# The Influence of Educational Unit Operational Assistance Governance and Principal Competence on the Quality of Education in Public Junior High Schools in Sidenreng Rappang Regency: The Moderating Role of Community Participation

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**ABSTRACT:**

This study aims to analyze the effect of Educational Unit Operational Assistance (BOSP) governance and principal competence on the quality of education in public junior high schools (SMPN) in Sidenreng Rappang Regency, as well as to examine the moderating role of community participation. This study employed a quantitative approach with a causal design. Data were collected through questionnaires distributed to teachers of public junior high schools receiving BOSP funds and were analyzed using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method. The results of the study show that BOSP governance has a positive and significant effect on the quality of education. Principal competence is also proven to have a positive and significant effect on the quality of education. In addition, community participation has a positive and significant effect on the quality of education. The moderation test results indicate that community participation is able to strengthen the effect of BOSP governance on the quality of education. However, community participation is not able to moderate the effect of principal competence on the quality of education. Therefore, the improvement of education quality in public junior high schools in Sidenreng Rappang Regency is strongly determined by transparent, accountable, effective, and efficient BOSP governance, as well as good principal competence, supported by appropriate community participation.

Keywords: BOSP Governance, Principal Competence, Quality of Education, Community Participation.

## INTRODUCTION

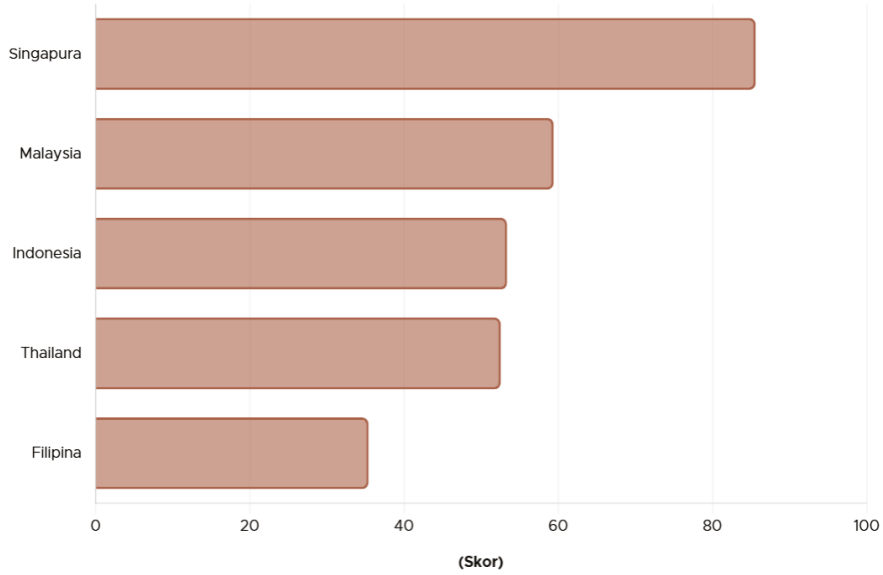
Education plays a very important role in the development of a nation. Rapid and sustainable progress in education will have an impact on improving the quality of various sectors of life. Quality and equitable education will make a significant contribution to enhancing the quality of human resources. High-quality human resources will increase participation rates in development across various fields.

Education is the main foundation for developing quality human resources. Good education produces individuals who possess the knowledge, skills, and attitudes needed to face the challenges of the world

of work, as well as to develop character, ethics, and values that are important in social life. Quality educational services are able to provide opportunities for every individual to explore their best potential and contribute significantly to the development of various aspects of community life.

Good education will produce individuals who have the competence to compete in an increasingly competitive international labor market. Quality education also plays a role in creating innovation, employment opportunities, and technological advancement, which will encourage economic growth and social welfare. Through education, we can produce a workforce that is adaptive, creative, and ready to face the changing times.

In 2024, Indonesia's human resource competitiveness level ranked 46th out of 67 countries and third in ASEAN, with a score of 53.4. This is based on research conducted by the International Institute for Management Development (IMD), a business school based in Switzerland.



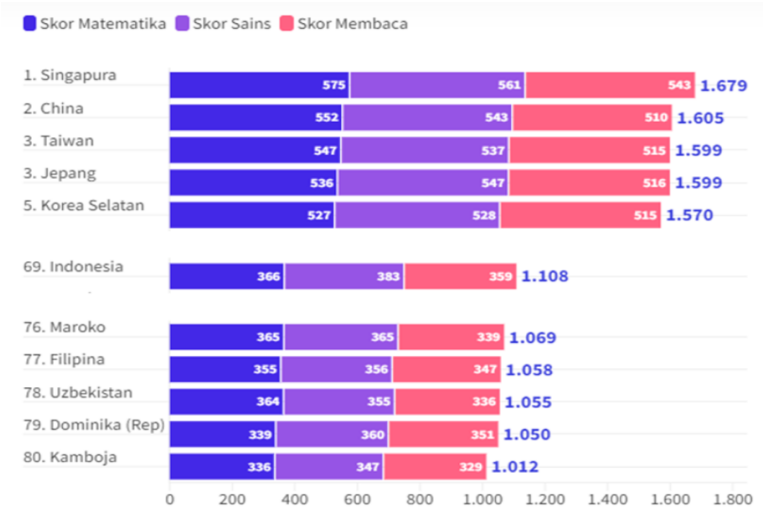

Source: https://data.goodstats.id/statistic/daya-saing-sdm-indonesia-terbaik-ketiga-di-asean-xzeu

**Figure 1. Human Resource Competitiveness of ASEAN Countries in 2024**

Education plays an important role in building an inclusive and equitable society. Equal access to quality education for all levels of society can reduce social and economic disparities, as well as create fairer opportunities for everyone. Good education teaches the values of tolerance, cooperation, sharing, and respect for diversity in order to maintain social balance.

Overall, quality education is a highly valuable long-term investment for future generations. Quality education focuses on the development of human resources, prepares individuals for future success, and builds a strong foundation for the progress and welfare of society as a whole. To achieve quality education, planning, funding, management, evaluation, program follow-up, and bargaining with various stakeholders are required. The question then is: how is the quality of our education?

The literacy and numeracy achievements of our education system are still relatively low. This fact is based on the results of the 2022 Programme for International Student Assessment (PISA) test conducted by the Organisation for Economic Co-operation and Development (OECD), which placed Indonesia 69th out of 80 countries.

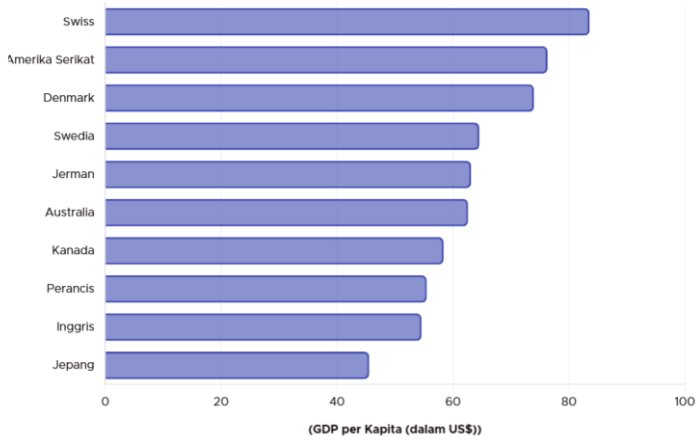



Source: https://goodstats.id/article/posisi-indonesia-di-pisa-2022-siapkah-untuk-01-27RLyK

**Figure 2. PISA Scores in 2022**

The results of this test provide a clear picture that the quality of Indonesian education in the areas of numeracy, science, and literacy remains low. The mathematics test score reached 366, the science score reached 383, while literacy had the lowest achievement score, at 335.

To realize quality education, it is necessary to open our eyes and examine how education systems have been developed in other countries, enabling their citizens to achieve a more advanced standard of living. Countries such as Switzerland, the United States, Denmark, Sweden, Germany, Australia, Canada, France, the United Kingdom, and Japan are widely recognized for having good education systems (World Population Review, 2023).




Source: https://data.goodstats.id/statistic/top-10-negara-dengan-pendidikan-terbaik-di-dunia-2023-ZEkSU

**Figure 3. Countries with the Best Education Systems in the World in 2023**

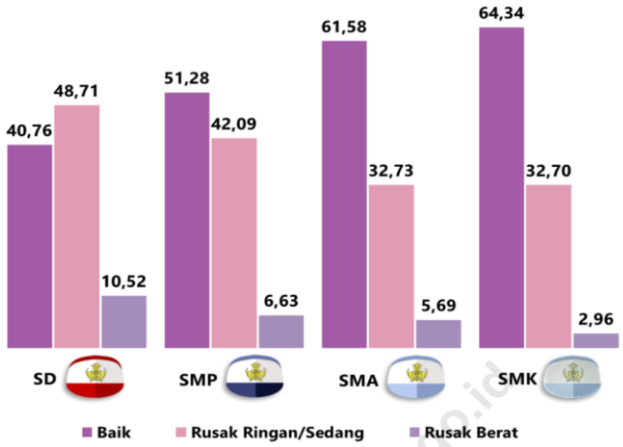
The education systems implemented in these countries have been proven to have a positive impact on the advancement of knowledge, technology, and civilization in their respective nations. The education systems they have developed are not overly complex; all countries, including Indonesia, can adopt such education systems through different approaches. Although the education systems of these countries are already advanced, an in-depth study of potential problems within those systems is still needed if they are to be implemented in our country. This study is considered necessary to mitigate various existing

issues before determining an appropriate education system.

There are several main problems that affect the quality of our education system. The quality of teachers, particularly in terms of qualifications and training, still needs to be improved both qualitatively and quantitatively. Many teachers have not received adequate training and education to teach in accordance with the expected quality standards. Due to teacher shortages, especially in certain regions, teachers who do not yet meet the required qualifications are still employed as teaching staff.

In addition, the issue of welfare and incentives for honorary teachers, which remain relatively low, often reduces their motivation and enthusiasm in teaching. They have served for many years with modest salaries while hoping to be appointed as civil servants so that their income and welfare can improve.

Another issue in the field of education is related to educational infrastructure, which is reflected in inadequate facilities. This condition can be seen in the large number of schools that still lack basic facilities such as laboratories, libraries, school sanitation, and proper classrooms. Meanwhile, many classrooms are damaged, as shown in the statistical data below.




Source: Educational Statistics Volume 13, 2024

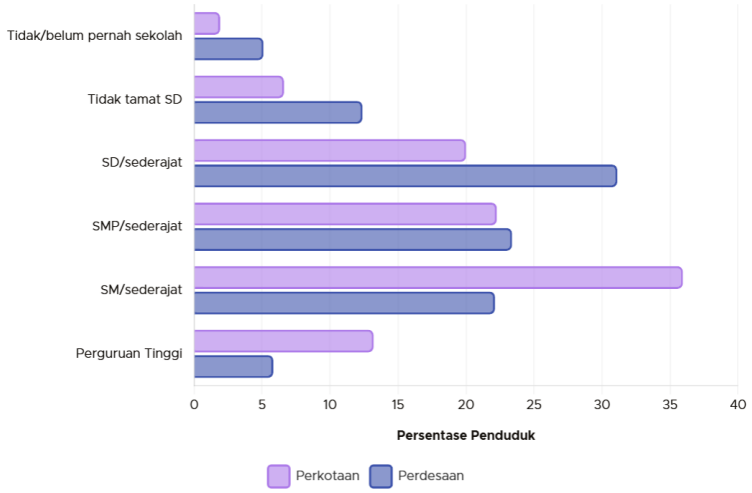
**Figure 4. Percentage of Classrooms by Level of Education and Classroom Condition in the 2023/2024 Academic Year**

At the junior high school level, only 51.28% of classrooms are in good condition, while 48.72% of classrooms are damaged.

This condition is further worsened by accessibility issues. Students in remote areas often face difficulties in accessing quality education due to limited infrastructure, long travel distances, and extreme geographical conditions. A journal article written by Novrian Satria Perdana (2015), which examined the factors influencing access to education for Indonesian children, revealed that "factors such as proximity to schools and household per capita income influence the accessibility of obtaining higher levels of education".

An irrelevant curriculum that is too dense and inflexible often fails to adapt to current developments and students' needs. The lack of inclusion is also reflected in a curriculum that does not adequately consider the needs of students from diverse backgrounds, abilities, and regional conditions.

Educational inequality between regions remains a significant issue, as there are notable differences in the quality of education between urban and rural areas. As a result, some teachers prefer to serve in schools located in urban areas. After only a few years of being assigned to rural areas, they often apply for transfers to cities, which eventually leaves rural areas with a shortage of qualified teachers. Economic inequality is also one of the obstacles to achieving quality education. Students from low-income families often do not have equal access to quality education.




Source: https://data.goodstats.id/statistic/ketimpangan-pendidikan-desa-dan-kota-masih-tinggi-penduduk-desa-didominasi-tamatan-sd-raoZg

**Figure 5. Highest Level of Education Completed by the Population Aged 16 Years and Above**

In the field of technology, one of the main issues is the limited use of technology due to restricted internet access. Many schools still do not have adequate internet access to support online learning. As a result, educational services that should be accessible to teachers remotely are hindered by limited internet connectivity. The ownership of ICT facilities at the junior high school level has reached 78.7%, meaning that 21.3% of schools still do not have ICT devices (Ministry of Education, Culture, Research, and Technology, 2021). This condition affects the low level of digital literacy among teachers and students, thereby hindering the integration of technology into learning. The innovation of teachers in rural areas is limited by inadequate internet network conditions.

Inconsistent education management and policies, along with policy changes that are too frequent and lack clear direction, make the education system unstable. Curriculum changes that are too extreme tend to overlook previous programs that have proven to be highly effective. Complicated bureaucratic processes often hinder the implementation of innovative education programs, both for teachers in urban areas and especially for those in rural areas. The appointment of school principals often involves political considerations more than the competence and capacity of the teachers themselves.

Data from a study conducted by Gede Darmika et al. (2014) concluded that out of 250,000 school principals in Indonesia, 70% were considered incompetent. This data indicates the low quality of school principals in Indonesia on a macro level. The research data on the six leadership behaviors of school principals are presented in the table below:

**Table 1. Summary of Data Analysis on School Principal Gaps**

| No | Variable | Standard (X) | Score (Y) | Difference (Y-X) | Category |
|---|---|---|---|---|---|
| 1 | Leadership Behavior | 100 | 76.37 | -23.63 | L |
| 2 | Personality | 100 | 92.84 | -7.16 | VL |
| 3 | Managerial Competence | 100 | 90.51 | -9.49 | VL |
| 4 | Entrepreneurship | 100 | 85.38 | -14.62 | VL |
| 5 | Supervision | 100 | 69.61 | -30.39 | L |
| 6 | Social Competence | 100 | 94.19 | -5.81 | VL |
| **Average** | | **100** | **84.82** | **-15.18** | **VL** |

Source: Gede Darmika et al. (2014)

The frequent delays in the disbursement of funds and the limited availability of education budgets often hinder the development of facilities, teacher training, innovation programs, and other learning development programs.

| Tahap | Jenjang | Sekolah Sesuai Kepmen | Sudah Salur | Belum Salur |
|---|---|---|---|---|
| 1 | SD | 147.370 | 147.353 | 17 |
| 1 | SLB | 2.284 | 2.283 | 1 |
| 1 | SMA | 13.947 | 13.933 | 14 |
| 1 | SMK | 13.986 | 13.977 | 9 |
| 1 | SMP | 41.669 | 41.653 | 16 |
| **Total** | | **219.256** | **219.199** | **57** |
| 2 | SD | 147.370 | 145.100 | 2.270 |
| 2 | SLB | 2.284 | 2.262 | 22 |
| 2 | SMA | 13.947 | 13.638 | 309 |
| 2 | SMK | 13.986 | 13.631 | 355 |
| 2 | SMP | 41.669 | 40.506 | 1.163 |
| **Total** | | **219.256** | **215.137** | **4.119** |

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Source: https://bosp.kemendikdasmen.go.id/portal/welcome

**Figure 6. Status of Regular BOSP Fund Disbursement in 2025**

The School Operational Assistance Fund (BOSP) is intended only to finance routine activities related to school operations and minor maintenance activities. Other activities, such as environmental development, classroom renovation, and the improvement of other learning spaces, still have to wait in line at the education office.

The BOSP funds distributed to schools are based on the number of students as the basis for determining the amount of funding. The amount of funds received by each school varies depending on the number of students. This is in accordance with Article 22 of the Regulation of the Minister of Primary and Secondary Education Number 8 of 2025, which states that the allocation of Regular BOS funds is calculated based on the amount of Regular BOS funds in each region multiplied by the number of students. Schools with a large number of students will naturally receive a larger amount of BOSP funds, while schools with fewer students will receive a smaller amount. Principals who lead large schools therefore have greater financial resources to develop their schools.

Based on these problems, the government subsequently launched Performance-Based BOSP, which is intended for schools categorized as Sekolah Penggerak, high-achieving schools, and schools with good progress. In addition to receiving Regular BOSP, these schools also receive Performance-Based BOSP as a form of government appreciation for the progress they have achieved. This government program provides opportunities for schools to continue improving the quality of education in their schools without thinking about moving to larger schools.

In fact, the amount of BOSP funds received by a school is not the main issue, because the effectiveness of school funding depends on the principal's ability to manage the budget. Many schools with a small number of students and limited funding are able to develop themselves and achieve accomplishments at the district, provincial, and even national levels. This fact illustrates that achievement does not always require large amounts of funding. In reality, the achievements of a school are influenced by many factors, not only financial resources.

Schools with relatively high-quality raw input have great potential to achieve success. This condition is supported by a study conducted by

Ikhda Rokhmatin Mudawama (2022), which found that "there are differences in the academic achievement of Islamic Religious Education students admitted through the achievement-based pathway compared to those admitted through transfer, affirmative, and zoning pathways." Large schools have strong public appeal, which ultimately becomes a major consideration for parents in choosing those schools for their children. Due to the high level of interest, which often exceeds capacity, school administrators conduct a strict selection process for new student admissions, and only students with certain qualities are accepted.

This good raw input is then supported by a quality teaching system delivered by highly qualified teachers, adequate learning facilities and infrastructure, access to advanced technology, sufficient operational funding, enthusiastic parental support, and good school governance, all of which will produce quality outputs.

This is in contrast to small schools, which generally accept students who do not pass the selection process at favored schools. They often face challenges such as less qualified teaching staff in terms of commitment and competence, limited learning facilities and infrastructure, small operational budgets, and low parental enthusiasm, all of which make it difficult to produce quality outputs.

We cannot deny the reality in the field that schools labeled as large schools have greater potential to achieve success compared to peripheral or small schools. As a result, large schools tend to grow even larger and achieve more accomplishments, while small schools remain in difficult conditions and tend to lack applicants during new student admissions.

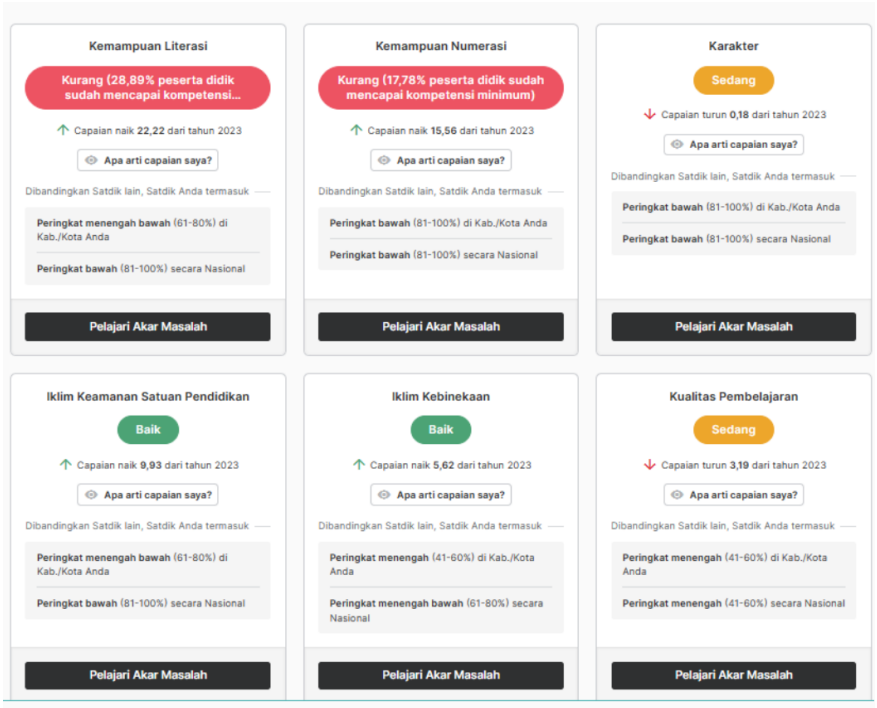
The amount of BOSP funds allocated for each student has been standardized by the Ministry of Education and Culture through in-depth analysis by considering various technical aspects, so it is considered sufficient as school operational funding. However, it should be taken into consideration that the amount of funding needs to be analyzed periodically so that it remains aligned with the needs and complexity of educational services in schools.

The provision of fund disbursement based on the number of students creates challenges for principals and stakeholders in managing these funds. The managerial ability and fund management strategies of school principals will determine whether the funds received by schools can be used effectively and efficiently to achieve goals or address problems within the school.

Regardless of the amount of budget managed by the head of an educational unit, it must still be directed toward providing good educational services. Fund management should have an impact on improving the quality of the educational unit. Therefore, the real problem does not lie in the amount of BOSP funds received by schools, but rather in their governance. Good BOSP governance is expected to have a significant influence on improving the quality of education at the primary and secondary education levels. Heads of educational units should have strong abilities in implementing various BOSP governance strategies so that the funds can be used effectively and efficiently.

The head of the educational unit, together with the BOSP management team, should be careful in preparing priority programs that are considered to have a major impact on improving the quality of the educational unit. They must carefully analyze various information and important facts within the school related to efforts to create a pleasant learning environment. Various data should be collected as material for discussion and in-depth analysis with the BOSP management team before determining priority programs.

The principal can also use the Education Report Card as a reference for determining priority programs. The Education Report Card contains accurate and comprehensive information describing the condition of the school, including infrastructure, teacher conditions, learning quality, literacy and numeracy quality, and an overview of students' character. The Education Report Card also provides information about the problems faced by the school and their root causes. Based on these root causes, several alternative improvement actions are then recommended for the educational unit.




Source: https://pusatinformasi.raporpendidikan.kemendikdasmen.go.id/hc/id/articles/18302087635609-Data-Hasil-Rapor-Pendidikan-Berdasarkan-Partisipasi-Asesmen-Nasional

**Figure 7. Education Report Card**

The data presented in the Education Report Card will facilitate the work of the BOSP management team in determining the priority programs to be implemented. Furthermore, the planned use of BOSP funds in the ARKAS application can truly be based on accurate school data. In this way, the utilization of BOSP funds in schools becomes effective, efficient, accountable, and transparent.

BOSP governance that utilizes data from the Education Report Card is a concrete manifestation of the commitment of the head of the educational unit to advancing the school. Even if the head of the educational unit changes, the priority programs that have been set in ARKAS can still be implemented, so BOSP governance will not be disrupted. Therefore, BOSP governance is not only based on accurate data but also reflects continuous planning.

BOSP governance based on Education Report Card data, combined with the school's vision and mission, becomes a strength in developing and advancing the school in a more inclusive manner. The role of various stakeholders will serve as additional support for school managers to work optimally. When BOSP governance is combined with external support from partners and education observers, the progress of school development will move even faster.

Improving the quality of education in schools can be carried out through various strategies, including improving teacher quality through regular training. Training and workshops should be conducted to enhance teachers' skills and knowledge. Teachers should also be motivated by providing incentives and awards to those who demonstrate achievement and innovation. A culture of collaboration and mutual sharing should be developed within a harmonious atmosphere and spirit in the system and structure of the school's internal learning community.

The curriculum should be developed inclusively and dynamically so that it remains relevant to current developments and the needs of the labor market. It must be ensured that the curriculum includes various perspectives and addresses the needs of students from different backgrounds. All members of the school community should fully believe that the curriculum can optimize the potential and characteristics of the school. Schools must also be ensured to have adequate facilities, such as laboratories, libraries, internet access, and a school

environment that is comfortable, safe, and enjoyable.

Regular maintenance of facilities should be carried out to keep them in good condition. School governance should seek to integrate technology into the learning process so that learning becomes more interactive and engaging. Information and communication technology training should be provided to teachers and students as a form of ICT-based learning application. The governance of school facilities should be conducted regularly, systematically, and sustainably so that these facilities can be used optimally for the benefit of student learning.

Parents should be involved in the educational process through intensive communication. Partnerships with local communities should also be established to support educational activities. The education budget should be increased to ensure better quality. Scholarships and assistance should be provided to underprivileged students so that all children have proper access to education. Various external potentials should be organized and encouraged to take part in the development programs of educational units so that they become more open, accountable, and sustainable.

Periodic assessments of the learning process and student learning outcomes should be conducted. The effectiveness of educational programs should also be evaluated, followed by necessary adjustments. Continuous reflection makes every stage of learning carried out by educators increasingly better and of higher quality. Such reflection should lead to follow-up programs and their implementation in improving systems and methodologies so that they become better than before.

Therefore, the availability of educational institutions that meet good quality standards is needed so that they can be easily accessed by all levels of society. The Indonesian government, through various policies, has committed itself to providing quality education for all levels of society. One of the efforts made is through the provision of BOSP, which aims to support the smooth implementation of the educational process, training, and the improvement of character quality in schools, particularly at the primary and secondary education levels.

The School Operational Assistance Program, hereinafter referred to as BOSP, is funding for the operational needs of educational units that has been launched by the government since 2005 to support the thirteen-year compulsory education program. Without BOSP, schools would not be able to carry out quality educational services in accordance with government regulations and community expectations.

Regulation of the Minister of Education, Culture, Research, and Technology Number 63 of 2023, Article 1 Paragraph 2, states that BOSP is a non-physical special allocation fund intended to support non-personnel operational costs for educational units. The non-personnel costs referred to include costs for consumable educational materials or equipment, as well as indirect costs such as electricity, water, telecommunications services, maintenance of facilities and infrastructure, overtime pay, transportation, consumption, taxes, and other expenses.

However, although BOSP has been made available and allocated in significant amounts, its management implementation often encounters obstacles. Ineffective BOSP governance can hinder the objective of improving the quality of education. Various problems, such as inaccurate fund allocation, non-transparent use of funds, and low accountability, have become issues that affect the success of this program.

In addition, community participation in supervising and taking part in BOSP management is also viewed as an important factor that can moderate the influence of fund governance on improving the quality of education.

Sidenreng Rappang Regency is one of the regencies in South Sulawesi that faces similar challenges. Although there is a relatively large allocation of BOSP funds to support educational operations in primary and secondary schools, discrepancies are still found between the intended objectives and the outcomes achieved. Therefore, it is important to conduct an in-depth analysis of the influence of BOSP governance and principal competence on the quality of education, as well as how community

participation can play a role in improving the management of these funds.

## RESEARCH METHOD

This study employed a quantitative approach with a causal design. This approach was used because the study aimed to examine the influence among variables, namely the effect of BOSP governance and principal competence on the quality of education, as well as to examine the role of community participation as a moderating variable. The research data were obtained through a survey using a Likert-scale questionnaire ranging from 1 to 5, so that the collected data could be analyzed statistically.

The study was conducted at public junior high schools in Sidenreng Rappang Regency that received BOSP funds. The research population consisted of 44 public junior high schools spread across 11 districts, with a total of 800 teachers. The research sample was determined using the Slovin formula with a 5% margin of error, resulting in a sample of 267 respondents. The sampling technique used was stratified proportional random sampling, namely sampling carried out proportionally based on the number of teachers in each school.

The variables in this study consisted of two independent variables, one dependent variable, and one moderating variable. The independent variables included BOSP governance and principal competence. The dependent variable was the quality of education, while the moderating variable was community participation. BOSP governance was measured through indicators of transparency, accountability, efficiency, effectiveness, and participation. Principal competence was measured through indicators of leadership, managerial competence, supervision, entrepreneurship, and social competence. The quality of education was measured through indicators of graduate quality, learning process, teacher performance, school management, and learning environment. Meanwhile, community participation was measured through participation in the planning, implementation, supervision, and evaluation of school programs.

The data used in this study consisted of primary and secondary data. Primary data were obtained through the distribution of questionnaires to respondents who understood BOSP governance, principal competence, community participation, and the quality of education. Secondary data were obtained from school documents and the Education Office of Sidenreng Rappang Regency, such as BOSP fund utilization reports, school profiles, RKAS documents, data on facilities and infrastructure, accreditation results, and school education achievement data.

The research instrument was a closed-ended questionnaire using a five-point Likert scale, ranging from strongly disagree to strongly agree. Before being used in the main analysis, the research instrument was tested for validity and reliability. The validity test was conducted to ensure that each indicator was able to measure the construct being studied, while the reliability test was used to determine the consistency of respondents' answers for each research variable.

The data analysis technique used in this study was Structural Equation Modeling-Partial Least Squares, or SEM-PLS. This analysis was selected because the study examined direct relationships among variables as well as the moderating effect. The stages of analysis included descriptive statistical analysis, measurement model testing, structural model testing, and hypothesis testing. Measurement model testing was carried out through construct validity and reliability values, while structural model testing was conducted to examine the effect of BOSP governance and principal competence on the quality of education, as well as the role of community participation in strengthening or weakening these relationships.

## RESULTS

### Measurement Model Analysis (Outer Model)

#### a. Convergent Validity Test

The convergent validity test aims to determine the validity of each relationship between indicators and their constructs or latent variables. In conducting the convergent validity test, assessment can be based on the Outer Loading or Loading Factor values and the Average Variance Extracted (AVE). In research, the commonly used minimum threshold for Outer Loading is greater than 0.70,

which indicates that an indicator meets the criteria for convergent validity and has high validity if the Outer Loading value is greater than 0.70 and the Average Variance Extracted (AVE) value is above 0.50. Thus, it can be concluded that all variables in this study have met the criteria for adequate convergent validity. The Outer Loading results are presented in the table below.

**Table 2. Outer Loading**

| Code | X1 | X2 | Y | Z | Description |
|---|---|---|---|---|---|
| **X1.1** | 0.865 | | | | All indicators are valid |
| **X1.2** | 0.752 | | | | |
| **X1.3** | 0.751 | | | | |
| **X1.4** | 0.668 | | | | |
| **X1.5** | 0.774 | | | | |
| **X1.6** | 0.808 | | | | |
| **X1.7** | 0.777 | | | | |
| **X1.8** | 0.703 | | | | |
| **X1.9** | 0.791 | | | | |
| **X1.10** | 0.764 | | | | |
| **X1.11** | 0.762 | | | | |
| **X1.12** | 0.613 | | | | |
| **X1.13** | 0.719 | | | | |
| **X1.14** | 0.642 | | | | |
| **X2.1** | | 0.710 | | | All indicators are valid |
| **X2.2** | | 0.797 | | | |
| **X2.3** | | 0.766 | | | |
| **X2.4** | | 0.777 | | | |
| **X2.5** | | 0.809 | | | |
| **X2.6** | | 0.750 | | | |
| **X2.7** | | 0.739 | | | |
| **X2.8** | | 0.816 | | | |
| **X2.9** | | 0.808 | | | |
| **X2.10** | | 0.825 | | | |
| **X2.11** | | 0.787 | | | |
| **X2.12** | | 0.801 | | | |
| **Y.1** | | | 0.790 | | All indicators are valid |
| **Y.2** | | | 0.795 | | |

| Code | X1 | X2 | Y | Z | Description |
|---|---|---|---|---|---|
| **Y.3** | | | 0.792 | | |
| **Y.4** | | | 0.754 | | |
| **Y.5** | | | 0.854 | | |
| **Y.6** | | | 0.803 | | |
| **Y.7** | | | 0.754 | | |
| **Y.8** | | | 0.796 | | |
| **Y.9** | | | 0.811 | | |
| **Y.10** | | | 0.799 | | |
| **Y.11** | | | 0.801 | | |
| **Y.12** | | | 0.827 | | |
| **Y.13** | | | 0.804 | | |
| **Y.14** | | | 0.812 | | All indicators are valid |
| **Y.15** | | | 0.768 | | |
| **Y.16** | | | 0.770 | | |
| **Y.17** | | | 0.756 | | |
| **Y.18** | | | 0.792 | | |
| **Z.1** | | | | 0.640 | |
| **Z.2** | | | | 0.778 | |
| **Z.3** | | | | 0.787 | |
| **Z.4** | | | | 0.759 | |
| **Z.5** | | | | 0.796 | |
| **Z.6** | | | | 0.875 | All indicators are valid |
| **Z.7** | | | | 0.858 | |
| **Z.8** | | | | 0.788 | |
| **Z.9** | | | | 0.837 | |
| **Z.10** | | | | 0.827 | |
| **Z.11** | | | | 0.738 | |

Source: SmartPLS Data Processing Results, 2026

Based on Table 4.6 on Outer Loading, all variables used in this study, namely BOSP Fund Governance (X1), Principal Competence (X2), Quality of Education (Y), and Community Participation (Z), have Outer Loading values greater than 0.70. Therefore, all variables are declared valid. Furthermore, to measure convergent validity through the Average Variance Extracted (AVE) value, a model must have an AVE value greater than 0.50. The AVE values are presented in the table below.

**Table 3. AVE (Average Variance Extracted)**

| Variable | AVE Value |
|---|---|
| X1_BOSP Fund Governance | 0.523 |
| X2_Principal Competence | 0.627 |
| Y_Quality of Education | 0.613 |
| Z_Community Participation | 0.630 |

Source: SmartPLS Data Processing Results, 2026

Based on Table 3. on AVE (Average Variance Extracted), all variables used in this study, namely BOSP Fund Governance (X1), Principal Competence (X2), Quality of Education (Y), and Community Participation (Z), have AVE values greater than 0.50. Therefore, these variables meet the requirements for passing the convergent validity test and can proceed to the discriminant validity test stage.

**b. Discriminant Validity Test**

Discriminant validity was assessed using the Cross Loading test and the Fornell-Larcker Criterion test. In the cross loading assessment, each indicator in a construct must have a higher value than its value in other constructs. The results of the Cross Loading test are presented below:

**Table 4. Cross Loading Test**

| Code | BOSP Fund Governance (X1) | Principal Competence (X2) | Quality of Education (Y) | Community Participation (Z) |
|---|---|---|---|---|
| X1.1 | 0.665 | 0.493 | 0.428 | 0.445 |
| X1.2 | 0.652 | 0.521 | 0.445 | 0.410 |
| X1.3 | 0.751 | 0.545 | 0.470 | 0.454 |
| X1.4 | 0.668 | 0.472 | 0.440 | 0.349 |
| X1.5 | 0.774 | 0.599 | 0.520 | 0.424 |
| X1.6 | 0.808 | 0.666 | 0.587 | 0.522 |
| X1.7 | 0.777 | 0.606 | 0.553 | 0.516 |
| X1.8 | 0.703 | 0.561 | 0.470 | 0.452 |
| X1.9 | 0.791 | 0.655 | 0.595 | 0.603 |
| X1.10 | 0.764 | 0.619 | 0.566 | 0.590 |
| X1.11 | 0.762 | 0.670 | 0.584 | 0.474 |
| X1.12 | 0.613 | 0.507 | 0.409 | 0.622 |
| X1.13 | 0.719 | 0.605 | 0.503 | 0.675 |
| X1.14 | 0.642 | 0.510 | 0.445 | 0.473 |
| X2.1 | 0.627 | 0.710 | 0.589 | 0.574 |
| X2.2 | 0.638 | 0.797 | 0.657 | 0.519 |

| Code | BOSP Fund Governance (X1) | Principal Competence (X2) | Quality of Education (Y) | Community Participation (Z) |
|---|---|---|---|---|
| X2.3 | 0.633 | 0.766 | 0.640 | 0.491 |
| X2.4 | 0.581 | 0.777 | 0.647 | 0.452 |
| X2.5 | 0.655 | 0.809 | 0.654 | 0.548 |
| X2.6 | 0.596 | 0.750 | 0.589 | 0.490 |
| X2.7 | 0.563 | 0.739 | 0.661 | 0.488 |
| X2.8 | 0.619 | 0.816 | 0.723 | 0.562 |
| X2.9 | 0.621 | 0.808 | 0.673 | 0.601 |
| X2.10 | 0.676 | 0.825 | 0.702 | 0.580 |
| X2.11 | 0.653 | 0.787 | 0.629 | 0.532 |
| X2.12 | 0.643 | 0.801 | 0.731 | 0.530 |
| Y.1 | 0.596 | 0.734 | 0.790 | 0.592 |
| Y.2 | 0.573 | 0.689 | 0.795 | 0.574 |
| Y.3 | 0.559 | 0.658 | 0.792 | 0.558 |
| Y.4 | 0.505 | 0.626 | 0.754 | 0.496 |
| Y.5 | 0.558 | 0.703 | 0.854 | 0.510 |
| Y.6 | 0.506 | 0.659 | 0.803 | 0.465 |
| Y.7 | 0.495 | 0.633 | 0.754 | 0.409 |
| Y.8 | 0.509 | 0.616 | 0.796 | 0.442 |
| Y.9 | 0.516 | 0.643 | 0.811 | 0.462 |
| Y.10 | 0.447 | 0.573 | 0.799 | 0.455 |
| Y.11 | 0.564 | 0.703 | 0.801 | 0.506 |
| Y.12 | 0.620 | 0.730 | 0.827 | 0.550 |
| Y.13 | 0.611 | 0.719 | 0.804 | 0.556 |
| Y.14 | 0.611 | 0.733 | 0.812 | 0.611 |
| Y.15 | 0.600 | 0.654 | 0.768 | 0.436 |
| Y.16 | 0.563 | 0.667 | 0.770 | 0.517 |
| Y.17 | 0.556 | 0.604 | 0.756 | 0.570 |
| Y.18 | 0.559 | 0.651 | 0.792 | 0.517 |
| Z.1 | 0.455 | 0.388 | 0.331 | 0.640 |
| Z.2 | 0.524 | 0.502 | 0.465 | 0.778 |
| Z.3 | 0.618 | 0.645 | 0.672 | 0.787 |

| Code | BOSP Fund Governance (X1) | Principal Competence (X2) | Quality of Education (Y) | Community Participation (Z) |
|---|---|---|---|---|
| Z.4 | 0.567 | 0.554 | 0.533 | 0.759 |
| Z.5 | 0.563 | 0.513 | 0.456 | 0.796 |
| Z.6 | 0.635 | 0.593 | 0.544 | 0.875 |
| Z.7 | 0.565 | 0.573 | 0.504 | 0.858 |
| Z.8 | 0.481 | 0.492 | 0.489 | 0.788 |
| Z.9 | 0.543 | 0.536 | 0.546 | 0.837 |
| Z.10 | 0.581 | 0.595 | 0.581 | 0.827 |
| Z.11 | 0.448 | 0.417 | 0.400 | 0.738 |

Source: SmartPLS Data Processing Results, 2026

Based on Table 4, the Cross Loading test shows that the Cross Loading values for each variable, namely BOSP Fund Governance (X1), Principal Competence (X2), Quality of Education (Y), and Community Participation (Z), are higher in their respective constructs than the loading values in other constructs. Therefore, this study does not have any problems with discriminant validity. The second stage of the discriminant validity test is the Fornell-Larcker Criterion, in which the square root value of AVE must be higher in its own construct than the correlation values between that construct and other latent variables. This is used to prove that the study has good discriminant validity. The results of the Fornell-Larcker Criterion test for the variables BOSP Fund Governance (X1), Principal Competence (X2), Quality of Education (Y), and Community Participation (Z) are presented below

**Table 5. Fornell-Larcker Criterion Test**

| Variable | X1 | X2 | Y | Z |
|---|---|---|---|---|
| X1_BOSP Fund Governance | 0.723 | | | |
| X2_Principal Competence | 0.799 | 0.783 | | |
| Y_Quality of Education | 0.700 | 0.843 | 0.794 | |
| Z_Community Participation | 0.693 | 0.678 | 0.649 | 0.834 |

Source: SmartPLS Data Processing Results, 2026

Based on Table 5, the Fornell-Larcker Criterion test shows that all variables used in this study, namely BOSP Fund Governance (X1), Principal Competence (X2), Quality of Education (Y), and Community Participation (Z), have AVE values for their own constructs that are greater than the AVE values for other constructs. Therefore, based on the two tests used, namely the Cross Loading test and the Fornell-Larcker Criterion test, it can be concluded that the four variables used in this study have passed the discriminant validity test.

**c. Reliability Test (Composite Reliability)**

The reliability test was evaluated through several measurements, such as Cronbach's Alpha, Composite Reliability, and Rho_A. In order for the data to be considered reliable, several requirements must be met, including a Cronbach's Alpha value greater than 0.70, a Composite Reliability (C) value greater than 0.70, and a Rho_A value greater than 0.70. The following are the results of the Construct Reliability test for the variables BOSP Fund Governance (X1), Principal Competence (X2),

Quality of Education (Y), and Community Participation (Z) obtained from this study.

**Table 6. Construct Reliability**

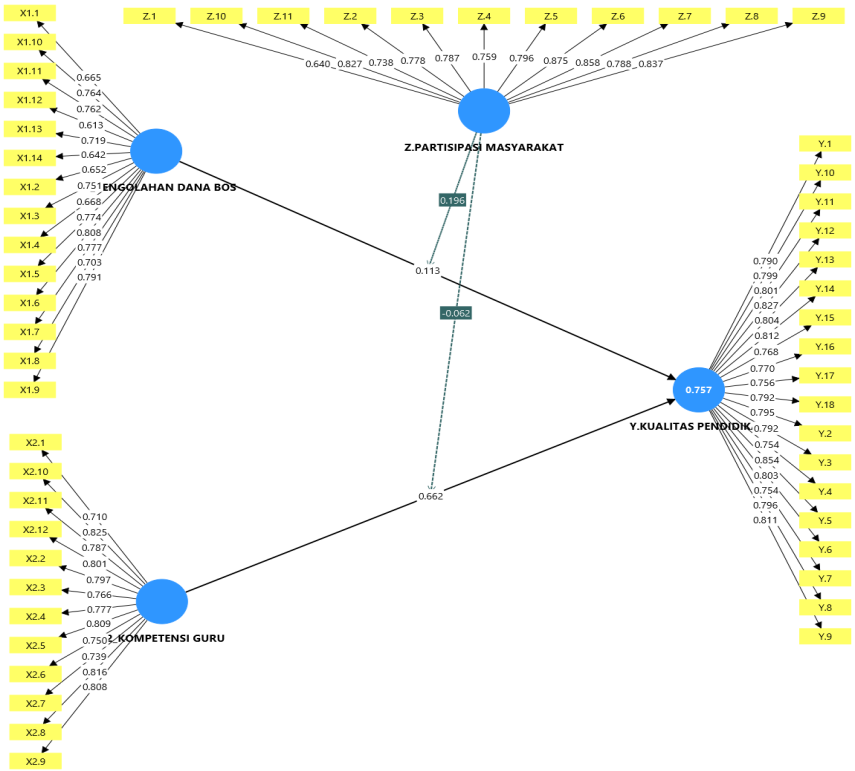
| Variable | Cronbach's Alpha | Composite Reliability | *Rho_a* | Description |
|---|---|---|---|---|
| X1_BOSP Fund Governance | 0.929 | 0.934 | 0.938 | All Reliable |
| X2_Principal Competence | 0.940 | 0.948 | 0.948 | |
| Y_Quality of Education | 0.942 | 0.944 | 0.950 | |
| Z_Community Participation | 0.965 | 0.966 | 0.968 | |

Source: SmartPLS Data Processing Results, 2026

Based on Table 6 on Construct Reliability, it can be concluded that the variables BOSP Fund Governance (X1), Principal Competence (X2), Quality of Education (Y), and Community Participation (Z) show a good level of reliability. The Cronbach's Alpha, Composite Reliability, and Rho_A values for all variables are greater than 0.70. Therefore, all variables in this research model are declared reliable.

**Structural Model Analysis (Inner Model)**

Structural model analysis was conducted to examine the relationships among latent variables in the research model. This test used measurements such as R-Square and F-Square to assess the strength and influence of the relationships among constructs. In this study, the researcher conducted the structural model test using data from 266 respondents who had passed the screening and profiling stages. The results of the Structural Model test in this study can be seen in Figure 8 below.




Source: SmartPLS Data Processing Results, 2026

**Figure 8. Results of the Structural Model Test (Inner Model)**

**a. R-Square Test ($R^2$)**

The R-Square ($R^2$) value is used to measure the extent to which the dependent variable can be influenced by the independent variables in the research model. According to Hair (2019), an $R^2$ value of 0.75 indicates a strong category, a value of 0.50 indicates a moderate category, and a value of 0.25 indicates a weak category. Thus, the higher the $R^2$ value obtained, the greater the ability of the independent variables to influence the dependent variable in the structural model developed. The results of the R-Square test in this study can be seen in the table below.

**Table 7. R-Square Test**

| Variable | *R-Square* | Description |
|---|---|---|
| Y_Quality of Education | 0.753 | Strong Category |
| Z_Community Participation | 0.757 | Strong Category |

Source: SmartPLS Data Processing Results, 2026

Based on Table 7, the results of the R-Square test above can be concluded as follows:

1. The Quality of Education variable has an R-Square value of 0.753. This means that 75.3% of the Quality of Education variable is influenced by BOSP Fund Governance and Principal Competence, while the remaining 24.7% is influenced by other variables outside the scope of this study.
2. The Community Participation variable has an R-Square value of 0.757. This means that 75.7% of the Community Participation variable is influenced by BOSP Fund Governance and Principal Competence, while the remaining 24.3% is influenced by other variables outside the scope of this study.

**b. F-Square Test ($F^2$)**

Effect size, or F-Square, is a measure used to assess the relative impact of an influencing variable, or independent variable, on an influenced variable, or dependent variable. According to Hair (2019), the criteria for interpreting F-Square ($f^2$) values are divided into three categories: a value of 0.02 indicates a small effect, a value of 0.15 indicates a moderate effect, and a value of 0.35 indicates a large effect. Thus, the higher the $f^2$ value obtained, the greater the influence of the independent variable on the dependent variable in the research model. The results of the F-Square test in this study can be seen in the table below.

**Table 8. F-Square Test**

| Variable | *F-Square* | Category |
|---|---|---|
| X1→Y | 0.013 | Small Effect |
| X2→Y | 0.461 | Large Effect |
| Z→Y | 0.045 | Large Effect |
| Z→X1 | 0.066 | Large Effect |
| Z→X2 | 0.004 | Small Effect |

Source: SmartPLS Data Processing Results, 2026

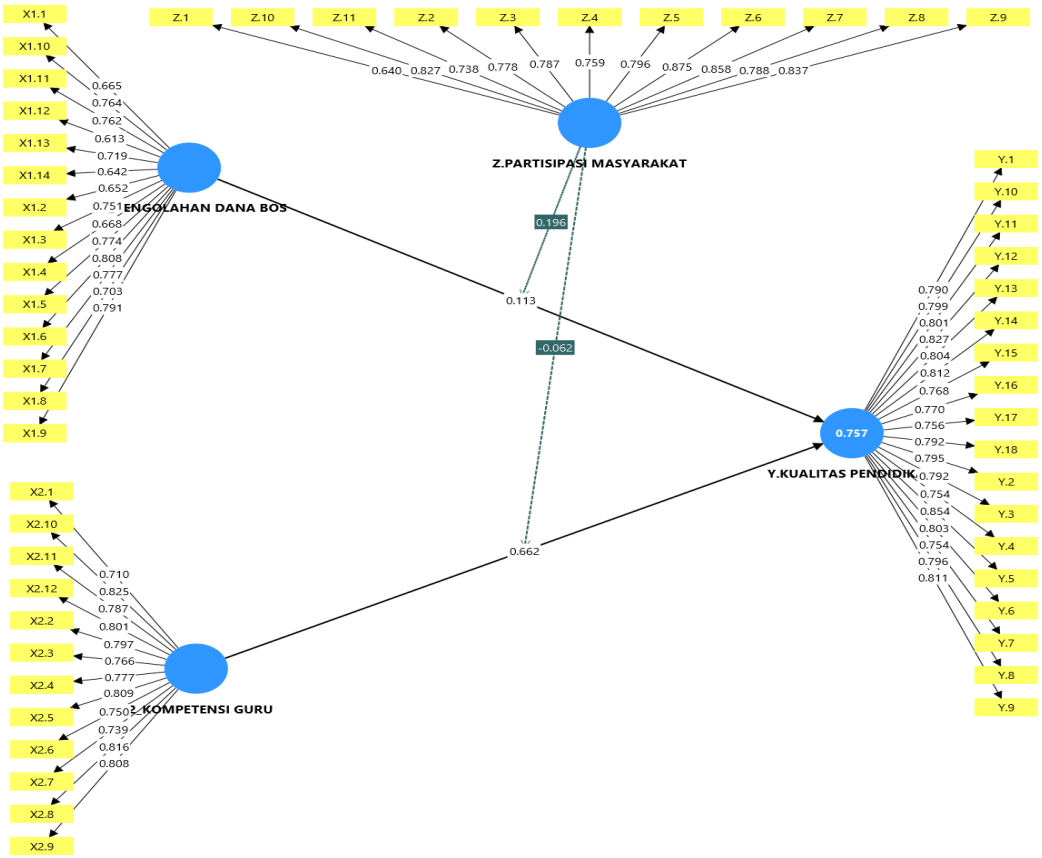
Based on Table 4.12 above, the following conclusions can be drawn:

1. The BOSP Fund Governance variable (X1) has a small effect on the Quality of Education variable (Y) ($f^2 = 0.013$).
2. The Principal Competence variable (X2) has a large effect on the Quality of Education variable (Y) ($f^2 = 0.461$).
3. The Community Participation variable (Z) has a large effect on the Quality of Education variable (Y) ($f^2 = 0.045$).

4. The Community Participation variable (Z) has a large effect on BOSP Fund Governance (X1) ($f^2 = 0.066$).
5. The Community Participation variable (Z) has a small effect on the Principal Competence variable (X2) ($f^2 = 0.004$).

**Hypothesis Testing**

Hypothesis testing was conducted to determine the influence among variables through the bootstrapping procedure, which includes direct effects and indirect effects. In this study, hypothesis testing was conducted using data from 266 respondents who had passed the screening and profiling stages. The results of the hypothesis testing in this study can be seen in the following figure:




Source: SmartPLS Data Processing Results, 2026

**Figure 9. Hypothesis Testing Results**

**a. Direct Effect Analysis (Path Coefficient)**

In conducting hypothesis testing in this study, a direct effect analysis was required. Direct effect analysis is useful for testing the hypotheses regarding the direct influence of predictor variables, or independent variables, on the dependent variable by measuring the path coefficient through bootstrapping. Hypothesis testing was conducted by examining the t-statistics and p-values. If the relationship between variables has a p-value less than 0.05 or a t-statistic greater than 1.96, then the relationship between the variables is considered significant. Conversely, if the p-value is greater than 0.05 or the t-statistic is less than 1.96, then the relationship between the variables is considered not significant. The output estimation table for the hypothesis test is presented below.

**Table 9. Direct Effect Analysis Test**

| Variable | Original Sample | Standard Deviation | T Statistics | P values | Description |
|---|---|---|---|---|---|
| X1→Y | 0.113 | 0.111 | 2.564 | 0.018 | Sig |
| X2→Y | 0.662 | 0.661 | 7.890 | 0.000 | Sig |
| Z→Y | 0.152 | 0.161 | 2.003 | 0.045 | Sig |
| Z*X1→Y | 0.196 | 0.177 | 2.333 | 0.020 | Sig |
| Z*X2→Y | -0.062 | -0.060 | 0.569 | 0.118 | No Sig |

Source: SmartPLS Data Processing Results, 2026

1. Hypothesis one (H1) shows that BOSP fund governance has an effect on the quality of education. This can be seen from the t-statistic value of 2.564, which is greater than 1.96. Likewise, the p-value of 0.018 is smaller than the significance level α of 0.05. The Original Sample value is positive, which means that BOSP fund governance has a positive effect on the quality of education. Therefore, it can be concluded that hypothesis one (H1) is accepted.

2. Hypothesis two (H2) shows that principal competence has an effect on the quality of education. This can be seen from the t-statistic value of 7.890, which is greater than 1.96. Likewise, the p-value of 0.000 is smaller than the significance level α of 0.05. The Original Sample value is positive, which means that principal competence has a positive effect on the quality of education. Therefore, it can be concluded that hypothesis two (H2) is accepted.

3. Hypothesis three (H3) shows that community participation has an effect on the quality of education. This can be seen from the t-statistic value of 2.003, which is greater than 1.96. Likewise, the p-value of 0.045 is smaller than the significance level α of 0.05. The Original Sample value is positive, which means that community participation has a positive effect on the quality of education. Therefore, it can be concluded that hypothesis three (H3) is accepted.

**b. Moderating Effect Analysis**

Moderation analysis aims to test the hypothesis regarding the moderating effect of a moderator variable on the strength or direction of the relationship between the independent variable, or exogenous variable, and the dependent variable, or endogenous variable. In this study, community participation serves as the moderator variable that influences the intensity of this relationship. The basis for hypothesis testing is that if the p-value is less than 0.05 or the t-statistic is greater than 1.96 for the interaction coefficient, for example X × Moderator, then the moderating effect is significant. Conversely, if the p-value is greater than 0.05 or the t-statistic is less than 1.96, then the moderator variable does not have a significant effect

**Table 10. Moderating Effect Analysis Test**

| Variable | Original Sample | Standard Deviation | T Statistics | P values | Description |
|---|---|---|---|---|---|
| Z*X1→Y | 0.196 | 0.177 | 2.333 | 0.020 | Sig |
| Z*X2→Y | -0.062 | -0.060 | 0.569 | 0.118 | No Sig |

Source: SmartPLS Data Processing Results, 2026

Hypothesis four (H4) shows that community participation moderates the effect of BOSP governance on the quality of education. This can be seen from the t-statistic value of 2.333, which is greater than 1.96. Likewise, the p-value of 0.020 is smaller than the significance level α of 0.05. The Original Sample value is positive, which means that community participation positively moderates the

effect of BOSP governance on the quality of education. Therefore, it can be concluded that hypothesis four (H4) is accepted.

Hypothesis five (H5) shows that community participation does not significantly moderate the effect of principal competence on the quality of education. This can be seen from the t-statistic value of 0.569, which is smaller than 1.96. Likewise, the p-value of 0.118 is greater than the significance level α of 0.05. The Original Sample value is negative, which means that community participation negatively but not significantly moderates the effect of principal competence on the quality of education. Therefore, it can be concluded that hypothesis five (H5) is rejected.

## DISCUSSION

### a. The Effect of BOSP Governance on the Quality of Education in Public Junior High Schools (SMPN) in Sidenreng Rappang Regency

BOSP fund governance has an effect on the quality of education in public junior high schools (SMPN) in Sidenreng Rappang Regency. This finding is indicated by a t-statistic value of 2.564, which is greater than 1.96, and a p-value of 0.018, which is smaller than 0.05. Therefore, hypothesis H1 is accepted. This result indicates that the stronger the BOSP fund governance implemented by public junior high schools in Sidenreng Rappang Regency, the greater the tendency for the quality of education to improve.

Theoretically, this finding validates the applicability of Good Governance Theory as the grand theory in the context of education in Sidenreng Rappang Regency. As explained in the literature review, the principles of good governance emphasize the effective, transparent, accountable, and participatory management of public resources. In the context of BOSP, when the principles of transparency and accountability are strictly implemented, education funds can be directed precisely to finance crucial components such as the improvement of facilities and infrastructure, teacher competency development, and student activities without budget leakage. This is in line with Stewardship Theory developed by Davis, Schoorman, and Donaldson (1997), which serves as the foundation of the conceptual framework of this study. In this context, the school principal acts as a steward who is motivated to act in the interests of the principals, namely the community and the government, in order to achieve organizational goals, particularly the improvement of education quality.

This finding is also supported by New Public Management (NPM) Theory as the middle theory. NPM emphasizes a shift in focus from merely fulfilling administrative compliance to achieving outcomes. In the governance of BOSP in Sidenreng Rappang, the positive influence found in this study shows that schools do not merely spend funds to fulfill obligations or absorb budgets. Instead, they apply the principles of value for money, efficiency, and effectiveness. BOSP funds are managed using a modern managerial approach to create a real impact on educational services, such as repairing damaged facilities or providing learning aids that support the learning process, which ultimately improves the quality of education.

In addition, Public Financial Management Theory is also relevant in explaining this phenomenon. This theory emphasizes that careful budget planning, disciplined implementation, and strict monitoring and evaluation are prerequisites for achieving organizational goals. Field facts show that schools that are able to prepare School Activity and Budget Plans (RKAS) based on data, such as the Education Report Card, tend to have better governance. The use of accurate data in BOSP governance ensures that financial interventions are directed toward the root causes of education quality problems, such as low literacy or numeracy achievement, so that their impact on quality improvement becomes significant.

The results of this study are in line with and strengthen previous empirical findings. This study is consistent with the findings of Syarifuddin et al. (2024), who concluded that effective BOSP fund management involving collaboration among stakeholders contributes significantly to improving the quality of education. Similarly, Ramdhani (2024) found that BOS fund management had a positive and significant effect on education quality, with a contribution of 26.5%

Conversely, this finding also serves as an antithesis to weak management practices, as identified by Uzochukwu (2018), where weak financial management systems and accountability often hinder the achievement of public service goals. In Sidenreng Rappang Regency, the significant influence of BOSP governance indicates that the sampled schools have attempted to minimize classical obstacles such as inaccurate allocation by implementing indicators of transparency, accountability, efficiency, effectiveness, and participation in the management of their funds.

The managerial implication of this finding emphasizes that BOSP is not merely routine operational funding assistance, but rather a strategic instrument that determines education quality. Therefore, strengthening the capacity of treasurers and school principals in the technical aspects of financial management and the use of technology, such as ARKAS, is crucial to maintaining and improving the quality of this governance.

Based on hypothesis testing, BOSP fund governance is proven to have a positive and significant effect on the quality of education in public junior high schools in Sidenreng Rappang Regency, as indicated by a t-statistic value of 2.564 and a p-value of 0.018. This finding validates Good Governance Theory and Stewardship Theory, in which the application of transparency and accountability principles is able to direct school resources effectively toward meeting quality standards. This confirms that the better the integrity and governance mechanisms implemented by the school management team, the higher the quality of educational services and student learning outcomes.

Empirically, this result proves that effective financial management makes a real contribution to school quality, not merely serving as an administrative obligation. In the local context, BOSP functions as a strategic instrument managed according to the principle of value for money in line with New Public Management Theory to achieve budget efficiency and effectiveness. The success of quality improvement greatly depends on the school's ability to prepare accurate data-based planning, such as by utilizing the Education Report Card, and to execute it in a disciplined and transparent manner.

The significance of this influence is strongly determined by the synergy among the indicators of transparency, accountability, efficiency, effectiveness, and participation, which create a healthy school management ecosystem free from irregularities. Information disclosure and compliance with technical guidelines have proven to minimize budget misuse, thereby ensuring the availability of funds for essential needs such as facilities and infrastructure. The concrete impact can be seen in the improvement of School Management and Learning Environment indicators, where students are able to learn in safe and conducive conditions because the procurement of learning facilities is carried out without budget cuts.

**b. The Effect of Principal Competence on the Quality of Education in Public Junior High Schools (SMPN) in Sidenreng Rappang Regency**

The results of the study show that principal competence has a positive and significant effect on the quality of education in public junior high schools (SMPN) in Sidenreng Rappang Regency. This is evidenced by a t-statistic value of 7.890, which is greater than 1.96, and a p-value of 0.000, which is smaller than 0.05. Therefore, hypothesis H2 is accepted. This finding confirms that the higher the competence of the principal, the more positive the effect on the quality of education.

The significance of this influence is inseparable from the vital role of the indicators that form principal competence, namely personality, social competence, professional competence, managerial competence, supervision, and entrepreneurship. Principals in Sidenreng Rappang who possess good supervision competence, for example, are able to guide teachers in improving the learning process, which is the core of education quality. Likewise, entrepreneurial and managerial competence enables principals to innovate and creatively manage limited resources for school advancement.

Secara teoretis, temuan ini memperkuat berlakunya Teori Kompetensi (Competency Theory) dari Spencer & Spencer (1993) sebagai Grand Theory dalam penelitian ini. Teori ini mempostulasikan

bahwa kompetensi merupakan karakteristik dasar individu (termasuk motif, sifat, konsep diri, pengetahuan, dan keterampilan) yang memiliki hubungan kausal dengan kinerja efektif atau superior dalam suatu pekerjaan. Dalam konteks SMPN di Sidenreng Rappang, signifikansi statistik yang sangat kuat (t = 7.890) mengindikasikan bahwa kepala sekolah yang tidak hanya memiliki pengetahuan manajerial, tetapi juga memiliki "motif" dan "konsep diri" yang kuat untuk memajukan sekolah, mampu menggerakkan seluruh sumber daya sekolah untuk mencapai standar mutu pendidikan yang ditetapkan.Temuan ini juga relevan dengan Teori Efektivitas Organisasi (Organizational Effectiveness Theory) yang dikemukakan oleh Richard Steers (1977). Teori ini menekankan bahwa keberhasilan organisasi sangat ditentukan oleh kualitas kepemimpinan dan kemampuan manajerial pengelolanya dalam mencapai tujuan, efisiensi internal, dan kepuasan stakeholder .

Theoretically, this finding strengthens the applicability of Competency Theory by Spencer and Spencer (1993) as the grand theory in this study. This theory postulates that competence is a basic characteristic of an individual, including motives, traits, self-concept, knowledge, and skills, which has a causal relationship with effective or superior performance in a job. In the context of public junior high schools in Sidenreng Rappang, the very strong statistical significance, with a t-statistic value of 7.890, indicates that principals who not only possess managerial knowledge but also have strong motives and self-concepts to advance their schools are able to mobilize all school resources to achieve the established standards of education quality.

This finding is also relevant to Organizational Effectiveness Theory proposed by Richard Steers (1977). This theory emphasizes that organizational success is largely determined by the quality of leadership and the managerial ability of its administrators in achieving goals, internal efficiency, and stakeholder satisfaction.

Principals in Sidenreng Rappang Regency who have high competence are proven to be able to translate educational visions into concrete actions, such as managing finances accountably, conducting constructive academic supervision, and building a conducive school climate, all of which lead to improvements in graduate quality and the learning process.

From the perspective of Human Resource Management Theory, this finding supports Dessler's (2013) view that a leader's competence, which includes technical skills, human skills, and conceptual skills, is the main asset of an organization. This can be seen from the indicators of social competence and personality in this study, where the principal's ability to build communication, collaborate with school members, and demonstrate integrity and exemplary behavior has a direct impact on teacher motivation and performance. In line with Organizational Behavior Theory, positive individual behavior of leaders creates a productive work culture, which is essential for improving school quality.

The results of this study are consistent with various previous studies used as references. This finding supports the study of Mardizal et al. (2024), which found that visionary and authentic leadership styles have a significant positive impact on education quality in the 4.0 era. Consistency is also found in Setiawan's (2023) study, which revealed that principal competence had a dominant effect on school quality by 60.5%. In addition, this finding strengthens the research results of Arifin and Lestari (2022) and Nurafni et al. (2022), who concluded that the dimensions of managerial competence, supervision, and principal leadership are positively correlated with learning quality and teacher performance.

Specifically in Sidenreng Rappang Regency, this highly significant influence shows that principals play a central role as instructional leaders. Their ability to conduct academic supervision ensures that teachers receive feedback to improve their teaching processes. In addition, innovative and creative entrepreneurial competence enables schools not to depend solely on routine activities, but to continue seeking breakthroughs in improving educational services despite limited resources.

Thus, it can be concluded that principal competence is not merely an administrative requirement, but a key determinant of educational success. Improving the quality of education in public junior high schools

in Sidenreng Rappang Regency greatly depends on the presence of holistically competent principals who are able to integrate their managerial abilities with servant leadership in order to empower the entire school ecosystem.

**c. The Moderating Role of Community Participation in the Effect of BOSP Governance on the Quality of Education in Public Junior High Schools (SMPN) in Sidenreng Rappang Regency**

The results of the study show that the moderating role of community participation in the effect of BOSP governance has a positive and significant effect on the quality of education in public junior high schools (SMPN) in Sidenreng Rappang Regency. This is indicated by a t-statistic value of 2.333, which is greater than 1.96, and a p-value of 0.020, which is below the significance level of 0.05. Thus, hypothesis H4 is accepted. This finding indicates that the stronger the moderating role of community participation in the effect of BOSP governance, the higher the quality of education in public junior high schools in Sidenreng Rappang Regency.

Theoretically, this finding validates Participation Theory by Cohen and Uphoff (1980), which serves as the theoretical foundation of this study. This theory emphasizes four dimensions of participation: decision-making, implementation, benefit utilization, and evaluation. In the context of BOSP governance in Sidenreng Rappang, moderation occurs when the community is involved in the planning stage, such as the preparation of the RKAS, and in supervision. This involvement creates a check-and-balance mechanism, which is a key principle of Good Governance Theory. When the community participates, transparency and accountability in fund management become more assured, so the potential for misuse or budget inefficiency can be minimized. As a result, BOSP funds are truly allocated to priority learning needs that have a direct impact on the quality of education.

This finding is also relevant to Social Capital Theory by Putnam (1993), which states that trust and social networks are important elements of organizational effectiveness. Community participation in schools in Sidenreng Rappang Regency builds social capital in the form of trust between schools and parents. When this trust is established through transparency in BOSP management, the community tends to provide greater support, both in the form of ideas and material contributions, which accelerates the achievement of school quality standards. This support is also in line with Maslow's Theory of Needs, in which participation arises from the community's sense of belonging to the school, encouraging them to contribute to the advancement of their children's education.

Empirically, the results of this study strengthen and expand previous research findings. This finding supports the studies of Nuriyawati et al. (2024) and Ayu H.C. et al. (2021), which concluded that community participation, together with transparency and accountability, has a significant effect on the efficiency and quality of education. In addition, this finding is also in line with the conclusion of Kusumaningsih (2024), who found that community participation through the school committee in Cepu was able to improve education quality because the supervisory function operated effectively.

However, the novelty of this study lies in proving this moderating role in Sidenreng Rappang Regency. If BOSP governance is well implemented but community participation is low, improvements in education quality may occur but will not be optimal. Conversely, the interaction between accountable governance and critical, supportive community participation creates a synergistic effect that multiplies the positive impact on education quality. This proves that in Sidenreng Rappang Regency, school committees and parents are not merely administrative formalities, but strategic partners who strengthen the integrity of school financial management in order to realize quality educational services.

**d. The Moderating Role of Community Participation in the Effect of Principal Competence on the Quality of Education in Public Junior High Schools (SMPN) in Sidenreng Rappang Regency**

The results of the study show that, based on statistical analysis, community participation is unable to moderate the effect of principal

competence on the quality of education in public junior high schools in Sidenreng Rappang Regency. This is evidenced by a t-statistic value of 0.569, which is smaller than 1.96, and a p-value of 0.118, which is greater than 0.05. In addition, the negative Original Sample value indicates an opposite or weakening direction of the relationship, although it is not significant. Thus, hypothesis H5 is rejected.

This finding indicates that in Sidenreng Rappang Regency, the strength or weakness of the effect of principal competence on education quality does not depend on the intervention or support of community participation. Principal competence, which includes managerial, supervisory, entrepreneurial, social, and personality dimensions, works independently in influencing school quality. The presence of community participation, such as through the school committee, does not provide additional leverage for this competence. In some cases, as indicated by the negative value, disproportionate community intervention may even have the potential to disrupt the professional autonomy of the principal.

Theoretically, this finding provides a limitation to Collaborative Theory and Participation Theory, which serve as the foundations of this study. Although these theories state that synergy between schools and communities will improve educational output, this result shows that such collaboration has its own domain of effectiveness. Community participation is proven to be effective in moderating open managerial aspects such as BOSP governance, as shown in H4, but it is not effective when entering the domain of internal professionalism.

Principal competence, particularly academic supervision and instructional managerial competence, belongs to a specific area of expertise referring to Competency Theory. In this domain, the general community or parents often have limited technical understanding of education, so their involvement may be irrelevant or insufficiently competent to strengthen the performance of the principal. The cause of this non-significant result can be analyzed from the gap between the expected role and the reality in the field.

In public junior high schools in Sidenreng Rappang Regency, community participation may be more focused on financial or physical support, such as mutual cooperation, but has not yet touched substantial academic aspects. When the community attempts to enter domains that require professional competence, such as providing input on curriculum or teacher supervision, this may not synergize with the competence of the principal. It may even be viewed as a counterproductive intervention. This explains why the Original Sample value is negative: excessive external intervention in professional domains can reduce the autonomy and confidence of principals in making strategic decisions.

This finding serves as an antithesis or comparison to previous studies. While the studies of Nurafni et al. (2022) and Waluyo (2014) found positive synergy between school committees and leadership in improving quality, this study emphasizes the existence of a professional demarcation. In Sidenreng Rappang, competent principals are able to improve education quality directly, as proven by the significant result in H2, without requiring moderation support from the community. This means that, in terms of leadership competence, the principal acts as a single fighter whose effectiveness is determined by his or her own capacity, not by external support.

The implication of this finding is the need to reorient the form of community participation. In order to positively moderate the influence of principal competence, community participation should not merely be supportive, such as financial or physical support, or controlling, such as supervision. Instead, it must transform into a partnership that respects the boundaries of professionalism. Without a good understanding of educational management, the presence of the community will not strengthen the effect of principal competence on the quality of education.

## CONCLUSION

Based on the results of the study on the Effect of Educational Unit Operational Assistance Governance and Principal Competence on the Quality of Education in Public Junior High Schools (SMPN) in Sidenreng Rappang Regency, with the Moderating Role of Community Participation, the following conclusions can be drawn.

a. Educational Unit Operational Assistance (BOSP) governance has a positive and significant effect on the quality of education, with P = 0.018 < 0.05 and a t-statistic value of 2.564. This coefficient indicates that the better, more transparent, and more accountable the governance of BOSP funds is, the more the quality of education in public junior high schools in Sidenreng Rappang Regency will improve.

b. Principal competence has a positive and significant effect on the quality of education, with P = 0.000 < 0.05 and a t-statistic value of 7.890. This coefficient indicates that the higher the competence possessed by the principal, including personality, managerial competence, supervision, entrepreneurship, and social competence, the better the achievement of education quality in the school.

c. The moderating role of community participation has a positive and significant effect in strengthening the relationship between BOSP governance and the quality of education, with P = 0.020 < 0.05 and a t-statistic value of 2.333. This means that active community participation in the functions of supervision and budget planning is able to optimize the impact of BOSP governance on improving the quality of education.

**d.** The moderating role of community participation does not have a significant effect on the relationship between principal competence and the quality of education, with P = 0.118 > 0.05 and a t-statistic value of 0.569. This means that the extent to which principal competence affects the quality of education is independent and professional in nature, and does not depend on intervention or moderating support from the community or school committee.

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