

The Effect of the School Committee Program and Parent Participation on the Availability of Facilities and Infrastructure at MTsN 6 Lima Puluh Kota

Riko Anas*, Supriadi

Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

*email Koresponden Penulis: rikoanas101976@gmail.com

Article Info

Received

November 11, 2024

Revised

November 18, 2024

Accepted

December 03, 2024



Lisensi: cc-by
Copyright © 2024 Penulis

ABSTRACT

This study examines the limitations in the provision and budgeting of educational facilities at MTsN 6 Lima Puluh Kota and the efforts that have been made to overcome these problems, especially those related to the facilities budget. This study used quantitative methods with data collection through questionnaires. The participants of this study involved all parents of students at MTsN 6 Lima Puluh Kota, with a random sample of 86 parents, consisting of 29 parents of students in class VII, 29 parents of students in class VIII, and 28 parents of students in class IX. Data were analyzed using classical assumption tests, such as normality test, multicollinearity test, and heteroscedasticity test. The final analysis was conducted with multiple linear regression, F test, and determination test. The results showed that parental participation and the school committee program had a significant effect on the availability of facilities at MTsN 6 Lima Puluh Kota. The results of the simultaneous test using the ANOVA model show the calculated F value of 39.637, which is greater than the F table of 2.71, with a significance level of 0.000 below 0.05, indicating that H₀ is rejected and H_a is accepted. The coefficient of determination (R²) of 0.699 indicates that parental participation and school committee programs explain 69.9% of the variability in the availability of educational facilities. Parents' participation and the school committee program have a significant influence on the availability of education facilities, which supports the theory of community participation in improving education quality. The results of this study reinforce the concept that collaboration between schools, parents and communities can create a better learning environment and support the improvement of educational facilities.

Keywords: School Committee Program; Parent Participation; Facilities and Infrastructure

ABSTRAK

Penelitian ini mengkaji keterbatasan dalam penyediaan dan penganggaran fasilitas pendidikan di MTsN 6 Lima Puluh Kota serta upaya yang telah dilakukan untuk mengatasi masalah tersebut, khususnya yang berkaitan dengan anggaran fasilitas. Penelitian ini menggunakan metode kuantitatif dengan pengumpulan data melalui angket. Partisipan penelitian ini melibatkan seluruh orang tua siswa di MTsN 6 Lima Puluh Kota, dengan sampel acak sebanyak 86 orang tua siswa, terdiri dari 29 orang tua siswa kelas VII, 29 orang tua siswa kelas VIII, dan 28 orang tua siswa kelas IX. Data dianalisis menggunakan uji asumsi klasik, seperti uji normalitas, uji multikolinearitas, dan uji heteroskedastisitas. Analisis akhir dilakukan dengan regresi linier berganda, uji F, dan uji determinasi. Hasil penelitian menunjukkan bahwa partisipasi orang tua dan program komite sekolah berpengaruh signifikan terhadap ketersediaan fasilitas di MTsN 6 Lima Puluh Kota. Hasil uji simultan menggunakan model ANOVA menunjukkan nilai F hitung sebesar 39,637, yang lebih besar dari F tabel sebesar 2,71, dengan tingkat signifikansi 0,000 di bawah 0,05, menunjukkan bahwa H₀ ditolak dan H_a diterima. Nilai koefisien determinasi (R²) sebesar 0,699 menunjukkan bahwa partisipasi orang tua dan program komite sekolah menjelaskan 69,9% variabilitas dalam ketersediaan fasilitas pendidikan. Partisipasi orang tua dan program komite sekolah memiliki pengaruh signifikan terhadap ketersediaan fasilitas pendidikan, yang mendukung teori partisipasi masyarakat dalam meningkatkan kualitas pendidikan. Hasil penelitian ini memperkuat konsep bahwa kolaborasi antara sekolah, orang tua, dan masyarakat dapat menciptakan lingkungan belajar yang lebih baik dan mendukung peningkatan sarana pendidikan.

Kata kunci: Program Komite Sekolah; Partisipasi Orang Tua; Sarana dan Prasarana



How to Cite:

Anas, R., & Supriadi, S. (2024). The Effect of the School Committee Program and Parent Participation on the Availability of Facilities and Infrastructure at MTsN 6 Lima Puluh Kota. *Arfannur*, 5(3), 237 - 251.
<https://doi.org/10.24260/arfannur.v5i3.3713>

A. INTRODUCTION

School committees and parents' participation in educational activities are important factors that often affect the quality of education in an institution. School committees serve as a forum for communication between the school and the community, while parental participation reflects direct involvement in supporting children's educational activities. Both have a significant role in improving the quality of education, especially in terms of providing adequate educational facilities and infrastructure (Laupa, 2024). Facilities refer to the physical facilities and devices that support the teaching and learning process, while infrastructure includes the infrastructure that enables schools to operate efficiently (Afriani et al., 2024).

Infrastructure includes facilities that support learning activities indirectly, such as buildings, classrooms and school grounds. Tools and equipment used directly in the teaching-learning process, such as whiteboards, markers and teaching media, are facilities. Mulyasa in Suharsimi Arikunto, the existence of adequate facilities and infrastructure is very important (Ellong, 2018).

Permendikbud No 137/2014 emphasizes that facilities and infrastructure are an important part of the provision of early childhood education, care and protection. As Rugaiyah explains, facilities and infrastructure management includes various actions to ensure that educational facilities and infrastructure are available, maintained and used optimally (Meilanda et al., 2022). The two main sources of funds for the procurement and maintenance of education infrastructure are the Budget Implementation List (DIPA) and the School Operational Assistance Fund (BOS) (Rahayuningsih, 2021). Various important aspects of the School Operational Assistance (BOS) allocation include new student enrollment (PPDB), library development, educational and extracurricular activities, educational evaluation and assessment, school operational management, teacher professional development, and placement. (Mujayaroh & Rohmat, 2020).

Permendikbud No. 137/2014 emphasizes the importance of facilities and infrastructure in education, and stresses how critical these parts are to educational success. (Meilanda et al., 2022). The two main sources of financing that help procure and maintain educational facilities are the School Operational Assistance Program (BOS) and the Budget Implementation List (DIPA). The BOS program assists in financing various aspects of school operations, while DIPA is used to meet various operational and management needs of education in educational institutions (Mujayaroh & Rohmat, 2020).

A school committee, as outlined in Article 56 Paragraph 3 of the National Education System Law (UUSPN) No. 20 Year 2003, is a group comprising parents, students, employees, and other stakeholders in education, formed to enhance educational quality and foster parental involvement. The committee provides advice, direction, and support in areas such as staffing, infrastructure, and supervision. Additionally, the Ministry of Education and Culture Regulation No. 75/2016 highlights its role in mobilizing funds, resources, and ensuring the lawful involvement of parents in the educational process (Hapsari, 2022).

The growing population and increasing demand for education have highlighted the need for better facilities. However, schools like MTsN 6 Lima Puluh Kota struggle with limited funding, relying solely on BOS funds for maintenance, while development funds are scarce. Bureaucratic delays also hinder the procurement of necessary infrastructure. Despite this, the school's student population continues to grow, creating a pressing need for more classrooms and facilities (Indrawan, 2015).

This study aims to explore how parental involvement and school committee programs influence the availability of facilities and infrastructure at MTsN 6 Lima Puluh Kota. By examining the active role of the school committee in mobilizing donations and support, the research seeks to provide insights into how these efforts contribute to meeting the school's educational facility needs. The findings will offer a deeper understanding of the school committee's role in developing educational infrastructure (Indrawan, 2015).

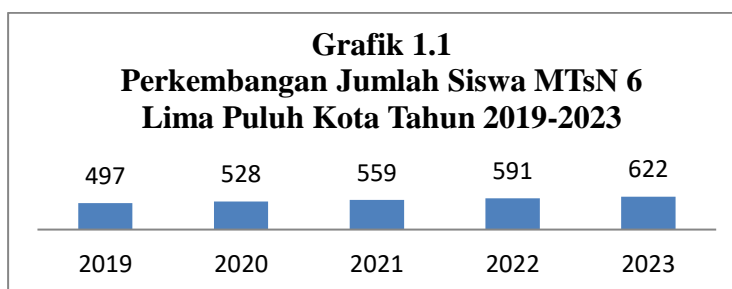
Every educational institution is aware of the fact that learning develops along with the development of science and technology. Therefore, schools must continuously improve their teaching standards and also update their infrastructure and equipment. Of course, achieving this goal can only be achieved if adequate resources and infrastructure are available and optimally managed (Nurbaiti, 2015).

Hasibuan et al., (2023) Several variables influence the progress of facilities and infrastructure development. First, the demand for educational facilities rises significantly due to population growth. Second, increased public awareness of the importance of education further drives the need for better educational infrastructure. Third, urban growth and improved transportation ease contribute significantly to infrastructure development. The scarcity of open spaces and rural-to-urban migration has changed the landscape of infrastructure needs. Additionally, as the quality of social, economic, and cultural life improves, there is a growing demand for modern and advanced facilities (Hisyam, 1991).

The school relies on BOS funding, with additional support for educational facilities coming from the Ministry of Religious Affairs, external contributions, and community or parent donations. However, delays in government bureaucracy often slow down the approval and funding process for repairs, renovations, and infrastructure maintenance (Khikmah, 2020). The procurement of school facilities and infrastructure is influenced by several factors, including government decisions, direct purchases by schools, donations from parents, leasing of equipment or facilities, and exchange of goods with other parties (Nurbaiti, 2015).

Based on initial research with the Principal of MTsN 6 Lima Puluh Kota, the development of new facilities is minimal, with the school only receiving funds for maintenance, such as minor repairs. The school has never received development funds for new buildings or major renovations. The principal highlighted that the student population has been increasing annually, requiring additional classrooms and facilities. A graph illustrating this growth shows the need for new buildings to accommodate the rising number of students.

Chart 1. 1
Development of the Number of Students of MTsN 6 Lima Puluh Kota



Interviews with school committee members revealed efforts to improve facilities and infrastructure at MTsN 6 Lima Puluh Kota, with parental involvement in supporting these initiatives. However, the school committee has been unable to secure additional funds from immigrants or businessmen. While parents are generally willing to help, financial constraints often limit their contributions. This study focuses on examining how the school committee program and parental participation impact the availability of facilities and infrastructure at the school.

B. METHOD

1. Research Approach

This study uses a quantitative approach to examine the relationship between parental participation, school committee programs, and the availability of educational facilities at MTsN 6 Lima Puluh Kota. This approach enables objective measurement of variables and statistical analysis of their relationships (Sugiyono, 2014).

2. Population and Sample

The population in this study consisted of all parents of students at MTsN 6 Lima Puluh Kota. A random sampling method was used to ensure diverse representation, with a total sample of 86 parents: 29 from Class VII, 29 from Class VIII, and 28 from Class IX. This random selection gave each parent an equal chance of being chosen for the sample.

3. Data Collection Methods

Data were collected through a questionnaire given to parents, focusing on parental participation, the effectiveness of the school committee program, and perceptions of educational facilities at MTsN 6 Lima Puluh Kota. This method provided direct insights from respondents, offering a comprehensive view of the studied variables.

4. Data Analysis Method

The data were analyzed using classical assumption tests (heteroscedasticity, normality, and multicollinearity) to ensure validity. Multiple linear regression analysis was then used to examine the relationship between parental participation, the school committee program, and the availability of educational facilities. The F test assessed the model's significance, while the R^2 test measured the impact of the independent variables on the dependent variable.

C. RESULT AND DISCUSION

1. Research Results

a. Description of Research Data

This study investigates the effect of the School Committee Program and parental participation on the availability of facilities at MTsN 6 Lima Puluh Kota. Data were collected from 86 parents across Grades VII (29 parents), VIII (29 parents), and IX (28 parents). A Likert scale questionnaire was used to assess their perceptions of the School Committee Program, with response categories ranging from "always" (SL = 5) to "never" (TP = 1) for positive statements.

Tabel 4. 1
Deskriptif Data Empirik

Statistics			
	X1	X2	Y
Valid	86	86	86
Missing	0	0	0
Mean	127,49	125,88	140,09
Median	127,50	126,50	142,00
Std. Deviation	26,792	25,679	33,425
Variance	717,806	659,398	1117,215
Range	116	132	160
Minimum	71	56	59
Maximum	187	188	219
Sum	10964	10826	12048

Sumber: Pengolahan Data SPSS 22

School Committee Program

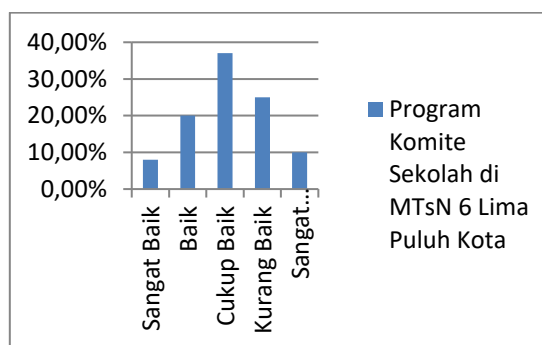
Based on the data analysis using SPSS 22, the mean value for the School Committee Program is 127.49, with a median of 127.50. The standard deviation is 26.792, and the variance is 717.806. The range of scores is 116, with a minimum value of 71 and a maximum value of 187. The researcher categorized the data into five groups: very good, good, quite good, not good, and very bad. Using the class interval formula [(highest value - lowest value) / number of categories], a class interval of 23.2 was obtained, which was rounded to 23. The list of School Committee programs follows:

Table 4. 2
School Committee Program Distribution Table

Category	Interval	Frequency	Percentage %	Average
Very good	164-187	7	8%	127,49
good	140-163	18	20%	
Fairly Good	116-139	31	37%	
Not Good	92-115	21	25%	
Not very good	68-91	9	10%	
Total		86	100%	

Based on Table 4.2, the School Committee program distribution shows that the majority of respondents (37%) fall into the "Quite Good" category, with 31 people, followed by 20% in the "Good" category and 25% in the "Less Good" category. A total of 86 respondents participated, with the percentages adding up to 100%.

Chart 4. 1
School Committee Program at MTsN 6 Lima Puluh Kota



Parent Participation.

The data on parental participation at MTsN 6 Lima Puluh Kota was collected through questionnaires from 86 parents, including 29 parents of Class VII students, 29 parents of Class VIII students, and 28 parents of Class IX students. The average parental participation score (mean) was 125.88, with a median value of 126.50. Using the class interval formula $[(\text{highest value} - \text{lowest value}) / \text{number of categories}]$, the class interval was calculated as 26.4 (rounded). The interval data was then used to create a frequency distribution table:

Tabel 4. 3
Frequency Distribution List of Parental Participation

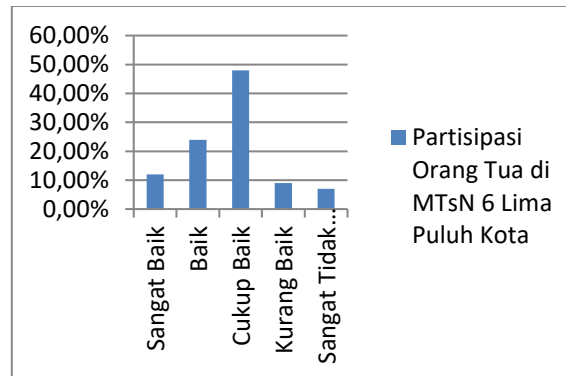
Category	Interval	Frequency	Percentage %	Average
Very good	162-188	10	12%	125,88
good	135-161	20	24%	
Fairly Good	108-134	42	48%	
Not Good	81-107	8	9%	
Not very good	54-80	6	7%	
Total		86	100%	

Based on Table 4.3, the frequency distribution of parental participation shows that 48% of respondents fall into the "Fair" category, with 42 people in the score interval of 108-134. Other categories include "Good" with 24%, "Very Good" with 12%, "Less Good" with 9%, and "Very Unfavorable" with 7%. The total number of respondents was 86, representing 100% of the sample.

For more clarity on the tendency of Parental Participation of MTsN 6 Lima Puluh

Kota can be seen from the following graph:

Chart 4. 2
Parent Participation of MTsN 6 Lima Puluh Kota



Availability of Facilities and Infrastructure at MTsN 6 Lima Puluh Kota.

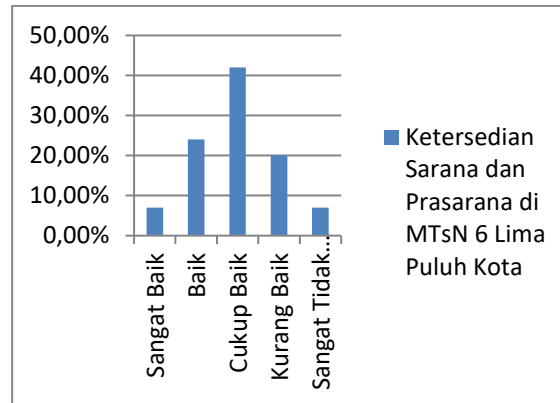
The research on the availability of facilities at MTsN 6 Lima Puluh Kota found a median value of 142 from data collected from 86 parents. The researcher used a class interval formula, calculated as $(219 - 59) / 5 = 32$, to categorize the questionnaire results:

Table 4. 4
List of Frequency Distribution of Availability of Facilities and Infrastructure at MTsN 6 Lima Puluh Kota

Category	Interval	Frequency	Percentage %	Average
Very good	187-219	6	7%	140,09
good	154-186	21	24%	
Fairly Good	121-153	36	42%	
Not Good	88-120	17	20%	
Not very good	55-87	6	7%	
Total		86	100%	

The frequency distribution of the availability of facilities at MTsN 6 Lima Puluh Kota shows that 7% of respondents rated it as "Very Good," 24% as "Good," and 42% as "Fair." The remaining respondents rated it as "Less Good" (20%) and "Very Poor" (7%), with a total of 86 respondents.

Chart 4. 3
Availability of Facilities and Infrastructure at MTsN 6 Lima Puluh Kota



b. Research Data Analysis

To conduct statistical tests, the following criteria were tested:

1) Analysis Prerequisite Test

a) Normality Test

The significance values for the School Committee Program (0.200) and student parent participation (0.060) indicate that the data are normally distributed and meet the assumptions for linear regression. This means the regression model is valid and can be used to evaluate the impact of these variables on the availability of facilities and infrastructure at MTsN 6 Lima Puluh Kota:

Table 4. 5
Normality Test

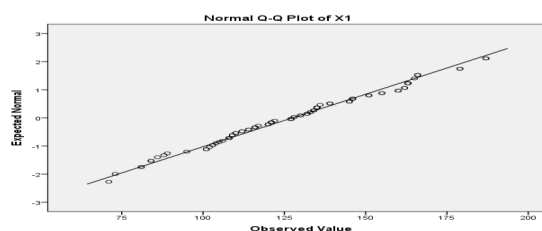
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
X1	,064	86	,200*	,985	86	,405
X2	,093	86	,066	,979	86	,168

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Sumber: Test Distribution Is Normal dari SPSS 22

Grafik 4. 4
Normal P-P Plot



The P-P plot, or probability plot, is used to compare the distribution of observed data with the expected distribution (in this case, the zero distribution), and the P-P plot graph of variable Y (Availability of Facilities and Infrastructure at MTsN 6 Lima Pulu Kota) above shows that the data is close to the diagonal line on the P-P plot.

b) Multicollinearity Test

The multicollinearity test results show that the independent variables have a tolerance value of 0.735 and a VIF of 1.360. These values indicate that there is no significant correlation between the independent variables, as the tolerance value is above 0.10 and the VIF is below 10. Thus, there is no indication of multicollinearity in the regression model:

Table 4. 6
Multicollinearity Test
Coefficientsa

Collinearity Statistics	
Tolerance	VIF
,735	1,360
,735	1,360

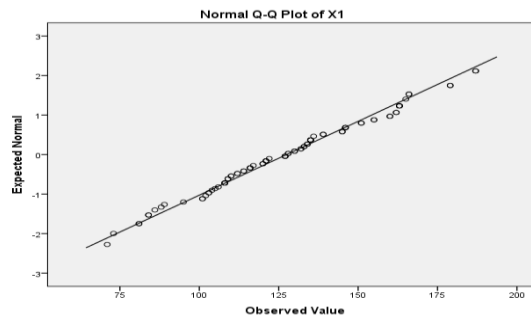
Dependent Variable: Y

The regression model's multicollinearity test results show a tolerance value of 0.735 and a VIF of 1.360 for both independent variables, indicating no significant correlation between them. A tolerance value above 0.10 and a VIF below 10 confirm the absence of multicollinearity. These findings suggest that the regression model is consistent and reliable, and the estimated coefficients can be appropriately interpreted. This supports the validity of the regression analysis on the dependent variable Y, in the study on the Availability of Facilities and Infrastructure at MTsN 6 Lima Pulu Kota.

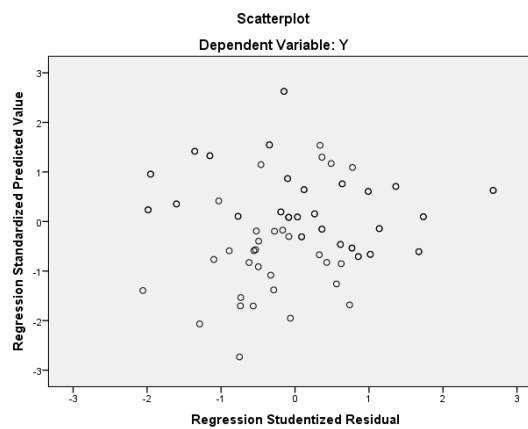
c. **Heteroscedasticity Test**

The heteroscedasticity analysis, based on a scatterplot of the standardized residuals (SRESID) and predicted values (ZPRED), shows no visible pattern above or below the 0 value on the y-axis. This indicates that there is no heteroscedasticity in the regression model, meaning the residual variation is consistent and independent of the predicted values. Therefore, the regression model meets the assumption of homoscedasticity, reinforcing the validity of the study's regression analysis results:

Chart 4.5
Normal P-P Plot



Grafik 4.6
Scatterplot



The scatterplot analysis from the SPSS 22 output shows no pattern in the distribution of data points above, below, or around the 0 on the y-axis, indicating no heteroscedasticity. This suggests that the residual variation is consistent and independent of the predicted values, confirming that the regression model meets the homoscedasticity assumption for valid interpretation of the results.

2) Hypothesis Test

a) Multiple Linear Regression Test

This study used multiple regression to analyze the impact of the School Committee Program and Parent Participation on the Availability of Facilities and Infrastructure at MTsN 6 Lima Puluh Kota. The results indicated that both independent variables significantly influenced the availability of facilities and infrastructure. Additionally, the regression coefficient significance test (p-value) confirmed that the School Committee Program and Parent Participation are statistically significant factors in this regard:

Table 4. 7
Multiple Linear Regression Test

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14,019	14,802		,947	,346
X1	,253	,114	,203	2,212	,030
X2	,746	,119	,573	6,257	,000

Dependent Variable: Y

The multiple linear regression analysis revealed significant findings regarding the impact of the School Committee Program (X1) and Parent Participation (X2) on the Availability of Facilities and Infrastructure (Y) at MTsN 6 Lima Puluh Kota. The constant term was not statistically significant ($p = 0.346$). The regression coefficient for X1 (School Committee Program) was 0.253, showing a positive impact on the availability of facilities, with statistical significance ($p = 0.030$). The coefficient for X2 (Parent Participation) was 0.746, indicating a stronger and highly significant positive effect on infrastructure availability ($p < 0.001$). Together, both variables significantly contribute to explaining the variations in the availability of facilities, emphasizing the importance of school committees and active parent participation in enhancing educational infrastructure.

b) Simultaneous Test (F)

The F test is used to determine if the overall multiple linear regression model, involving the independent variables (School Committee Program and Parent Participation), significantly influences the dependent variable (Availability of Facilities and Infrastructure), ensuring the model's relevance in explaining changes in the dependent variable.

Tabel 4. 8
Simultaneous Test (F)

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	46391,600	2	23195,800	39,637	,000b
Residual	48571,655	83	585,201		
Total	94963,256	85			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

The F test results show an F value of 39.637 with a significance value of 0.000, indicating that at least one independent variable significantly affects the dependent variable, Availability of Facilities and Infrastructure, at MTsN 6 Lima Puluh Kota. This

suggests that the regression model is statistically valid and effective for explaining the impact of the School Committee Program and Parent Participation on the availability of facilities and infrastructure.

c) Determination Coefficient Test (R²)

The R² value of 0.489 indicates that the combined effect of the School Committee Program and Parent Participation explains 48.9% of the variation in the Availability of Facilities and Infrastructure at MTsN 6 Lima Puluh Kota. While this model provides valuable insight, the remaining 51.1% of the variation is unexplained, suggesting the influence of other factors not accounted for in the model. This highlights the potential for improving the model by considering additional variables for a more comprehensive analysis.

Table 4. 9
Determination Coefficient Test (R²)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,699 ^a	,489	,476	24,191

a. Predictors: (Constant), X₂, X₁

b. Dependent Variable: Y

2. Discussion

The research shows that both the School Committee Program and Parent Participation significantly impact the availability of facilities and infrastructure at MTsN 6 Lima Puluh Kota. Parent Participation has a greater influence, with a coefficient of 0.746 compared to 0.253 for the School Committee Program. The F test (F count = 39.637, sig. 0.000) confirms their combined significant effect, while the R² value of 0.699 indicates that these variables explain 69.9% of the variation in facilities and infrastructure. Despite this, external factors like economic, social, and cultural influences may still play a role, emphasizing the need for continued collaboration between parents and the School Committee to further improve the school's infrastructure.

The study shows that an effective School Committee Program significantly improves the availability of facilities at MTsN 6 Lima Puluh Kota and enhances communication between parents and the school. This finding is consistent with Hamriani's research, which highlighted the positive impact of a strong school committee on education quality, community involvement, curriculum development, and transparency. Strengthening school committees could be an effective strategy to improve education quality. (Hamriani, 2020).

Rida Utami's research highlights the important role of the school committee at MTs Fadhillah Pekanbaru in developing school facilities and infrastructure. The committee actively collaborates with parents during the budget planning process to enhance school facilities, demonstrating the significance of their joint efforts in improving educational infrastructure (UTAMI, 2022).

Dania Eva Sabrina's research emphasizes the crucial role of school committees in providing financial support for schools by approving budgets and seeking additional funds

beyond what is covered by BOS and BOP. They also gather voluntary and non-monetary contributions from student guardians. Additionally, the committee plays an active role in supplying school facilities and infrastructure, such as fans and keyboards, as well as organizing rentals and purchasing items for school activities like the little doctor program. This highlights the committee's involvement in both budget management and fulfilling practical needs to support education and extracurricular activities (SABRINA, 2018).

Research findings by Abdullah dan Murniati, (2022) highlights the significant impact of school committees, particularly through parental participation, on the availability of school facilities and infrastructure. Parents in the school committee serve as intermediaries between the school and parents, manage funds, and contribute ideas from external parties. Their active involvement in school management, including fundraising and addressing community needs, helps drive the development of school facilities, ultimately improving education quality and student welfare.

The study by Dharmawati dan Suryaningsih, (2018) found that the school committee at MTs Negeri 2 Medan played a key role in enhancing school facilities and infrastructure through collaboration with parents. This partnership involved fundraising and building essential facilities such as school buses, sports fields, and science labs. The school committee acted as a bridge between the school and parents, ensuring that infrastructure needs were addressed. The findings confirm that an active school committee, working closely with parents, significantly improves school facilities, thereby supporting better educational outcomes.

Ibrahim's research highlights the significant role of parental participation and the school committee in improving facilities at MTs Mambaul Ulum, Musi Banyuasin. The school committee collaborates with the principal in planning and implementing programs, acts as a supporting and advisory body, and oversees the construction of necessary facilities. Additionally, the committee serves as a controlling institution and an intermediary between the school, parents, the community, and the government. Their active involvement ensures effective communication and contributes to providing an optimal learning environment, ultimately enhancing the quality of education at the school (Kurniawan & Zainuri, 2022).

Eni Widyaningsih's research emphasizes the key role of the School Committee Program and Parent Participation in enhancing the availability of infrastructure and facilities at SDN Serayu. The school committee at SDN Serayu performs multiple functions: as an advisory agency, providing suggestions for the RAPBS planning; as a supporting agency, helping make informed decisions about facility management; as a controlling agency, monitoring the use of funds for procurement; and as a liaison, facilitating communication between the school, parents, the community, and relevant agencies. The research highlights the committee's active role in ensuring the optimal management of learning facilities, ultimately improving the quality of education at the school (Widyaningsih, 2016).

Some of the factors that influence infrastructure development are, according to Abror, as follows: increase in population; increase in public awareness of the importance of education; increase in transportation mobility; decrease in open fields; movement of people from villages to cities; and increase in social, economic and cultural living standards. According to Khikmah (2020), some of the factors that support the procurement of educational facilities and infrastructure are support from the relevant

Ministry of Religious Affairs, external assistance, such as aspiration funds, assistance from the community and parents, and cooperation from all schools (Khikmah, 2020). Factors such as government donations, self-purchase, student guardian donations, leasing, and exchange of goods are factors that influence the procurement of school facilities and infrastructure (Nurbaiti, 2015)

D. CONCLUSION

Based on the results of this study, it can be concluded that the School Committee Program and Parent Participation have a significant influence on the availability of facilities and infrastructure at MTsN 6 Lima Puluh Kota. The simultaneous test results in the ANOVA model show that the two independent variables jointly affect the dependent variable significantly (F count = 39.637, $p < 0.05$). The coefficient of determination (R squared) of 69.9% indicates that the School Committee Program and Parent Participation explain 69.9% of the variation in the availability of facilities and infrastructure at the school, while the remaining 30.1% is influenced by other factors not examined in this study. In addition, the constant value of 14.019 indicates that if the two independent variables are assumed to be unchanged, the availability of facilities and infrastructure in MTsN 6 Lima Puluh Kota will remain at 14.019 or equivalent to 140.19% of the total. Therefore, this study corroborates that the importance of the role of the School Committee Program and Parental Participation in improving educational infrastructure in schools, as well as highlighting the need for effective strategies in optimizing parental involvement and school committee management to support educational progress at MTsN 6 Lima Puluh Kota..

E. BIBLIOGRAPHY

- Abdullah, G., & Murniati, N. A. N. (2022). Peran Komite Sekolah Dalam Pengelolaan Sarana Dan Prasarana DI SD Negeri Mukiran 03, Kecamatan Kaliwungu, Kabupaten Semarang. *Jurnal Manajemen Pendidikan (JMP)*, 11(1).
- Afriani, N., Baryanto, B., & Siswanto, S. (2024). Manajemen Sarana dan Prasarana Sekolah Dalam Meningkatkan Mutu Pembelajaran Di Smp Negeri 2 Kepahiang. *Institut Agama Islam Negeri Curup*.
- Dharmawati, E., & Suryaningsih, S. A. (2018). Pengaruh Kualitas Pelayanan Terhadap Kepuasan Anggota KJKS KUM3 Rahmat Surabaya. *Jurnal Ekonomika Dan Bisnis Islam*, 1(2), 9–18.
- Ellong, T. D. A. (2018). Manajemen Sarana dan Prasarana di Lembaga Pendidikan Islam. *Jurnal Ilmiah Iqra'*, 11(1).
- Hamriani, H. (2020). Pengaruh Peran Komite Sekolah Terhadap Peningkatan Mutu Sekolah DI SMP Negeri 8 Palopo. *Institut Agama Islam Negeri Palopo*.
- Hapsari, M. D. (2022). Peran Komite Sekolah Dalam Pengelolaan Sarana Dan Prasarana Di SD Negeri Mukiran 03, Kecamatan Kaliwungu, Kabupaten Semarang. 11(April), 60–74.
- Hasibuan, N. S. R., Nurbaiti, N., & Syafina, L. (2023). Analisis Efektivitas Penerapan Sistem Pengendalian Internal Pada Manajemen Sarana dan Prasarana Di MTsS Al-Abror Muara Soma. *Accounting Information System, Taxes and Auditing Journal (AISTA Journal)*, 2(2), 79–98.
- Hisyam, A. (1991). *Sarana dan prasarana olahraga*. Semarang: IKIP Semarang.

- Indrawan, I. (2015). Pengantar manajemen sarana dan prasarana sekolah. Deepublish.
- Khikmah, N. (2020). Manajemen Sarana Dan Prasarana Untuk Mengembangkan Mutu Pendidikan. *Jurnal Administrasi Dan Manajemen Pendidikan*, 3, 123–130. <https://doi.org/10.17977/um027v3i22020p123>
- Kurniawan, A. M., & Zainuri, A. (2022). Peran Komite Sekolah dalam Meningkatkan Kualitas Sarana dan Prasarana di MTs Mambaul Ulum Musi Banyuasin. *Dirasah: Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam*, 5(1), 1–22.
- Laupa, J. (2024). Peran Komite Sekolah Dalam Meningkatkan Mutu Pembelajaran Pendidikan Agama Islam DI SMP Negeri 1 Enrekang. Universitas Muhammadiyah Parepare.
- Meilanda, L., Ramadhanty, N., & Wulandari, R. (2022). Analisis Pengelolaan Sarana Dan Prasarana Di Kelompok Bermain (Kb). *Jurnal Multidisipliner Kapalamada*, 1(03 September), 316–327.
- Mujayaroh, M., & Rohmat, R. (2020). Pengelolaan dan pengalokasian dana pendidikan di lembaga pendidikan. *Arfannur*, 1(1), 41–54.
- Nurbaiti, N. (2015). Manajemen sarana dan prasarana sekolah. *Manajer Pendidikan*, 9(4).
- Rahayuningsih, S. (2021). Pengelolaan Dana Bantuan Operasional Sekolah (BOS). *Alhamra Jurnal Studi Islam*, 1(2), 110–117.
- Sabrina, D. E. V. A. (2018). Partisipasi Komite Sekolah Dalam Pelaksanaan Program Sekolah Di SDN Rawamangun 09 Kota Jakarta Timur. Universitas Negeri Jakarta.
- Sugiyono. (2014). *Metode Penelitian Pendidikan Penelitian Kuantitatif, Kualitatif, Dan R&D*. Alfabeta.
- Utami, R. (2022). Partisipasi Komite Sekolah Dalam Pengembangan Sarana Dan Prasarana Di Madrasah Tsanawiyah Fadhilah Pekanbaru. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Widyaningsih, E. (2016). Peran Komite Sekolah dalam pengelolaan sarana pembelajaran di SDN Serayu. *BASIC EDUCATION*, 5(10), 976–984.