

Implementation of Principles of Good School Governance at Schools in West Java Province, 2020

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Abstract- This study aims to analyze the application of the principles of good school governance. The study used descriptive methods to respond to 76 samples of high school teachers. The results showed that school governance has been implemented well supported by the principles of transparency, accountability, responsibility, autonomy, fairness, participation, effectiveness and efficiency, and consensus orientation. However, the principle of participation and the principle of fairness should get better attention.

Keywords: *good school governance, transparency, accountability, responsibility, autonomy, fairness, participation, effectiveness and efficiency, and consensus orientation.*

I. Introduction

The progress of a nation can be seen from the quality of its education. Good quality education will create the nation's next-generation who is highly competitive and has good abilities in various fields. Therefore, the issue of education is always a concern for national leaders. So that quality education becomes part of the Sustainable Development Goals - SDGs.

The Sustainable Development Goals (SDGs) are the development that maintains the improvement of the people's economic welfare sustainably, a development that maintains the sustainability of the social life of the community, a development that maintains the quality of the environment, and development that ensures justice and the implementation of governance that can maintain an increase in the quality of life from one generation to the next. SDGs are global and national commitments to improve the welfare of society, covering 17 goals, namely (1) No Poverty; (2) Without Hunger; (3) Good Health and Well-Being; (4) Quality Education; (5) Gender Equality; (6) Clean Water and Sanitation; (7) Affordable and Clean Energy; (8) Decent Work and Economic Growth; (9) Industry, Innovation and Infrastructure; (10) Reduce Inequalities; (11) Sustainable Cities and Communities; (12) Responsible Consumption and Production; (13) Climate Action; (14) Life Bellow Water; (15) Life on Land; (16) Peace, Justice and Strong Institutions; (17) Partnerships for the Goals (<http://sdgs.bappenas.go.id/sekilas-sdgs/>).

Seen from the education index, the quality of education in Indonesia is currently still low. According to UNDP, the Indonesian Education index in 2018 was ranked 6th out of 11 countries in the Southeast Asia Region. At the global level, Indonesia's education index is ranked 111 out of 189 countries. In comparison, Singapore is ranked first in the Southeast Asia Region and at the global level is ranked 9th. Details can be seen in Figure 1.

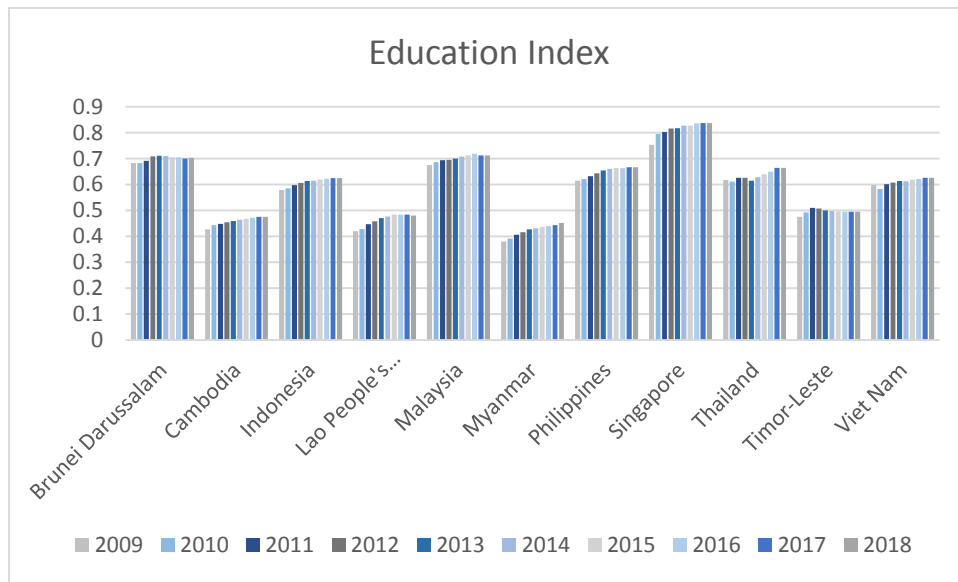


Figure 1. ASEAN Education Index for the period 2009 – 2018

Source: UNDP (processed)

However, the Education index in West Java Province tends to increase, as shown in Figure 2.

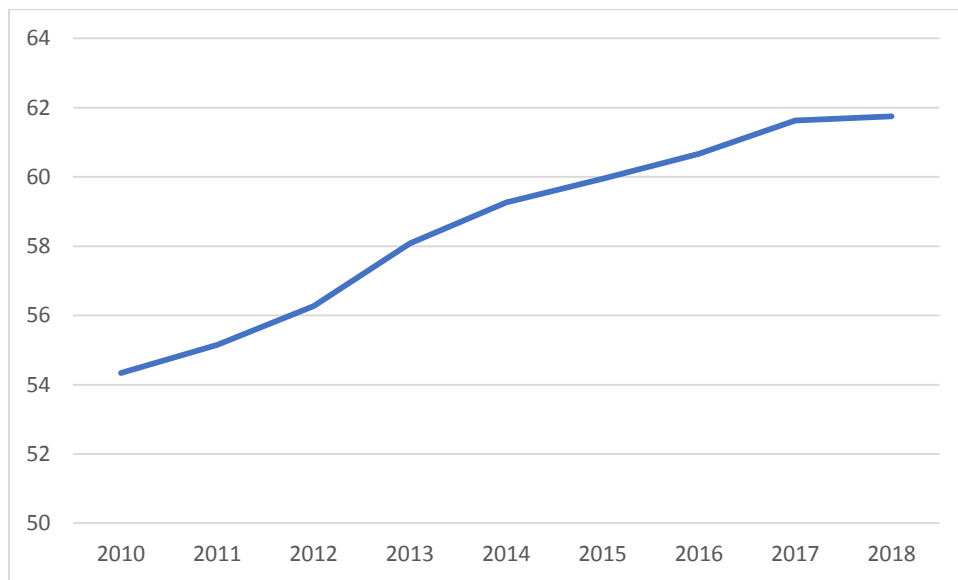


Figure 2. West Java Province Education Index for the period 2010 – 2018

Source: West Java Central Bureau of Statistics (processed)

According to the official Governor of West Java, Mohamad Iriawan, the quality of education must be continuously improved to produce highly competitive human resources. The quality of education in West Java province can be achieved through three pillars of education, namely: equalization and strengthening of access to education, secondly increasing the quality and culture of educational competitiveness, and strengthening governance, accountability, and school image.

The model of good school governance is closely related to the concept of school-based management. School governance is an effort to achieve good school governance. The implementation of good school governance refers to the implementation of good governance, including the application of the principles used to underlie its implementation, which consists of transparency, accountability, responsibility, autonomy, fairness, participation, effective and efficient, and consensus orientation (Ismara et al., 2020).

This study aims to assess the application of the principles of good school governance in schools in West Java Province in 2020.

II. Literature Review and Theoretical Framework

2.1. Good School Governance

The concept of governance involves not only the government and the state but also the roles of various parties outside the government and the state so that the parties involved are also very broad. Governance is a mechanism for managing economic and social resources that involve the influence of the state sector and the non-government sector in a collective activity (Widodo, 2001). In simple terms, governance is a decision-making process and a process in which decisions are implemented or not implemented (ESCAP, 2006).

According to the United Nations Development Program (UNDP, 1997) in Rewansyah (2010), governance is “the exercise of political, economic, and administrative authority to manage a nation’s affair at all levels. It is the complex mechanisms, process, relationships, and institutions through which citizens and groups articulate their interest, exercise their rights and obligations, and mediate their differences”.

Good governance is an issue that continues to emerge today. Good governance is determined by several factors: effective codes of governance that lead to transparent reporting; effective board governance and process; effective independent directors; informed business decisions; a culture of risk management embedded in the organization as a whole; and shareholders actively interested in ensuring that good governance is practiced (Wallace & Zinkin, 2006).

Meanwhile, Bastian (2014) describes good governance as a resource management mechanism with substance and implementation that is directed towards achieving fair and efficient development. Good governance is a process and structure that guides political and socio-economic relations (Vyas-Doorgapersad & Aktan, 2017).

Good governance has 8 principles, namely: participatory, transparency, accountability, responsiveness, rule of law, consensus-oriented, equity and inclusiveness, and effectiveness and efficiency (ESCAP, 2006). Meanwhile, according to the United Nation Development Programs (UNDP) in LAN (2000), good governance is synergistic and constructive among the state, private sector, and society.

The characteristics of good governance are as follows:

1. Participation. Every citizen has a voice in decision making, either directly or through the intermediation of legitimate institutions that represent their interests. This participation is built based on freedom of association and to speak and participate constructively.
2. Rule of law. The legal framework must be fair and implemented indiscriminately, especially laws for human rights.
3. Transparency. Transparency is built based on the free flow of information. Processes, institutions, and information can be received directly by those in need. The information must be understood and monitored.
4. Responsiveness. Institutions and processes should try to serve each stakeholder.
5. Consensus orientation Good governance becomes an intermediary for different interests to obtain the best

choice for broader interests both in terms of policies and procedures.

6. Equity. All citizens, both men, and women have the opportunity to improve or maintain their welfare.
7. Effectiveness and efficiency. Processes and institutions produce what has been outlined using the best available resources.
8. Accountability. Decision-makers in government, the private sector, and society (civil society) are accountable to the public and stakeholder institutions. Accountability depends on the organization and the nature of the decisions made, whether these decisions are for the internal or external interests of the organization.
9. Strategic vision. Leaders and the public must have a broad and far-reaching perspective of good governance and human development in line with what is needed for this kind of development.

School governance is based on decisions and actions taken related to student education (DETM, 2019) in Ismara et al. (2020). Better governance has the potential to improve the quality of education offered in public schools, expand growth, and improve financial stability. In general, governance indicators and assessments are seen as effective tools for raising awareness of decision-makers, the private sector, and civil society, including academia and the media, about the current situation in a country (Khodary, 2016).

Good School Governance (GSG) is a supporting tool for forming schools with good governance. Slamet (2006) in Susanti (2020) explained that there are three principles of good school governance, namely participation, transparency, and accountability.

This study uses 8 principles of good school governance, measured using the principles: transparency, accountability, responsibility, autonomy, fairness, participation, effectiveness and efficiency, and consensus orientation as has been developed by Ismara et al. (2020).

2.2. Theoretical Framework

Much researches on governance have been carried out. Corporate governance studies are associated with performance, firm value, sustainability reporting, corporate social responsibility, earnings management, tax avoidance, company competitiveness, satisfaction, asymmetric information, and family business including; Dzulkipli et al. (2020), Kurniati (2019), Liu et al. (2018), Muda et al. (2018), Rodriguez-Fernandez (2016), Lozano et al. (2016), Stuebs and Sun (2015), Sarbah and Xiao (2015), Siahaan (2014), Fadhilah (2014), Janggu et al. (2014), Shank, Hill, and Stang (2013), Peni and Vähämaa (2012), Retno and Priantinah (2012), Prasinta (2012), Pertiwi and Pratama (2012), Kanagaretnam et al. (2007), Fauver and Fuerst (2006), and Ho (2005).

Government governance studies are associated with performance, financial accountability, quality of financial reporting, the effectiveness of the audit function, corruption, economic growth, and poverty reduction, including; Dwija et al. (2020), Gustianra and Serly (2019), Hutapea and Widyaningsih (2017), Sulistiani (2017), Sukmadilaga et al. (2015), Afiah and Azwari (2015), Rahmatika (2014), Nofianti and Suseno (2014), (Zeyn, 2011), Hardiwinoto (2005), and Shepherd (2000).

University governance studies are related to performance, accountability, leadership, quality of education, autonomy, organizational commitment, and internal supervision, service and trust, student satisfaction, participation, and human capital, including; Muhsin et al. (2020), Raga et al. (2020), Munawir et al. (2019), Rahmadianitami et al. (2019), Wijaya et al. (2019), Wulandari (2019), Hartati et al. (2018), Sabandar et al. (2018), Larasati et al. (2018), Wahyudin et al. (2017), Amilin (2017), Muktiyanto (2016), Rintoul and

MacLellan (2016), Widjajanti and Sugiyanto (2015), Pratolo et al. (2015), Rahayu and Wahab (2013), Shattock (2013), Christensen (2011), Kim (2008), Meyer (2007), and Brown Jr (2001).

School governance / educational governance studies are related to performance, effectiveness, productivity, student participation, teacher behavior, human resource management, supervision, satisfaction, principles of good school governance, fund management, big data, autonomy, and fiscal, including; Khurniawan et al., Quan-Baffour (2020), Ismara et al. (2020), Susanti (2020), Cheng et al. (2019), Jules (2019), Leechman et al. (2019), Bare et al. (2019), Jeong and Luschei (2018), Ford and Ihrke (2018), Hossain (2018), Khodary (2016), Melnic et al. (2015), Kusmayadi wet al. (2015), Dorata and Phillips (2015), Wilkins (2015), Utama and Setiyani (2014), Metsämuuronen et al. (2013), Jithitikulchai (2013), Edwards Jr (2012), Trismanto and Adiwijaya (2012), Lewis and Naidoo (2006), Grieses and Hanafin (2005), Maile (2002), Bush and Gamage (2001), and Resnick (1999).

III. Methodology

This research uses descriptive research conducted to determine the value of the independent variable, either one or more variables without making comparisons or linking with other variables. Descriptive analysis is used to describe the characteristics of respondents and research variables (Sugiyono, 2007).

The type of data in this study uses primary data, the results of the answers to the questionnaire about the implementation of good school governance. The population in this study were 150 productive teachers who collaborated with the Indonesian Institute of Accountants in conducting competency tests in the West Java region who were members of the competency test group. The sampling method uses random sampling. The number of samples is as much as the number of members of the population. The questionnaire was distributed using a google form to the respondents.

The variables in this study are good school governance as measured by dimensions; transparency (9 indicators), accountability (4 indicators), responsibility (5 indicators), autonomy (9 indicators), fairness (6 indicators), participation (9 indicators), effectiveness and efficiency (7 indicators), and consensus orientation (4 indicators) as developed by Ismara et al. (2020).

The questionnaire was tested for validity using the product moments Pearson correlation coefficient (Ghozali, 2016). To test the reliability using the Cronbach Alpha coefficient (Ghozali, 2016). The technique used to collect and process data obtained from the questionnaire by giving weight to each question using a Likert scale (Strongly Agree (SA)=5; Agree (A)=4; Undecided (U)=3; Disagree (D)=2; Strongly Disagree (SD)=1).

Based on the mean score of the respondents' answers, the tendency of the answers is determined using a continuum line, with the following categories (Umar, 2012):

- 1,00 – 1,80 = bad
- 1,81 – 2,60 = poor
- 2,61 – 3,40 = adequate
- 3,41 – 4,20 = good
- 4,21 – 5,00 = very good

IV. Results and Discussion

4.1. Results

The questionnaire was distributed online to 150 respondents as the research sample. 76 respondents filled in the questionnaires, so the response rate was only 51%. The following are the demographics of the respondents. Figure 3 shows that as many as 78% of female teacher respondents (59) and 12% of male teacher respondents (17).

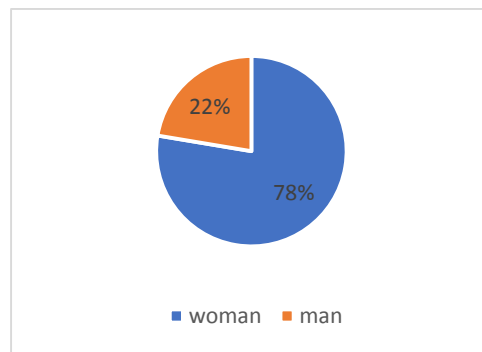


Figure 3. Respondents based on gender

Figure 4 shows the demographics of the respondents by age. As many as 45% of respondents are in the productive age, which is in the range of 35 - 50 years (34), as many as 38% of respondents are over 50 years old (29), and as many as 17% of respondents are in the age range of 25 - 35 years (13).

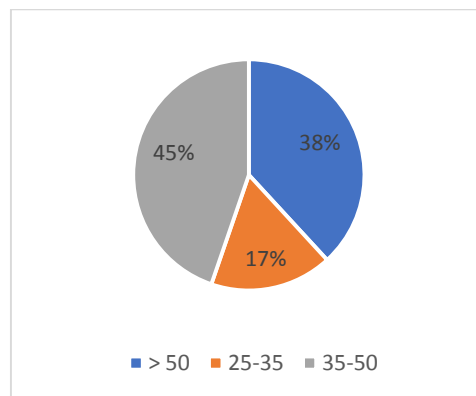


Figure 4. Respondents by age

Figure 5 shows the demographics of the respondents based on their educational background. As many as 76% of respondents have a bachelor's degree (58) and as many as 24% of respondents have a master's degree (18).

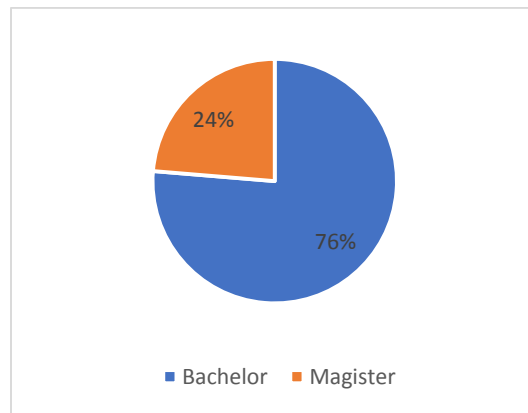


Figure 5. Respondents based on educational background

Figure 6 shows the demographics of respondents based on years of service. As many as 41% of respondents had 11-20 years of work experience (31), 33% of respondents had 1-10 years of work experience (25), and 26% of respondents had work experience > 20 years (20).

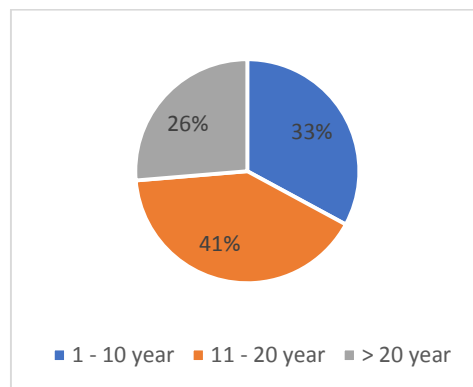


Figure 6. Respondents based on years of service

The results of the validity test show that all items of the questionnaire statement are valid with a validity coefficient of > 0.30 . Likewise, the reliability test results of Cronbach's Alpha value > 0.60 shows the reliability of the instruments used in this study.

The following table presents the results of the questionnaire processing related to the principles of good school governance.

Table 1. Response Regarding Transparency

No.	Statement	Respondents' Answers					Total Score	Mean Score	Description
		SA	A	U	D	SD			
1	Reports on work programs and school performance achievements	34	32	8	2	0	326	4.29	Very good
2	Teacher and education personnel recruitment system	30	30	13	3	0	315	4.14	Good
3	New student recruitment system	33	30	11	2	0	322	4.24	Very good
4	Curriculum, syllabus and student learning schedule	47	24	4	1	0	345	4.54	Very good
5	Collaboration with other parties	31	32	11	2	0	320	4.21	Very good
6	School development strategic plan	33	30	10	3	0	321	4.22	Very good
7	Policies, regulations, SOPs and school service guidelines	28	34	9	4	1	312	4.11	Good
8	Achievement award system	14	37	21	2	2	287	3.78	Good
9	Customer complaint handling system	30	34	9	3	0	319	4.20	Good
Total								4.19	Good

Table 2. Response Regarding Accountability

No.	Statement	Respondents' Answers					Total Score	Mean Score	Description
		SA	A	U	D	SD			
1	The function of elements in the school organizational structure	20	45	8	2	1	309	4.07	Good
2	Management of funds from the community	17	37	16	5	1	292	3.84	Good
3	Implementation of vocational work programs	32	31	10	3	0	320	4.21	Very good
4	Report on the accountability of program implementation	26	34	14	2	0	312	4.11	Good
Total								4.06	Good

Table 3. Response Regarding Responsibility

No.	Statement	Respondents' Answers					Total Score	Mean Score	Description
		SA	A	U	D	SD			
1	Compliance to the applicable laws and regulations	44	27	5	0	0	343	4.51	Very good
2	Compliance in carrying out responsibilities to society and the environment	39	30	7	0	0	336	4.42	Very Good
3	Compliance in accounting for all activities carried out to all stakeholders	27	38	8	3	0	317	4.17	Good
4	Compliance in carrying out duties and obligations promptly	37	27	10	2	0	327	4.30	Very Good
5	Compliance to the implementation of Standard Operating Procedures (SOPs)	31	31	10	4	0	317	4.17	Good
Total								4.32	Very good

Table 4. Response Regarding Autonomy

No.	Statement	Respondents' Answers					Total Score	Mean Score	Description
		SA	A	U	D	SD			
1	Selection and recruitment of non-permanent teacher	30	31	12	1	2	314	4.13	Good
2	Termination of non-permanent teacher	23	31	17	4	1	299	3.93	Good
3	Determine incentives for non-permanent teacher	21	34	15	4	2	296	3.89	Good
4	Formulate school budget and expenditure	13	44	12	6	1	290	3.82	Good
5	Determine the allocation of school budget allocations	21	34	15	4	2	296	3.89	Good
6	Determine student assessment policy	39	27	9	1	0	332	4.37	Very good
7	Determine using textbook	38	29	7	2	0	331	4.36	Very good
8	Determine learning sources	37	30	8	1	0	331	4.36	Very good
9	Determine the expertise program	30	39	5	2	0	325	4.28	Very good
Total								4.11	Good

Table 5. Response Regarding Fairness

No.	Statement	Respondents' Answers					Total Score	Mean Score	Description
		SA	A	U	D	SD			
1	Handling the third parties	25	33	17	1	0	310	4.08	Good
2	Opportunities for the teachers and staff recruitment	21	36	16	3	0	303	3.99	Good
3	Opportunities for the new students enrolment	31	33	12	0	0	323	4.25	Very good
4	Implementation of rewards	18	36	18	1	3	293	3.86	Good
5	Implementation of punishment	21	34	17	2	2	298	3.92	Good
6	Implementation of an incentive system	18	37	16	1	4	292	3.84	Good
Total								3.99	Good

Table 6. Response Regarding Participation

No.	Statement	Respondents' Answers					Total Score	Mean Score	Description
		SA	A	U	D	SD			
1	Teacher participation in making decisions about school management	21	37	12	2	4	297	3.91	Good
2	Teacher participation in building a quality culture in schools	41	23	9	3	0	330	4.34	Very good
3	Teacher participation in evaluating school management practices	20	37	15	1	3	298	3.92	Good
4	Parental participation in monitoring student progress	30	36	7	3	0	321	4.22	Very good
5	Parent participation in the development of school infrastructure	19	35	17	4	1	295	3.88	Good
6	School committee participation in implementing school policies	30	28	11	4	3	306	4.03	Good
7	Business and industry participation in improving the quality of graduates	18	30	23	5	0	289	3.80	Good
8	Business and industry participation in building a school quality culture	17	32	20	7	0	287	3.78	Good
9	Business and industry participation in the development of school infrastructure	16	28	20	10	2	274	3.61	Good
Total								3.94	Good

Table 7. Response Regarding Effectiveness and Efficiency

No.	Statement	Respondents' Answers					Total Score	Mean Score	Description
		SA	A	U	D	SD			
1	Empowerment of human resources	25	39	7	4	1	311	4.09	Good
2	Optimization of school resources in achieving results	27	34	13	2	0	314	4.13	Good
3	The process of organizing school	28	36	8	3	1	315	4.14	Good
4	Achieving the vision, mission, and goals of school	37	27	7	4	1	323	4.25	Very good
5	Ease of service delivery	29	35	8	4	0	317	4.17	Good
6	Ease in the bureaucracy of use of school facilities	27	38	7	3	1	315	4.14	Good
7	Alignment between school target, programs and goals	27	33	12	4	0	311	4.09	Good
Total								4.15	Good

Table 8. Response Regarding Consensus-Oriented

No.	Statement	Respondents' Answers					Total Score	Mean Score	Description
		SA	A	U	D	SD			
1	Stakeholder involvement in decision making	30	29	12	4	1	311	4.09	Good
2	Stakeholder involvement in policymaking	27	31	12	6	0	307	4.04	Good
3	The advice is given by stakeholders	28	33	12	3	0	314	4.13	Good
4	Agreement results with stakeholders in decision making	28	34	10	3	1	313	4.12	Good
Total								4.10	Good

4.2. Discussion

The principle of transparency has been implemented good, even transparency in reporting work programs and school performance achievements, the new student admission system is running well, curriculum, syllabus and student study schedules, school cooperation with parties, and strategic school development plans have been implemented very good. However, there are still some that need attention regarding the transparency of the achievement reward system.

The principle of accountability has been implemented well, even the implementation of school work programs has been implemented very well. However, accountability for the management of funds obtained from the community must get attention from school management.

The principle of responsiveness has been carried out well, even compliance with laws and regulations,

compliance in carrying out responsibilities to society and the environment, and carrying out duties and obligations have been implemented very well.

The principle of autonomy has been implemented good, even independence in determining student assessment policies, the use of textbooks, determining learning resources, and determining the program of expertise/majors are applied very well. However, the autonomy of school budget formulation and expenditure still needs to be improved.

The principle of fairness has been implemented well, even fairness for new student registration opportunities has been applied very well. However, fairness in the application of the incentive system still needs to be improved.

The principle of participation has been implemented well, even participation in building a quality culture in schools and parental participation in monitoring student progress have been implemented very well. However, the participation of business and industry in developing school infrastructure still needs to be improved.

The principles of effectiveness and efficiency have been implemented well, even the effectiveness and efficiency of achieving the vision, mission, and goals of the school have been implemented very well. However, the empowerment of human resources and alignment between school targets, programs, and goals must be implemented more efficiently and effectively.

Consensus-oriented principles have been implemented well. However, the involvement of stakeholders in policy-making must be further enhanced.

The school has implemented the eight principles of school good governance well. However, the note that must be paid attention is the principle of participation and the principle of fairness. Even though it was in a good category, the scores obtained by the principle of participation and the principle of fairness were low compared to other principles. Meanwhile, the principle of school responsibility has been implemented very well. This can be seen in Figure 7.

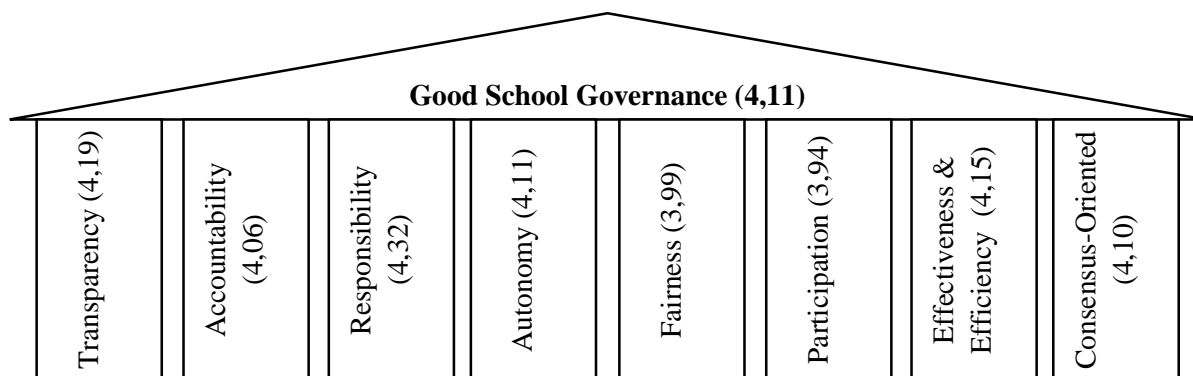


Figure 7. Achievement of Good School Governance

V. Conclusion

5.1. Conclusion

The conclusion that can be conveyed is that the principles of good school governance have been implemented properly. However, the principles of participation and principles of fairness still need to be improved because

the scores of these two principles are low compared to the other six principles, even though the principles of participation and the principles of fairness are in a good category.

5.2. Recommendations

Based on descriptive analysis, several things need to be recommended:

1. Stakeholder participation needs to get more serious attention, especially increasing the participation of the business world and industry through mutually beneficial cooperation.
2. The fairness of the application of the incentive system through the performance allowance system, so that the number of incentives received will differ depending on the performance achieved.
3. This research will be better if the sample size is adequate and add ethical variables as the foundation of the principles of good school governance.

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