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THE ROLE OF TRANSFORMATIONAL LEADERSHIP AND FINANCING MANAGEMENT ON THE AVAILABILITY OF SCHOOL INFRASTRUCTURE AND ITS IMPLICATIONS ON THE QUALITY OF EDUCATION IN PUBLIC ELEMENTARY SCHOOL OF PANDEGLANG REGENCY

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Abstract
The low quality of education in Indonesia is partly due to the weak role of teachers in exploring students' potential. Teachers often impose their will without considering students' interests and talents, so that their potential does not develop optimally. This study aims to analyze the influence of leadership and financial management on the availability of infrastructure and its implications for the quality of education in public elementary schools in Pandeglang Regency. The study used a quantitative approach with a questionnaire instrument to 105 teachers, and the data were analyzed using Partial Least Square (PLS) through SmartPLS 3.0. The results showed that leadership did not significantly influence the quality of education or infrastructure. In contrast, financial management had a positive and significant effect on the quality of education (t-statistic 2.299; p-value 0.011) and the availability of infrastructure (t-statistic 24.521; p-value 0.000). In addition, the availability of infrastructure was also proven to influence the quality of education (t-statistic 3.032; p-value 0.001). These findings confirm that the quality of education is more influenced by financial management and infrastructure than leadership.
Keywords: Transformational Leadership, Financial Management, Facilities and Infrastructure, Educational Quality

INTRODUCTION

The quality of education in Indonesia has declined over time. According to a UNESCO survey of developing countries in the Asia Pacific, Indonesia ranks 10th out of 14 countries in terms of education quality, and last in terms of teacher quality. One of the main causes of this low quality is the weak role of teachers in unlocking students' potential. Teachers often impose their will without considering students' interests, talents, and needs. However, good education should provide space for students to think creatively, as children's thinking styles cannot be forced.

Law No. 20 of 2003 concerning the National Education System affirms that education functions to develop abilities, shape character, and educate the nation. Based on a pre-survey of 40 elementary school stakeholders in Pandeglang Regency, the quality of education has not been fully achieved. The results showed that most respondents agreed regarding academic achievement, awards, school culture, and teacher professional development, but gaps still exist, such as teachers who are not qualified and graduates who are not optimally accepted into favorite schools. This indicates a gap in the quality of

education. Referring to the BSNP, educational success is determined by process standards, output, outcome, and eight national education standards.

Education plays a crucial role in national development, one of which is through the availability of infrastructure. Martin & Nurhayati Fuad (2016) assert that "educational facilities and infrastructure are essential resources to support the learning process in schools." However, their availability remains a problem in Indonesia. Reza Pahlevi et al. (2016) also state that the success of educational programs is strongly influenced by adequate and optimally managed infrastructure. Law No. 20 of 2003, Article 45, and Regulation No. 19 of 2005 stipulate minimum standards for infrastructure as a prerequisite for supporting a sustainable learning process.

The availability of classrooms in public elementary schools in Pandeglang Regency remains uneven. Some schools have classrooms, halls, libraries, and laboratories, but many still lack essential facilities such as laboratories, sports fields, and other supporting spaces in accordance with National Education Standards. Differences in student numbers and budget allocation are the main factors contributing to this disparity in infrastructure. Pre-survey results also indicated that some respondents believed school facilities did not meet needs. This situation highlights the need for effective financial management and school leadership to ensure optimal infrastructure availability and support the quality of education.

School leadership plays a crucial role in creating a conducive environment and supporting the availability of infrastructure. Effective leaders are able to identify needs, manage finances transparently, and motivate stakeholders. Previous research has shown that leadership influences teacher performance (Carti Carti et al., 2020), job satisfaction (Mawaddah et al., 2021), and school quality (Nurman et al., 2019). However, research that specifically focuses on infrastructure availability is rare. This study aims to address this gap by examining the influence of leadership on infrastructure provision and improving educational quality.

Based on the description above, this research offers novelty by placingavailability of infrastructure as an important variable influenced by leadership and financing management, which has not previously been comprehensively studied. While previous research has focused more on the influence of leadership on teacher performance, discipline, or satisfaction, this study presents a new contribution by examining how transparent and accountable leadership and financial management can improve school facilities and infrastructure and ultimately impact educational quality. Thus, this research is expected to provide a new perspective on educational management, particularly in Pandeglang Regency.

LITERATURE REVIEW

Quality of Education

According to the Big Indonesian Dictionary (KBBI) (2024), quality is a measure of the goodness or badness of an object; level; degree or degree (of intelligence, intellect, and so on). In the context of education, quality is related to customer or stakeholder satisfaction, including students, parents, and the community. Suhardan (2020) states that quality is defined as a condition related to customer satisfaction. Meanwhile, Engkos Koswara & Komariah (2010) in Siti Nurlatifah (2016) emphasize that quality is a condition that meets and exceeds customer expectations, resulting in customer satisfaction.

Transformational Leadership

Transformational leadership is considered the best leadership model because it can motivate, inspire, and encourage subordinates to achieve optimal performance. According to Sofiah Sinaga et al. (2021), this concept integrates character, style, and contingency approaches in leadership. Kadir et al. (2021) emphasize that communication is essential in transformational leadership. Furthermore, Bass in Timur Sari (2023) defines transformational leadership as a leadership style that strengthens teamwork and provides a clear vision. Erman & Winario (2024) call it comprehensive leadership capable of initiating change across various aspects of the organization.

Financing Management

Management comes from the word*to manage*which means to manage. According to Malayu Hasibuan (2011:1), management is a process to achieve goals through the arrangement of elements of man, money, methods, materials, machines, and markets. In the context of education, financial management plays a crucial role because it involves planning, organizing, and controlling financial resources for efficiency and effectiveness (Mulyasa, 2016 in Sholehah, 2022). Hadi (2020) emphasized that the implementation of education is inseparable from financial funds, so good governance is needed to ensure the sustainability of educational services.

Infrastructure

According to the Big Indonesian Dictionary (KBBI), facilities are anything used as a tool to achieve a goal. Suhelayanti et al. (2020) emphasize that facilities are direct tools, while infrastructure is indirect tools. H.M. Joharis Lubis & Haidir (2019) state that facilities and infrastructure help activities run smoothly, effectively, and efficiently. Reza Pahlevi et al. (2016) emphasize the importance of educational facilities and infrastructure in creating a conducive learning environment. Ministerial Regulation No. 32 of 2018 regulates standards for facilities and infrastructure, while Sardiman (2018) emphasizes the role of a conducive learning environment supported by adequate facilities.

Thinking Framework

1. The direct influence of transformational leadership on the quality of education

   The principal's transformational leadership plays a crucial role in improving educational quality. Through a clear vision, motivation, and example, leaders can encourage teachers to work optimally, students to be more engaged, and school management to be more effective. Therefore, strong leadership is believed to have a direct and significant impact on improving educational quality in schools.
2. The Influence of Financing Management on the Quality of Education

   Good financial management enables efficient planning, use, and monitoring of educational funds. Appropriate allocation of funds supports learning activities, facility maintenance, and educational innovation. With transparent financial management, schools can improve the quality of education. Therefore, effective financial management is believed to have a direct impact on educational quality.
3. The Influence of Transformational Leadership on the Availability of Educational Facilities and Infrastructure

   Transformational leadership plays a role in ensuring the availability of educational facilities and infrastructure. A visionary and communicative principal is able to mobilize resources and make strategic decisions regarding facility procurement. Through effective leadership, schools can have adequate facilities, thus confirming the research hypothesis that leadership significantly influences the availability of educational facilities and infrastructure.
4. The Influence of Financing Management on the Availability of Educational Facilities and Infrastructure

   Financial management directly impacts the availability of educational facilities and infrastructure. Sound budget planning, appropriate allocation of funds, and strict oversight ensure that facility needs are met. With effective financial management, schools can provide adequate learning resources. Therefore, sound financial management is believed to increase the availability of educational facilities and infrastructure.
5. The Influence of the Availability of Facilities and Infrastructure on the Quality of Education

   Adequate infrastructure, such as classrooms, laboratories, and supporting facilities, is a crucial factor in educational quality. A comfortable learning environment encourages better student learning and teachers to teach more effectively. Therefore, this study tests the hypothesis that the availability of adequate infrastructure significantly impacts educational quality.

6. The Influence of Transformational Leadership on the Quality of Education through the Availability of Facilities and Infrastructure

   Transformational leadership indirectly influences educational quality through the provision of infrastructure. Effective leaders are able to optimally allocate resources to support learning facilities. The availability of good infrastructure creates a conducive environment, which ultimately improves educational quality. This research hypothesis confirms the mediating role of infrastructure in the relationship between leadership and educational quality.

7. The Influence of Financing Management on the Quality of Education through the Availability of Facilities and Infrastructure

   Effective financial management enables schools to provide infrastructure that supports learning. With proper financial management, schools can improve facilities, thereby creating a conducive learning environment. This indirectly impacts educational quality. This study tests the hypothesis that financial management significantly influences educational quality through the availability of infrastructure.

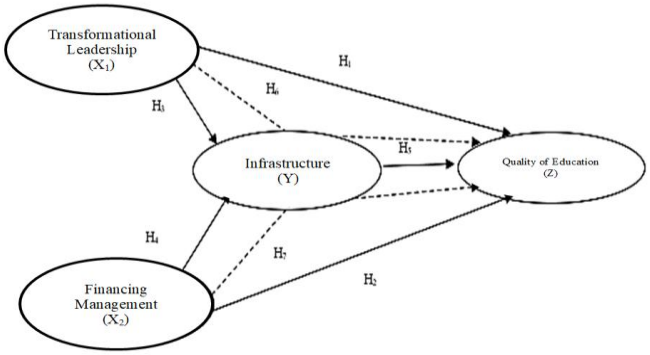

Figure 1 Thinking Framework

METHOD

Research methods

This research uses a quantitative method with a descriptive approach. This method was chosen because it allows researchers to obtain data in numerical form that can be analyzed objectively. The descriptive approach serves to describe phenomena as they are, without any manipulation or specific treatment of the variables being studied (Sugiyono, 2017). The focus of this research is to describe the relationship between financial management, principal leadership, infrastructure, and educational quality in elementary schools. Data were obtained through questionnaires distributed to principals, teachers, and administrative staff, thus providing a realistic picture of conditions on the ground.

Population and Sample

According to Sugiyono (2014), a population is a generalized area consisting of objects or subjects with certain qualities and characteristics determined by the researcher to be studied. The population in this study was all teachers at Public Elementary Schools (SDN) in Pandeglang Regency, Banten, with a total of 683 teachers based on data from the local Education Office. This relatively large population served as the basis for determining the number of research samples.

The sample selection was conducted by considering the number of research indicators and the analysis techniques used. Based on the requirement of a minimum of five times the number of indicators, a sample size of 105 respondents was required (Sugiyono, 2017). The sampling method used was stratified random sampling, considering 16 elementary schools in Pandeglang Regency as strata. Each stratum received a sample allocation proportionally based on the number of teachers it had. Teachers and administrative staff were then randomly selected to complete the questionnaire. With this technique, the sample obtained was expected to more accurately represent the characteristics of the population.

Data Collection Techniques

Data were collected using a questionnaire as the primary instrument. The questionnaire contained statements arranged on a five-point Likert scale, ranging from strongly disagree to strongly agree. This instrument was designed to measure respondents' perceptions of financial management, principal leadership, the availability of infrastructure, and educational quality. The questionnaire was chosen as a data collection technique because it is efficient in reaching a large number of respondents and allows for quantitative data processing (Arikunto, 2019). In addition to the questionnaire, secondary data from official documents from the Education Office were also used to strengthen the analysis.

Data Analysis Techniques

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of the SmartPLS 3.0 application. PLS-SEM was chosen because it is able to analyze the relationship between latent variables while measuring the contribution of indicators to those variables (Ghozali & Latan, 2015).

1. Outer Model Evaluation

   The first stage is to evaluate the outer model or measurement model. The validity of the indicators is tested throughconvergent validitywith a loading factor criterion above 0.70, although a value of 0.50 is still acceptable at the development stage (Yamin, 2023). Furthermore,discriminant validitytested to ensure that the indicators on a variable do not measure another variable. Reliability is tested by

looking atcomposite reliability And Cronbach's Alphawith a minimum limit of 0.70 as an indicator of internal consistency.

2. Inner Model Evaluation

   The second stage is to evaluate the inner model or structural model. Testing is done by looking at the values R-Square (R^2) to assess predictive power, Q-Squareto measure predictive relevance, as well asGoodness of Fit (GoF) to assess the model's overall validity (Tenenhaus et al., 2004). Also, value path coefficientused to assess the direction and significance of the relationship between variables, while hypothesis testing is done throught-statistic And p-value. The model is considered valid when the t-statistic value exceeds the t-table at the 5% significance level.

Thus, the use of descriptive quantitative methods through PLS-SEM provides a comprehensive approach to explaining the relationship between variables while measuring the contribution of each indicator to improving the quality of education.

RESULTS AND DISCUSSION

Research result

Requirements Analysis Testing

Before testing the hypotheses, the analysis requirements were first tested through an evaluation of the instrument's validity and reliability. Validity tests included convergent and discriminant validity, while instrument reliability was tested using composite reliability and Cronbach's alpha. The evaluation guidelines in this study refer to Hair et al. (2014) and Robinson et al. (1991). The following table presents a summary of the evaluation criteria for the SEM-PLS-based research model.

Table 1 Validity and Reliability Criteria

Evaluation	Criteria	Source
Convergent Validity	Loading Factor > 0.50 (indicator 0.4–0.7 can still be maintained if AVE increases)	Hair et al. (2007, 2014)
	AVE > 0,50	Hair et al. (2010, 2014); Fornell & Larcker (1981)
Discriminant Validity	The AVE root of each construct is higher than the correlation between constructs.	Fornell & Larcker (1981)
Reliability	Cronbach Alpha > 0.70 or minimum 0.60	Robinson et al. (1991)

Data processing using SmartPLS showed that all indicators had loading factors >0.50. The AVE root value for each construct was also greater than the correlation between constructs, thus discriminant validity was met. Furthermore, the AVE, composite reliability, and Cronbach's alpha values for all variables were above the minimum threshold, thus the instrument was declared valid and reliable.

Tabel 2 Averange Variance Extracted (AVE)

Variables	AVE value	Information
Transformational Leadership	0,599	Valid
Financing Management	0,603	Valid
Availability of Facilities and Infrastructure	0,694	Valid
Quality of Education	0,642	Valid

Source: SmartPLS3 Data Processing, 2025

Structural Model (Inner Model)

The inner model is analyzed by measuring the R-square (R^2) value to see the ability of exogenous variables to explain endogenous variables. According to Hair et al. (2010), R^2 values are categorized as strong (0.75), moderate (0.50), and weak (0.25).

Table 3 R-Squares Values

Endogenous Variables	R Square	R Square Adjusted
Availability of Facilities and Infrastructure (Y)	0,850	0,847
Quality of Education (Z)	0,663	0,652

Source: SmartPLS3 Data Processing, 2025

Interpretation:

1. R^2 value for the variable*Availability of Facilities and Infrastructure*of 0.850, indicating that leadership and financial management are able to explain 85% of the variation in the availability of infrastructure (strong category).
2. R^2 value for the variable*Quality of Education*of 0.663, meaning that leadership, financial management, and infrastructure are able to explain 66.3% of the variation in education quality (moderate-strong category).

Hypothesis Testing

Hypothesis testing is done by looking at*path coefficient*through testing*bootstrapping* at the 5% significance level. The hypothesis is accepted when the t-statistic value > 1.96 and p-value < 0.05.

Table 4 Path Coefficient (Direct Effect)

Track	Original Sample (O)	t-statistics	p-values	Information
Leadership → Infrastructure	0,018	0,280	0,390	Not significant
Leadership → Quality of Education	0,059	0,744	0,229	Not significant
Financing Management → Infrastructure	0,919	24,521	0,000	Significant
Financing Management → Quality of Education	0,352	2,299	0,011	Significant
Facilities and Infrastructure → Quality of Education	0,466	3,032	0,001	Significant

Source: SmartPLS3 Data Processing, 2025

Interpretation:

1. Leadership does not have a significant direct influence on infrastructure or the quality of education.
2. Financing management has a significant impact on educational facilities and infrastructure and quality.
3. Infrastructure has a significant impact on the quality of education.

Indirect Effect (Mediated Effect)

To test whether there is an indirect influence through the mediating variable*Availability of Facilities and Infrastructure*, analysis was carried out*Specific Indirect Effects*.

Table 5 Specific Indirect Effects

Indirect Path	Original Sample (O)	t-statistics	p-values	Information
Leadership → Facilities and Infrastructure → Quality of Education	0,008	0,281	0,389	Not significant
Financing Management → Facilities and Infrastructure → Quality of Education	0,428	2,927	0,002	Significant

Source: SmartPLS3 Data Processing, 2025

The results show that:

1. The indirect influence of leadership on the quality of education through infrastructure is not significant.
2. Financing management has a significant influence on the quality of education through infrastructure, so that infrastructure is proven to be a mediator.

Based on the results of the analysis, it can be concluded:

1. Hypothesis 1 (rejected): Leadership does not have a significant effect on the quality of education.
2. Hypothesis 2 (accepted): Financing management has a significant effect on the quality of education.
3. Hypothesis 3 (rejected): Leadership does not have a significant effect on infrastructure.
4. Hypothesis 4 (accepted): Financing management has a significant influence on infrastructure.
5. Hypothesis 5 (accepted): Facilities and infrastructure have a significant influence on the quality of education.
6. Hypothesis 6 (rejected): The indirect effect of leadership on the quality of education through infrastructure is not significant.
7. Hypothesis 7 (accepted): The indirect effect of financing management on the quality of education through infrastructure is significant.

Discussion of Research Results

1. The Influence of Financing Management (X2) on the Quality of Education (Z)

   The results of the study indicate that financial management has a positive and significant impact on educational quality. The calculated t-value of 2.299 is greater than the t-table value of 1.64, with a p-value of 0.011 < 0.05. This proves that good financial management can improve educational quality through better facilities, teacher welfare, and increased resources. This finding aligns with Komariah et al. (2022) and Riinawati (2022) who emphasize the importance of effective school financial governance. With thorough budget planning, implementation, and oversight, educational quality can be optimally improved.

2. The Influence of Financing Management (X2) on the Availability of Infrastructure (Y)

   The results of the hypothesis test show that financial management has a significant effect on infrastructure, with a t-statistic of 24.521 > 1.64 and a p-value of 0.000 < 0.05. This proves that schools with good financial management are able to provide more adequate learning facilities. Maghfira (2023) in JIIP emphasized that proper management of educational funds enables schools to provide modern facilities, thus making the learning process more effective. Thus, the availability of good infrastructure is highly dependent on the effectiveness of school financial management in allocating the budget according to educational priorities.

3. The Influence of Availability of Facilities and Infrastructure (Y) on the Quality of Education (Z)

   The availability of infrastructure has been shown to have a positive and significant impact on educational quality, with a t-statistic of 3.032 > 1.64 and a p-value of 0.001 < 0.05. A learning environment equipped with adequate facilities, such as laboratories, libraries, and comfortable classrooms, supports optimal learning outcomes. Navis (2020) also found that good facilities allow for improved service quality and user satisfaction. This proves that adequate infrastructure not only supports comfortable learning but also has a significant impact on improving educational quality and student academic achievement.

4. The Influence of Financing Management (X2) on the Quality of Education (Z) through Facilities and Infrastructure (Y)

   Research findings demonstrate that financial management significantly impacts educational quality through the availability of infrastructure, with a t-statistic of 2.927 > 1.64 and a p-value of 0.002 < 0.05. This aligns with educational management theory, which emphasizes the direct link between financial management and improving school facilities. Research in the Journal of Educational Administration (2016) also confirms that effective financing will encourage the optimization of educational facilities. Thus, appropriate financial management provides a dual contribution: improving infrastructure while simultaneously strengthening the overall quality of education.

5. The Influence of Leadership (X1) on the Quality of Education (Z)

   The test results show that leadership does not significantly influence educational quality, with a t-statistic of 0.744 < 1.64 and p-values of 0.229 > 0.05. This means that educational quality is more influenced by other factors, such as curriculum, infrastructure, and financial management. Differences in perceptions of leadership style can also influence the research results. This indicates that leadership alone is not sufficient to improve educational quality without the support of other supporting variables. This finding opens up opportunities for further research to assess moderating variables that may play a role in strengthening the influence of leadership.
6. The Influence of Leadership on the Availability of Facilities and Infrastructure (Y)

   Leadership did not significantly influence infrastructure, with a t-statistic of 0.280 < 1.64 and p-values of 0.390 > 0.05. This indicates that the provision of school facilities is more influenced by government policies, budget allocations, and external support than by leadership styles at the institutional level. External factors such as sponsorship or community support also play a significant role in the provision of infrastructure. Therefore, although leadership plays a role in school management, budgetary factors and public policy remain more dominant in determining the availability of educational facilities.
7. The Influence of Leadership on the Quality of Education through Infrastructure

   The results of the study indicate that leadership does not significantly influence the quality of education through infrastructure, with a t-statistic of 0.281 < 1.64 and p-values of 0.389 > 0.05. This means that the availability of infrastructure alone is not sufficient to improve the quality of education without effective leadership. The main factors that play a greater role are financing policies and resource management. This study indicates that although leadership is important, its impact on the quality of education through infrastructure tends to be weak, so a more integrative approach is needed in school management.

CONCLUSION

The research results show that financial management plays a crucial role in improving the quality of education and in providing school infrastructure. Planned, efficient, and targeted financial management can improve the quality of educational services through the provision of learning facilities, improving the welfare of teaching staff, and developing other resources. This demonstrates that sound financial governance is a key factor in supporting the achievement of quality education.

Financial management has been shown to significantly influence the availability of infrastructure. Schools with better financial management tend to be able to provide adequate facilities and support the teaching and learning process more optimally. This condition indicates that the quality of infrastructure is

largely determined by the effectiveness of educational fund management. Other findings show that the availability of infrastructure directly contributes to improving educational quality. A learning environment equipped with comfortable classrooms, well-equipped laboratories, and other supporting facilities has a positive impact on learning effectiveness and student achievement. Thus, infrastructure is a crucial element in creating better educational quality.

Financial management also significantly influences educational quality through the availability of infrastructure. This confirms that the proper allocation and use of funds not only contributes directly but also strengthens educational quality through the availability of facilities. Meanwhile, transformational leadership did not show a significant impact, either directly or through the availability of infrastructure. This indicates that improving educational quality is more determined by the effectiveness of financial management and the quality of facilities than by the role of leadership alone.

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