The Relationship between the Financing of Education and Quality of Primary Schools in Indonesia

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***Abstract* ---The purpose of this study was to examine the relationship between quality of education financing at school from elementary schools in the city of Bandar Lampung, Lampung province, Indonesia. This is a quantitative research methods asosiative. Data was collected by using a questionnaire with a sample of 127 teachers in the response rate of 100%. The hypothesis was tested using simple linear regression analysis through the t test to determine the relationship of the independent variables on the dependent variable at 95% confidence level (α = 0.05). The results showed that no significant effect on the financing of the quality of schools.**

***Keywords* ---- Indonesia, school quality, education financing.**

I. INTRODUCTION

School quality is the result of the assessment of the education process with high expectations for the reach of the effort to develop the talent education customers through the process of education (Goddard, Hoy, & Hoy, 2000). Many factors affect the quality of schools including organizational culture, school leadership, organizational climate, facilities, teacher performance, and funding (Hoy & Miskel, 2008). School policy is part of the education funding strategyto promote more equitable access to quality education (Hall & Giese, 2009). Schools need to be a learning center for the community, safe, and sustainable. This is the time to examine our beliefs, reevaluate how we are doing it, and committed to getting better results (Vincent, 2012: 5).Shortage educational development needs to be updated, of teachers, the quality of teachers, the quality of graduates is still low (Callahan, 2005: 20).

This Third Edition of the National Report Card continues to make the case for states to take immediate and longer-term action to improve the fairness of their school finance systems. The Report builds on previous analyses to highlight the repercussions of the financial crisis on the fairness of states' school funding systems(Baker, Sciarra, &Farrie, 2014).Effort to simplify and modernize the system and to align it with international developments, the evaluation of research and funding allocation was changed as well (Good, Vermeulen, Tiefenthaler, & Arnold, 2015).

Over the past two decades, attention has been focused on primary education (Itegi, 2016). Quality in education is meant to meet the needs and exceed the expectations of stakeholders, and continuous quality improvement requires a consistency of purpose (Itegi, 2016).

Good schooling is frequently upheld as decisive in life, but empirical evidence remains quite ambiguous when it comes to answers about what makes a school 'good', and about what it is that people really value in education(Gibbons, Machin, & Silva, 2013).

There has been a recent state-level emphasis on monitoring student outcomes. Such monitoring systems can include content standards and benchmarks to measure progress, statewide assessment instruments, and school report card data that policy makers, school personnel, and parents can also use to compare schools (Heck, 2000).But further analysis suggests that achieving improvements in the quality dimension will be difficult and will take long-term commitments to change (Hanushek, 2005).

This study is in three parts. First, explain the method, samples, instruments, data collection procedures. Both present the results and findings. Thirdly it is to explain the conclusions and implications.The purpose of this study was to answer the research question, "What is the relationship between the funding of education and the quality of school?".

II. METHODS

This quantitative study conducted in ten public primary school in the city of Bandar Lampung, Lampung, Indonesia. A total of 127 teachers selected randomly from among representatives of the public elementary school.

Study Design: quantitative studies

Study locations: ten public elementary school in the city of Bandar Lampung, Lampung, Indonesia.

Study duration: March 2019 to April 2019

Sample size: 127 teachers.

The sample size calculation: The population of teachers of public primary schools in the State schools in the city of Bandar Lampung, Lampung province is 3,015. We used a 95% confidence level.The sampling technique in this research using random sampling techniques drawn from the population, randomly and proportionally distributed. sampling has two steps based on the location and schools.Your first step by location. There are a total of sixteen districts in the city of Bandar Lampung and captured a district that is Way Halim. The second step is based on a school in the city of Bandar Lampung subdistrict Way Halim. There are 10 public

elementary schools in the city of Bandar Lampung. All public schools in one district have, finally, a sample of 127 teachers, out of 187 teachers, chosen from the selected schools.

Instrument

Instruments in this study using a questionnaire. The questionnaire consisted of nineteen statement about the quality of schools and twenty statements about education financing. Quality schools the ability of an institution to take advantage of educational resources as possible in order to improve the education system, both in terms of management and in terms of the educational process itself, directed effectively to increase the added value of the input factors (size of school classes, teachers , textbooks, learning situation, and curriculum, school management, family) in order to produce the highest output.The questionnaire assessed with Likert scale ranging from 1 to 4 are various meanings of each range, 1 = strongly disagree, 2 = disagree, 3 agreed, and 4 = strongly agree. Also questionnaire results hadhigh in validity and reliability.

Data collection procedures

Questionnaires were administered to the principal for a month for all the principles of public primary school in the city of Bandar Lampung. It is advisable to be delivered directly to their teachers. The teachers who advocate to answer the questionnaire in accordance with their own opinion and the real conditions in their schools so that the results can be saia alliance. The questionnaire was completed by 127 teachers (100% response rate) in ten schools of the districts Way Halim from the city of Bandar Lampung, Lampung, Indonesia. Package for the Social Sciences (SPSS) version 22 is used to analyze the data.

III. RESULTS AND DISCUSSION

Description of variables

Table 1 reports a score of minimum, maximum, mean, standard deviation and variance.

Table 1. Descriptive statistics for variables

Component	School quality	Education Funding
N	127	127
lowest score	54	53
highest score	75	78
amount	8663	8847
average	68.21	69.66
standard deviation	7,159	8297
variance	51 248	68 845

The lowest score was 54 for 53 for the quality of schools and education financing. The highest score for the quality of the school is 75 and 78 for education funding. The mean for the quality of schools is 68.21 and 69.66 for education financing. The standard deviation for the quality of schools is 7.159 and 8.297 for education financing. The variance for the quality of schools is 51 248 and 68 845 for the financing of education.

These findings show: first, the perception of teachers, quality of schools in the public elementary schools in the province of Lampung higher education financing. Second, the perception of financing education teacher in primary school in Lampung province is also quite high. Finally, the teachers, in general, agree that there is a significant relationship between the quality of schools and education financing in the primary school in the city of Bandar Lampung.

Analysis of pre-test is needed can be divided into several types, namely normality test, homogeneity, multicollinearity test and linearity test(Sugiyono, 2010),

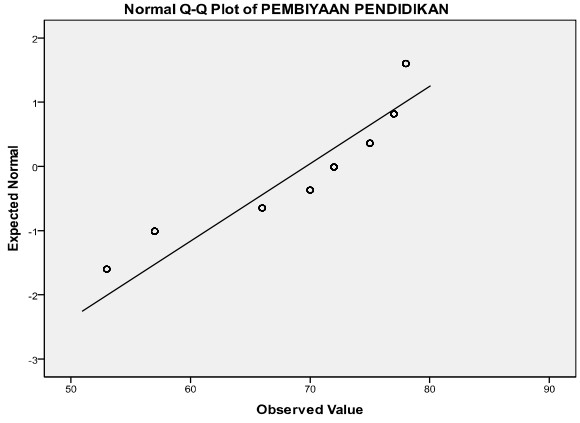
Table 2 reports the normality of the data using Package Package for the Social Sciences (SPSS) version 22.

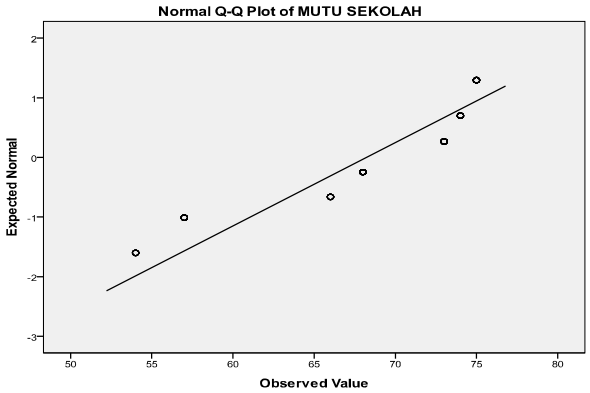
Table 2. Distribution Normal Result

		Financing Education	Quality School
N		127	127
Normal Parametersa, b	mean	69.66	68.21
	Std. deviation	8.297	7.159
Most Extreme differences	Absolute	, 209	, 244
	positive	, 157	, 172
	negative	-, 209	-, 244
Kolmogorov-Smirnov Z		2,360	2,752
Asymp. Sig. (2-tailed)		, 091	, 103

Table 2 shows that the data are normally distributed because the values of the quality of school and higher education funding of 0.05.

The purpose of this table to determine the normal distribution of data or can not be seen in Table significance value 0.091 education financing; school quality 0.103. The significant value of these two variables normal distribution.





In Linearity test, formulation of a hypothesis is: Ho: non-linear regression model, Hi: linear regression model, with the test criteria: reject Ho if the value of α of deviation from linearity in the ANOVA table is <0.05, in other cases Ho accepted. Table 3 shows the results of linearity test.

Table 3. linearity test

			Sum of Squares	df	mean Square	F	Sig.
	Between Groups	(Combined)	57.003	6	9.502	6.925	,012
		linearity	2,515	1	2,515	1.833	,132
		Deviation from Linearity	7.488	5	1,498	1,091	**,328**
	Within Groups		164.667	120	1.372		
	Total		231.673	126			

Significant value in Table 3obtained value of F = 1.091 <F table = 1.35 at significance level α = 0.05, which indicates that Ho is rejected and the regression model on the quality of school education funding linear. Can dismpulkan that influence the shape of education financing (X1) the quality of schools (Y) is significant and linear.

Table 4. Model summary of the quality of school education financing

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate
	1	, 799	, 638	635	4.324

It can be concluded that the effect on the quality of education financing schools with grades of determination of 0.799. Financing contribute to quality of school education by 6.38% as shown in the R-square. In the ANOVA table as shown in the appendix shows the value of 0.01 <α (0.05), meaning that the financing of education positively affects the quality of schools.

IV. CONCLUSION

This paper examines the relationship between the quality of schools and education financing, using survey data from a sample of 127 school teachers in ten subdistricts Way Halim in Bandar Lampung. This research is a quantitative research methods asosiative. Data was collected by using a questionnaire with a sample of 127 teachers in the response rate of 100%. The hypothesis was tested using simple linear regression analysis through the t test to determine the relationship of the independent variables on the dependent variable at 95% confidence level (α = 0.05). The results showed that no significant relationship between the funding of education and the quality of schools,which implied that the higher education funding, will produce a better quality of school. The lower the education financing, the worse the quality of the school as well. These variables actually have a positive and significant relationship.

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