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Individual Consultant Performance in School Revitalization: Administrative Strength and Monitoring Deficit

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ABSTRACT
This study evaluates the performance of Individual Consultants who support Indonesia's self-managed junior high school revitalization program. It compares stakeholder-rated importance and actual performance, maps improvement priorities, and explains the principal performance gap. A descriptive cross-sectional design combined Importance–Performance Analysis with open-ended responses. Fifteen attributes—seven technical, three administrative, and five social/managerial—were rated by 28 stakeholders from eight schools in Makassar, including school construction committees, technical teams, the municipal education office, and the expert coordinator. All 30 importance and performance items were valid, while reliability was very high (Cronbach's alpha 0.950 and 0.977). The importance grand mean (4.510) exceeded performance (4.321), producing an overall gap of −0.188 and 95.83% conformance. Administrative verification and reporting occupied the "Keep Up the Good Work" quadrant in full, whereas no technical attribute did. Physical-progress monitoring was the only "Concentrate Here" attribute (importance 4.54; performance 4.29; gap −0.250). Qualitative responses associated the deficit with irregular visits and excessive school assignments. The findings show that documentary compliance can remain strong while field assurance weakens. Structured site-visit schedules, digital evidence-based reporting, and workload standards are therefore recommended.

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1. Introduction

Indonesia's school revitalization agenda places construction responsibility close to the education unit. Under the self-managed mechanism, public funds are transferred to schools and implemented through the School Construction Committee (Panitia Pembangunan Satuan Pendidikan, P2SP). The arrangement is intended to increase responsiveness to local needs and strengthen ownership, but it also transfers technical, administrative, and coordination duties to temporary school-level organizations whose principal expertise is education rather than construction. National planning documents indicate that the financing requirement for education-facility revitalization remains substantial, while the 2025 implementation guidance assigns detailed responsibilities for planning, execution, verification, reporting, and accountability [1,2].

The Individual Consultant, also called the program facilitator, is the professional interface between school-level implementation and government requirements. The consultant reviews drawings, quantities, specifications, and changes; monitors physical progress and field compliance; assists document verification and reporting; facilitates the P2SP; and coordinates technical and non-technical problem solving. This arrangement differs from conventional construction-management or supervisory consulting. A consulting firm can distribute work among specialists and apply hierarchical internal review, whereas an individual consultant carries concentrated personal responsibility, often across several sites. The procurement framework formally recognizes individual consultancy, but the operational success of the role depends on whether personal capacity, mobility, communication, and workload are consistent with the breadth of the assignment [3].

Recent construction literature reinforces the need to treat consultant performance as multidimensional. Engineering-firm evaluations increasingly combine technical capability, schedule reliability, client-reported outcomes, quality indicators, and regulatory standing rather than relying on administrative eligibility alone [4]. A hybrid study of architectural, engineering, and construction consultants similarly identified communication and relationship management together with document and record management as major predictors of operational performance [5]. Client-side evidence also shows that service-delivery approach and the consultant–client relationship influence satisfaction with consultancy services [6]. These findings imply that technical knowledge is necessary but insufficient: reliable performance also requires timely presence, understandable advice, traceable records, and effective coordination.

The self-managed school setting intensifies those requirements. Technical decisions must be translated into instructions that a school committee can execute, while administrative outputs must remain consistent with disbursement and handover rules. Facilitator research in other sectors shows that effectiveness depends on role clarity, training, feedback, stakeholder participation, and practical support. Training-the-trainer programs, for example, improve facilitation when participants practice delivery, receive feedback, and have access to

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implementation tools [7]. Programs for small contractors likewise underperform when training is poorly designed, technical support is weak, and monitoring systems are absent [8]. In collaborative construction environments, siloed roles can obstruct coordination, whereas structured interdisciplinary interaction clarifies project goals and trade-offs [9].

Digital systems are frequently proposed as a response to dispersed assignments, yet their benefits depend on implementation conditions. Research on construction consultants reports that cost, weak standards, limited awareness, and stakeholder resistance constrain adoption of fourth-industrial-revolution technologies [10]. Studies in other public-service settings similarly show that infrastructure quality, technical competence, management commitment, and user acceptance shape whether digital tools improve service delivery [11,12]. Digital reporting should therefore support, rather than substitute for, direct field observation.

Indonesian studies of construction consultants have mostly examined management consultants or supervisory firms. In Makassar, the role of construction-management consultants has been discussed in relation to project control and coordination [13]. Studies in Tabanan, Narmada, Denpasar, Palangka Raya, and Surabaya have assessed supervisory performance, service satisfaction, or performance gaps, generally within conventional consultant organizations [14-18]. However, the available literature does not establish whether the same performance profile applies to an independent facilitator embedded in a direct-government-assistance, school-managed construction program.

This gap is important because standardized administrative tasks and field-intensive technical tasks may respond differently to organizational constraints. Document verification is supported by templates, submission gates, and visible completion evidence. Physical-progress monitoring requires travel, recurring attendance, rapid interpretation of changing site conditions, and follow-up across locations. A consultant may therefore achieve high documentary compliance while providing less consistent field assurance. Such a pattern would not necessarily indicate low overall competence; it would indicate that the institutional architecture directs effort more effectively toward some functions than others.

Importance–Performance Analysis (IPA) is appropriate for examining this problem because it compares two stakeholder judgements for the same attributes: how important each function is and how well it is performed. Recent applications demonstrate that IPA can identify competency and service gaps even when average ratings are generally high. A 2026 study of architects and fire-safety consultants combined expert validation with IPA and identified priority gaps that were not visible from competence inventories alone [19]. Indonesian construction-service studies have also used importance and performance measures to guide improvement priorities [20]. The method is managerial rather than causal: it indicates where scarce improvement resources should be concentrated.

This study evaluates 15 functions of Individual Consultants supporting eight junior high schools in Makassar. It asks: (1) how do stakeholders rate the importance and actual performance of technical, administrative, and social/managerial attributes; (2) how are the attributes distributed across the four IPA quadrants; and (3) which organizational conditions help explain the principal priority? The study contributes a regulation-based instrument and tests the proposition that a self-managed, document-intensive program can display strong administrative compliance alongside a relative deficit in direct physical-progress monitoring.

2. Methods

2.1 Study design and setting

A descriptive, cross-sectional design was used to compare perceived importance and actual performance and to map attributes through Importance–Performance Analysis. The study was conducted at eight public junior high schools participating in the 2025 Revitalization Program in Makassar, Indonesia. The unit of evaluation was the consultant-performance attribute; the source of evidence was a stakeholder who interacted directly with the Individual Consultant. Open-ended questions were included to clarify the mechanisms underlying the quantitative priorities.

2.2 Attribute development

Fifteen attributes were developed from three complementary sources: the program's implementation regulation, relevant consultant and facilitator literature, and expert judgement involving academics and construction-management practitioners. Seven attributes represented technical work, three represented administration, and five represented social/managerial facilitation. The structure reflects contemporary performance-evaluation approaches that combine capability, service delivery, communication, records, and outcomes rather than equating consultancy performance with technical credentials alone [4,5]. The final attributes and their operational meanings are presented in Table 1.

2.3 Participants and data collection

The respondent population comprised actors who had direct operational contact with the consultants: P2SP members, school technical teams, the Makassar City Education Office, and the Expert Coordinator. A census was used for the small oversight groups—three education-office representatives and one coordinator—while purposive sampling selected 16 P2SP members and eight technical-team members with direct implementation experience. All 28 distributed questionnaires were returned and retained.

Respondents rated each attribute twice on a five-point Likert scale: once for importance and once for perceived actual performance. Higher values indicated greater importance or stronger performance. The questionnaire also asked respondents to identify the consultant's principal weakness, the attribute most in need of improvement, external constraints, and recommended corrective actions. Before the main survey, the instrument was piloted with 10 participants outside the study population. The pilot analysis yielded item correlations of 0.632–0.978 and Cronbach's alpha values of 0.977–0.979.

Table 1. Performance attributes used to evaluate Individual Consultants

Code	Performance attribute	Dimension	Operational role
T1	Review technical design drawings	Technical	Confirms that drawings are complete, coherent, and implementable.
T2	Review bill of quantities (BoQ)	Technical	Checks quantities and cost-related technical assumptions.
T3	Review technical specifications	Technical	Verifies material and workmanship requirements.
T4	Monitor physical progress	Technical	Observes progress and identifies delay or deviation early.
T5	Check field-implementation compliance	Technical	Assesses compliance with approved plans and requirements.
T6	Resolve technical problems	Technical	Provides timely advice when site problems emerge.
T7	Document work changes	Technical	Records and justifies changes to scope or implementation.
A1	Verify second-stage disbursement documents	Administrative	Supports accurate and timely release of subsequent funds.
A2	Verify handover documents (BAST)	Administrative	Confirms completion evidence and handover documentation.
A3	Report to the Expert Coordinator	Administrative	Maintains traceability, escalation, and institutional oversight.
S1	Facilitate and mentor P2SP	Social/Managerial	Builds P2SP capacity to implement self-management.
S2	Support compliance with program procedures	Social/Managerial	Translates procedures into school-level practice.
S3	Mediate non-technical problems	Social/Managerial	Helps resolve interpersonal and organizational disputes.
S4	Communicate and coordinate across parties	Social/Managerial	Connects schools, technical teams, authorities, and leadership.
S5	Encourage active P2SP participation	Social/Managerial	Sustains ownership and shared responsibility within P2SP.

Source: Developed by the authors based on the program regulation, relevant literature, and expert judgement.

2.4 Measurement and analysis

Main-sample item validity was evaluated separately for the 15 importance items and 15 performance items using corrected item–total correlations. Item validity was established when the corrected item–total correlation exceeded the critical value of 0.374 at $\alpha = 0.05$. Internal consistency was assessed using Cronbach's alpha.

For attribute i, the performance gap was defined as:

$$G_i = \bar{P}_i - \bar{I}_i$$

where $\bar{P}_i$ is mean performance and $\bar{I}_i$ is mean importance. Negative values therefore indicate that perceived performance is below attributed importance. The conformance level was calculated as:

$$CL_i = \left(\frac{\bar{P}_i}{\bar{I}_i}\right) \times 100\%$$

Performance formed the horizontal axis of the IPA map and importance the vertical axis. The grand means—4.321 for performance and 4.510 for importance—were used as crosshairs. Attributes above the importance mean and below the performance mean were classified as Quadrant I, "Concentrate Here." Attributes above both means formed Quadrant II, "Keep Up the Good Work." Attributes below both means formed Quadrant III, "Low Priority," while those below the importance mean but above the performance mean formed Quadrant IV, "Possible Overkill." Because nearly all ratings were high, the grand-mean crosshairs produced a relative portfolio classification rather than an absolute pass–fail judgement.

Open-ended responses were grouped into recurring themes based on similarities in the reported weaknesses, external constraints, and recommended corrective actions. Frequencies were used to corroborate the IPA findings rather than to support statistical generalization. The analysis evaluates perceived consultant performance and does not constitute a structural-safety assessment or an evaluation of individual professional misconduct.

3. Findings and Discussion

3.1 Respondent coverage and instrument quality

P2SP members formed the largest respondent group (16; 57.14%), followed by technical-team members (8; 28.57%), education-office representatives (3; 10.71%), and the Expert Coordinator (1; 3.57%). This distribution gives substantial weight to school-level implementers who experience consultant support during routine construction activities, while retaining technical and institutional oversight. Nineteen respondents were men (67.9%) and nine were women (32.1%). Half held bachelor's or applied-bachelor's qualifications, 35.7% held master's degrees, and 14.3% had completed senior secondary education. Similar-program experience was limited for most respondents: 60.7% reported less than one year, 17.9% one to two years, 14.3% three to five years, and 7.1% more than five years. Table 2 summarizes the respondent profile and measurement-quality indicators, providing an overview of stakeholder coverage, item validity, and scale reliability.

Table 2. Respondent profile and measurement-quality summary

Indicator	Category / statistic	n or range	% or α
Stakeholder role	P2SP	16	57.14%
Stakeholder role	Technical team	8	28.57%
Stakeholder role	Makassar City Education Office	3	10.71%
Stakeholder role	Expert Coordinator	1	3.57%
Gender	Male / Female	19 / 9	67.9 / 32.1%
Education	Master's / Bachelor's / Senior secondary	10 / 14 / 4	35.7 / 50.0 / 14.3%
Similar-program experience	<1 y / 1–2 y / 3–5 y / >5 y	17 / 5 / 4 / 2	60.7 / 17.9 / 14.3 / 7.1%
Item–total correlation	Importance items	0.429–0.870	All valid
Item–total correlation	Performance items	0.778–0.920	All valid
Cronbach's alpha	Importance scale	15 items	0.950
Cronbach's alpha	Performance scale	15 items	0.977

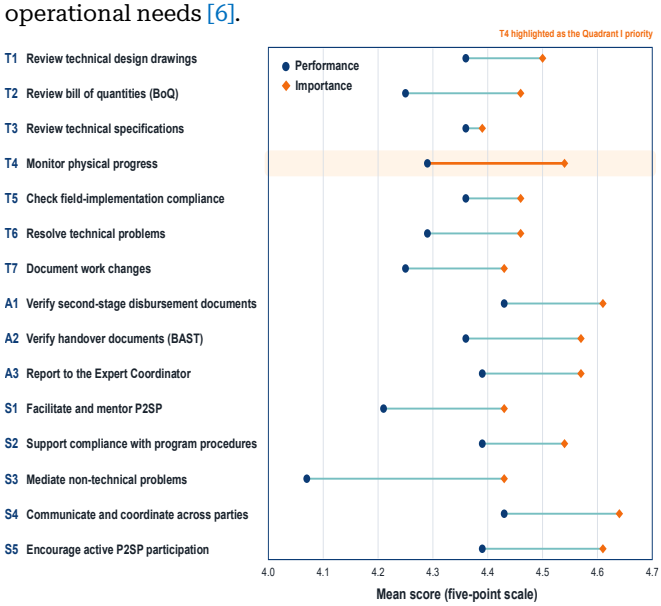
Source: Authors' analysis of questionnaire and SPSS outputs. Critical correlation value = 0.374.

All 30 measurement items met the validity criterion applied in this study. Corrected item–total correlations ranged from 0.429 to 0.870 for importance and from 0.778 to 0.920 for performance. Cronbach's alpha was 0.950 for the importance scale and 0.977 for performance. These coefficients support consistent item ranking and portfolio mapping. Their very high magnitude should nevertheless be interpreted cautiously: high internal consistency can also reflect conceptual proximity among attributes and does not independently establish dimensional validity. Larger applications should test the technical, administrative, and social/managerial structure through factor analysis.

3.2 Importance, performance, and the expectation premium

All attributes were considered important. Mean importance ranged from 4.39 for review of technical specifications (T3) to 4.64 for communication and inter-party coordination (S4). Performance ratings were also favourable, ranging from 4.07 for mediation of non-technical problems (S3) to 4.43 for verification of second-stage disbursement documents (A1) and communication and coordination (S4). Thus, the overall performance profile was favourable despite systematic gaps between importance and performance. The analytical issue is that importance exceeded performance for every attribute.

The importance grand mean was 4.510, compared with a performance grand mean of 4.321. The resulting overall gap was −0.188 and the conformance level 95.83%. Figure 1 shows the paired means. Importance remains above performance across the full attribute set, indicating a portfolio-wide expectation premium rather than an isolated outlier. The finding is consistent with client-oriented consultancy research: stakeholders evaluate not only whether a task was completed, but whether delivery was timely, relationally effective, and aligned with their operational needs [6].



Source: Authors' analysis.

Figure 1. Attribute-level importance and performance means

Gap magnitude varied substantially. S3, mediation of non-technical problems, had the largest deficit (−0.357; conformance 91.94%), followed by T4, monitoring physical progress (−0.250; 94.49%). T3 had the smallest deficit (−0.036; 99.19%). At the dimension level, the mean gap was −0.229 for social/managerial functions, −0.190 for administrative functions, and −0.158 for technical functions (Figure 2). The aggregate social/managerial deficit indicates that interpersonal work—mentoring, mediation, coordination, and participation—requires sustained attention. Similar studies of stakeholder engagement show that communication quality, clarity of goals, support for participation, and opportunities to resolve mistakes shape perceived partnership quality [21]. Community-based evidence also links meaningful participation to transparency, trust, satisfaction, and local autonomy [22].

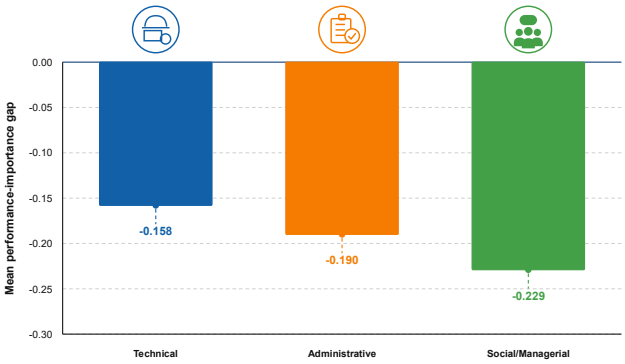
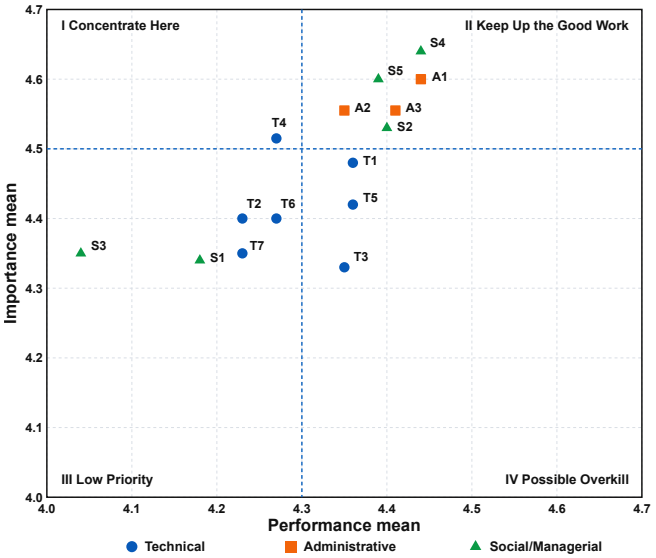


Figure 2. Mean performance–importance gap by performance dimension

The overall conformance level should therefore be interpreted as "strong but incomplete." A score near 96% can create managerial complacency if treated as a single performance verdict. In construction facilitation, however, a modest deficit in a time-sensitive attribute can have disproportionate consequences. Delayed identification of slow progress or deviation may increase rework, compress later activities, weaken documentation, and reduce the school committee's opportunity to correct problems while options remain open. Portfolio averages must be read together with attribute function and quadrant position.



Source: Authors' analysis.

Figure 3. Importance–Performance Analysis map of Individual Consultant attributes

3.3 IPA quadrant structure

The IPA map used performance 4.321 and importance 4.510 as crosshairs (Figure 3). Only one attribute occupied Quadrant I: T4, monitoring physical progress. Quadrant II contained six attributes: all three administrative attributes—A1, A2, and A3—and three social/managerial attributes—S2, S4, and S5. Quadrant III contained T2, T6, T7, S1, and S3. Quadrant IV contained T1, T3, and T5. Table 3 presents the complete results.

The map reveals a pronounced dimensional asymmetry. Administrative work occupied Quadrant II in full. Verification of second-stage disbursement documents, verification of handover documents, and reporting to the Expert Coordinator were all highly important and above the performance benchmark. These tasks benefit from formal deadlines, templates, approval gates, and visible evidence. Their strong position suggests that the program's compliance architecture gives consultants clear triggers and accountable outputs.

Table 3. Item-level Importance–Performance Analysis results

Code	Attribute	I	P	Gap	CL (%)	Q
T4	Monitor physical progress	4.54	4.29	-0.250	94.49	I
A1	Verify second-stage disbursement documents	4.61	4.43	-0.180	96.10	II
A2	Verify handover documents (BAST)	4.57	4.36	-0.210	95.40	II
A3	Report to the Expert Coordinator	4.57	4.39	-0.180	96.06	II
S2	Support compliance with program procedures	4.54	4.39	-0.150	96.70	II
S4	Communicate and coordinate across parties	4.64	4.43	-0.210	95.47	II
S5	Encourage active P2SP participation	4.61	4.39	-0.220	95.23	II
T2	Review bill of quantities (BoQ)	4.46	4.25	-0.210	95.29	III
T6	Resolve technical problems	4.46	4.29	-0.170	96.19	III
T7	Document work changes	4.43	4.25	-0.180	95.94	III
S1	Facilitate and mentor P2SP	4.43	4.21	-0.220	95.03	III
S3	Mediate non-technical problems	4.43	4.07	-0.360	91.87	III
T1	Review technical design drawings	4.50	4.36	-0.140	96.89	IV
T3	Review technical specifications	4.39	4.36	-0.030	99.32	IV
T5	Check field-implementation compliance	4.46	4.36	-0.100	97.76	IV

I = importance mean; P = performance mean; CL = conformance level; Q = IPA quadrant.

This strength matters. Direct government assistance requires credible documentation, traceable decisions, and timely reporting. The result should not be used to reduce administrative controls indiscriminately. Instead, standardized checklists, shared document repositories, and scheduled reporting can preserve high performance while reducing avoidable repetition. Evidence from consultant-performance modelling supports the joint importance of relationship management and document/record management; neither should be treated as secondary to technical expertise [5].

No technical attribute appeared in Quadrant II. This does not mean that technical performance was uniformly weak. T1, T3, and T5 had above-benchmark performance and entered Quadrant IV because their relative importance was below the unusually high portfolio average. T2, T6, and T7 entered Quadrant III because both their importance and performance were below the corresponding grand means. The only technical function with high relative importance and below-benchmark performance was T4.

The pattern contrasts with conventional supervisory-consultant studies, where technical competence is often treated as the principal maintained strength [14,15]. The contrast is theoretically informative. An Individual Consultant embedded in school self-management is not a reduced version of a construction-management firm. The institutional form changes the performance portfolio. Bounded tasks—such as reviewing a drawing or verifying a document—can be scheduled and completed. Continuous monitoring is geographically dispersed, repeatedly renewed, and vulnerable to workload conflict. The result is better interpreted as an allocation and system-design problem than as evidence of deficient technical knowledge.

3.4 The apparent conflict between S3 and T4

S3 and T4 show why gap ranking and quadrant priority should be read together. S3 had the lowest absolute performance and largest negative gap. Nevertheless, its importance mean of 4.43 was below the portfolio importance crosshair, placing it in Quadrant III. T4 had a smaller gap but combined above-crosshair importance (4.54) with below-crosshair performance (4.29), the defining Quadrant I profile.

"Low Priority" is a relative label, not a declaration that mediation is unimportant. All importance means exceeded 4.3. Non-technical conflict can disrupt labour organization, procurement, decision making, and communication. S3 should remain a secondary improvement area, particularly where recurring disagreement obstructs corrective work. Research on multidisciplinary practice emphasizes that effective evaluation requires the right participants, clear timing, structured discussion, and explicit follow-up [23]. These routines can strengthen mediation without displacing the first priority assigned to field monitoring.

The T4 result is likewise relative rather than an absolute failure. A performance mean of 4.29 remains favourable on a five-point scale. Its strategic significance arises because stakeholders consider direct monitoring especially important and because other functions perform slightly better. This distinction supports a constructive intervention: preserve the consultant model, but redesign the conditions under which physical-progress monitoring occurs.

3.5 Qualitative corroboration and the workload mechanism

Open-ended responses converged with the quantitative map. The thematic analysis showed that 19.4% of respondents identified irregular physical field monitoring as

the consultant's main weakness. Eight per cent explicitly selected regular physical-progress monitoring as the attribute most in need of improvement. The most frequently reported external constraint was one facilitator handling multiple schools (28.3%). Proposed measures included limiting a facilitator to one education unit (18.5%) and implementing integrated digital reporting (14.8%).

The percentages are directional evidence from a small stakeholder group, not prevalence estimates for all schools. Their importance lies in convergence. IPA identifies T4 as the only high-importance/below-benchmark attribute, while qualitative responses identify irregular visits, dispersed assignments, and reporting needs. Together they support a plausible mechanism: workload is distributed across locations, making recurring site presence harder to sustain even when standardized document tasks remain well controlled.

Comparable implementation studies show that perceived workload, technology skills, network reliability, and limited time can restrict service innovations, whereas management support and cross-department collaboration facilitate adoption [24]. Construction-sector evidence likewise identifies monitoring and enforcement as a distinct performance domain and highlights the value of stakeholder dialogue [25]. In small-contractor development, weak recording, monitoring, and technical-support systems reduce program effectiveness [8]. The present result therefore fits a broader implementation pattern: good professional intentions are insufficient when workload, information systems, and follow-up routines are not aligned.

3.6 From diagnosis to intervention

The first intervention is a risk-sensitive minimum site-visit schedule. The program should define a baseline frequency—weekly or fortnightly—then increase monitoring during high-risk stages, significant changes, emerging delays, or repeated non-compliance. Each visit should record the date, observed progress, key quantities or work stages, deviations, agreed corrective actions, responsible persons, and follow-up dates. The objective is not to maximize visit counts but to ensure that monitoring intensity reflects project pace and risk.

The second intervention is a simple digital evidence system. Date-stamped photographs, a concise progress log, an issue register, and corrective-action tracking would make follow-up visible between visits. Digitalization can improve continuity and management information, but it must be designed around user capacity and infrastructure. Systematic evidence from low- and middle-income settings identifies infrastructure, equipment, connectivity, staff competence, stakeholder commitment, and ongoing evaluation as interdependent conditions for sustainability [11]. E-government research similarly shows that expected performance benefits and uncertainty costs influence acceptance and satisfaction [12]. The reporting tool should therefore reduce duplication and support decisions; it should not create a second administrative burden that further limits site presence.

The third intervention is an explicit facilitator-to-school workload standard. A universal one-consultant–one-school rule may be fiscally unrealistic, but the current evidence shows that assignment volume deserves formal control. A defensible workload model could combine travel time, project value, work complexity, school capacity, implementation stage, and risk history. Thresholds should identify when a consultant requires fewer sites, additional technical support, or temporary assistance. Such a standard converts workload from an informal explanation into a manageable program variable.

The fourth intervention is selective reallocation from Quadrant IV. T1, T3, and T5 remain essential construction controls; "Possible Overkill" does not mean that they should be removed. It indicates that marginal effort may yield less stakeholder value than equivalent effort directed to T4. Standard review templates, risk-based depth, and elimination of duplicate checking can preserve technical quality while releasing time for physical observation. Digital construction studies caution that new technologies do not improve delivery automatically; weak standards, cost, awareness, and resistance can prevent effective use [10]. The intervention package should therefore integrate workload, routines, and technology rather than relying on software alone.

Figure 4 summarizes the evidence-to-action pathway. A structural constraint—multiple-school assignments across dispersed locations—reduces the regularity and visibility of site monitoring. IPA diagnoses T4 as the strategic priority. The response combines a visit standard, digital evidence, and workload review. These actions are mutually reinforcing: workload standards make the schedule feasible; visits generate reliable evidence; and digital logs sustain follow-up and oversight.

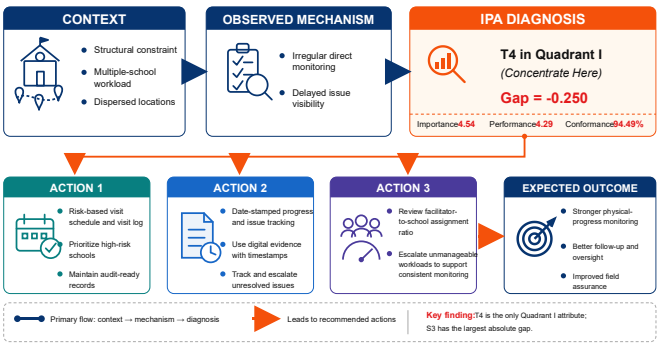


Figure 4. Evidence-to-action pathway for strengthening physical-progress monitoring

3.7 Contribution, policy relevance, and limitations

The study contributes conceptually by distinguishing administrative compliance from field assurance. Both are necessary, but they are not interchangeable. A program can perform well in verification and reporting while remaining exposed to a relative weakness in direct observation. This distinction may apply to other decentralized infrastructure programs that rely on individual experts to support community or institutional implementers.

Methodologically, the 15-attribute instrument translates program responsibilities into an actionable evaluation portfolio. Recent IPA research demonstrates the value of combining expert-derived criteria, psychometric assessment, and quadrant diagnosis for professional competencies [19]. The present instrument is smaller and context-specific, but its regulation-based design makes it suitable for periodic use. Repeated measurement could test

whether T4 moves into Quadrant II after intervention without weakening administrative strengths.

Policy implementation should retain local flexibility. Makassar is an urban setting; travel, school density, and technical support differ across regions. Nevertheless, national guidance can specify comparable minimum evidence: visit frequency, progress records, unresolved issues, response time, and workload information. Public-intermediary research indicates that expert advisory arrangements can generate high satisfaction and measurable operational value when infrastructure use and outcomes are documented [26]. Facilitator-based innovation programs also emphasize concrete results, indicators, collective problem solving, and continued engagement [27].

Several limitations constrain inference. The sample comprised 28 stakeholders from eight schools in one city and does not estimate national prevalence. Because the study involved a small, context-specific stakeholder sample, inferential subgroup analyses were not performed. Future studies should employ larger multi-site samples to examine differences across stakeholder categories. Ratings may reflect leniency, recent interactions, social desirability, or role-specific expectations. The cross-sectional design cannot determine change across construction stages. Grand-mean crosshairs are sensitive to the observed score distribution, which was compressed near the top of the scale. Future studies should retain anonymized raw data, compare stakeholder groups, link perception scores to objective indicators, and use longitudinal multi-city designs. Objective indicators should include verified visit frequency, schedule variance, unresolved issue duration, defect or rework records, document-processing time, and the facilitator-to-school ratio.

4. Conclusion

The performance of Individual Consultants in Makassar's junior high school revitalization program was generally favourable but not fully aligned with stakeholder expectations. Across 15 technical, administrative, and social/managerial attributes, importance exceeded performance in every case. The importance grand mean was 4.510, performance was 4.321, the overall gap was −0.188, and conformance reached 95.83%. The instrument met the validity criterion used in the study and showed very high internal consistency.

The central result is structural rather than merely numerical. All administrative attributes occupied Quadrant II, confirming that disbursement verification, handover documentation, and reporting were highly valued and comparatively well delivered. No technical attribute occupied that quadrant. Physical-progress monitoring was the only Quadrant I attribute and therefore the immediate priority. Mediation of non-technical problems had the largest absolute gap, but its relative importance placed it in Quadrant III; it remains a secondary concern rather than the first allocation priority.

Qualitative evidence linked the monitoring deficit to irregular visits and the burden of supporting multiple schools. The appropriate response is a coordinated management package: establish risk-sensitive minimum visit schedules; use concise, date-stamped digital progress and issue records; define workload standards based on project complexity, distance, stage, and risk; and reduce duplicate effort in comparatively over-served activities. Administrative strengths should be preserved.

The study demonstrates that documentary compliance does not guarantee equivalent field assurance. Periodic IPA can help education authorities identify where limited professional capacity should be directed, but future evaluation should combine stakeholder perceptions with objective indicators and longitudinal data. Replication across regions is required before national generalization.

Declaration of generative AI and AI-assisted technologies in the manuscript preparation process

Generative artificial intelligence tools were used during manuscript preparation to assist with language editing, structural refinement, and improvement of graphical presentation. All scientific content, numerical results, interpretations, references, and final revisions were reviewed and verified by the authors. The authors take full responsibility for the accuracy, integrity, and originality of the published work.

CRediT authorship contribution statement

Gunawan Abdullah contributed to the conceptualization, methodology, investigation, data collection, formal analysis, visualization, and preparation of the original manuscript draft. Ratna Musa contributed to supervision, validation, interpretation of the findings, and critical review and editing of the manuscript. Abd. Karim Hadi contributed to supervision, validation, interpretation of the findings, and critical review and editing of the manuscript. All authors reviewed and approved the final version of the manuscript and agreed to be accountable for the work.

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Declaration of competing interest

The authors declare that they have no known financial or non-financial conflicts of interest that could have influenced the research reported in this article.

Data availability

The data supporting the findings of this study are available from the corresponding author upon reasonable request. Any data shared will be provided in anonymized form and subject to applicable confidentiality and institutional requirements.

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