. & Amalia P., 2020; Ordila, 2020; Otia, 2023; Phumchusri & Sirimak W., 2024). Another study by Veletić et al. (2023) states that a good school climate can enhance the effectiveness of the principal and teachers in carrying out teaching and learning activities. This indicates that the leadership of the principal and teachers will influence the school climate, and if their leadership style is effective, the school climate will be positive. Consequently, the school's quality will also improve with good leadership (Kamsai & Wiwatwattana N., 2024; Kholil, 2022; Kolková, 2024; Kurniawan Saragih M. H. & Angelina V., 2022).

Through the results of this study, it can be seen that achieving education quality in schools can be influenced by the school climate, which can be used as a standard for achieving high quality. The educational climate in the school includes the surrounding environment as well as a calm and comfortable atmosphere, which supports and facilitates the learning process, and can encourage the development of academic outcomes (Quesada Adhikari S. Bond B. & Grushecky S. T., 2019; Rahmadini Supian S. & Napitupulu H., 2023; Rizqi & Khairunisa A., 2020; Rizqi Khairunisa A. & Maulani A., 2021; Samanta Isotupa K. S. & Verma A., 2023). The school climate, which contributes to the quality of the school, is viewed from the perspective of dimensions such as openness, health, and citizenship within the school environment. A positive school climate will provide high motivation for both educators and students to achieve good learning quality, whereas a non-supportive school climate will make

teachers less enthusiastic about teaching and students less motivated to learn, resulting in suboptimal learning outcomes (Albanesi et al., 2023).

### **The Relationship between Employee Performance and School Quality**

Based on the results of the tests that have been carried out, it is known that employee performance will improve the quality of the school. Employees in this case are school principals, teachers, and administrative staff who are in schools. This research is in line with research conducted by Artilah et al. (2022) stating that employee performance as seen from teacher performance has a relationship with improving school quality. This states that the level of expertise of a teacher is directly proportional to his contribution to the quality of the school. On the other hand, if the teacher's ability is low, the quality of the school will also decrease. The quality of an educator's work plays a crucial role in improving the quality of education in an institution. Of the eight standards determined by the government, all of these aspects require the active participation of a teacher in their implementation. Without adequate performance or ability from teachers, the standards that have been set will not be able to be achieved properly and satisfactorily.

Another study, namely research conducted by Huda (2022), stated that there is a relationship between teacher performance and education quality. Teacher performance has an impact on the level of the group concerned, namely the increase in performance that is seen in the achievement of organizational quality. Teacher performance has a strong influence on school standards. Improving the quality of teaching as the front line in achieving national education goals is one of the elements that contribute to the good or bad image of a school.

Teachers are a crucial element in the world of education because they serve as the main actors who interact directly with the students who are the target of education. The role of teachers in guiding students towards adulthood is significant, and they are also responsible for developing various children's skills, so that children have knowledge and skills that will be useful in their future lives. Teachers have basic abilities that are used to become standards for their performance, including mastery of subject matter and understanding of core scientific concepts; the arrangement of teaching programs; classroom management; the use of media and learning resources; the application of the basics of education; interaction management in the teaching and learning process; evaluation of student learning outcomes; learning about the functions and resources of learning; introduction and implementation of school administration; understanding of the principles and use of educational research results for the sake of improving the quality of teachers (Supa'at & Ihsan, 2023).

### **CONCLUSION**

Based on the research that has been conducted, it is concluded that the quality of education is influenced by financing management, school climate, and teacher performance. *High school financing* contributes to the improvement of the quality of education, influenced by financial management and the school climate. Support from principals and teachers improves the learning environment, while educator performance and mastery of materials are important keys in improving the quality of schools. These three factors are interrelated and highlight the need for a more flexible approach, incorporating *local wisdom*, to improve the quality of schools.

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