Leadership Strategies In Good School Governance Early Childhood Education Unit

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Abstract: Early childhood education is a strong foundation in efforts to prepare young people for academic competition at the next level. The research aims to analyze the factors of leadership that be a factor deciding the application of good school governance. The research method used is quantitative with a survey approach using a questionnaire given to respondents to uncover the influence of leadership on good school governance. The results showed that the higher the leadership role, the greater the success factors of good school governance. This was proven by the results of statistical tests using AMOS software, which showed a standardized estimated parameter value of 0.335; value standard error (SE) of 0.089; the value of the critical ratio (CR) of 3.715 with the value of probabilitas by ***) <0.001. By using a significance level α = 0.05, it can be concluded that there is strong empirical evidence to state that the better the leadership, the better Good School Governance. This research is useful as a guide in making decisions about the selection of good school governance models and the analysis of strategic factors related to leadership in early childhood education.

Index Terms: Leadership Strategy, Good School Governance, Early Childhood Education.

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1   Introduction

Education in Indonesia has a diversity of types and functions, namely formal education, non-formal education and informal education. The three types of education have their respective roles according to the criteria and rules set by the government. Formal education is education taken officially in force institutions or organizations are structured and tiered consisting on basic education, secondary education and higher education. Formal education is carried out by the government (state status) and foundations or organizations that have fulfilled the requirements (private status) while non-formal education is an educational channel obtained not formally through schools or colleges, but still has a structure and tiered. The definition of informal education is an independent education path that is obtained from families and the environment in the form of independent learning activities. The results of the informal education path can be recognized if students can pass examinations in accordance with national education standards organized by government-appointed institutions (Siddik, 1984: 54). Education child drain D is (ECD) is the level of education s Before the primary education, is an approach to development that is intended for children from birth up to the age of six years are accomplished by providing stimulation of education to help the growth and development of the body and spirit so that children have readiness to enter further education, which is held on formal, non-formal, and informal channels (Sujiono, 2009: 45). The age range of children's early childhood Indonesia is 0- 6 years according to Undang Undang Sistem of National Education No 20 of 2003, with the scope of the development and growth process of continuous and sustainable benchmark for the success of subsequent child development.

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Awareness of parents in give out educational stimulation sons daughter of her at the age of pre Wildlife Kanak- Kanak (TK) is relatively low. This is due to the fact that many pre-kindergarten education services have not been reached by the public because of distance and cost issues. The existence of P os early childhood education as one of the kind ECCE Unit (SPS) intended to bridge those needs. Implementation P os ECD can be integrated with the service BKB (BKB) and the integrated services posts (Posyandu). The PAUD post is intended for people who are not ready to include their children in more intensive PAUD services, either for reasons of busy parents in attending school or other factors. Pos ECCE is one government program in early childhood education services and is part of the SPS (ECD Similar Unit). P os ECD managed cadres who consists of the mother, housewife and mother PKK. The cadres become the foundation for controlling the management of the institution. Kader and its stakeholders village office in this case is the mother- mother PKK trying to manage the pace of the performance of the management of the institution. One purpose of the P os ECCE is to provide educational playground for children who are not served an early age, and give examples of early childhood education to parents and families about ways of giving stimuli early childhood education to be continued at home. The PAUD of program is intended to provide PAUD services that can reach the wider community to remote villages (DG PAUDNI, 2013: 17). Early Childhood Education in its management performance must understand PAUD management standards. Its implementation refers to the standards of content, process, education and education personnel, facilities and infrastructure, and financing. Implementation of-function function managerial in early childhood include, planning for program, organizing, planning and supervision (Mendikbud No. 137 Tahun 2014). Program planning is the preparation of PAUD institutions' activities in achieving the vision, mission, and goals of the institution. Each PAUD unit has a curriculum, educational calendar, organizational structure, rules of conduct, and a code of ethics. In addition to formulating a vision is to make policies, design programs, determine and provide resources and modify policies and plans when needed. Bungai (2008) did a survey o n t he s pot on improving governance and accountability in education kindergarten both formal and non-formal. The result follows. First, TK management has not been implemented effectively and efficiently. Second, T K privately run foundation p oles

head TK is almost non-existent, which is dominant and that a decision is chairman of the foundation. Third, there are some TK 's wast a who do not have a curriculum. Fourth, some managers are confused about TK management, whether TK is under the guidance of the School Broad Education (PLS) or under the guidance of the TK / SD field. Fifth, improvement of governance and accountability in kindergarten education is still not going well. Regarding leadership, Bungi explained accountability kindergarten education obtained the following things : First, chief leadership TK is still not fully refer her to the leadership democratic participatory, transparent and accountable. Both the status of accreditation i institutional TK is still unclear. Third, the minimum needs and ideal needs of the kindergarten school budget are not yet known based on curriculum analysis and school program needs. Garza et al. (2014) show how leadership contributes to school success. The findings in this study are some core dimensions of the principal's leadership as a determinant of the success of sustainable schools. This research defines continuing education leadership as leadership that maintains school performance, improves over time, and argues that maintaining school success over time is different from building short-term capacity to meet organizational goals. Garza's findings offer important implications for the ability of schools to remain successful over time as well as implications for increasing the preparation of candidates and training school leaders. Garza suggested, leadership must be maintained for a certain period of time . Moe ller et al, (2005) identify what is regarded as the school leadership that success in Norway. Moller's findings are that leadership in schools is almost entirely carried out through collaborative and team efforts, and a learning centered approach is a focal point for school philosophy and practice. Moeller shows how successful leadership is an interactive process that involves many people. Leadership depends on emotional capacities such as empathy, intuition, trust and ownership. A leader must have clear performance goals in the success of an institution's performance. Wang et al. (2016) found that the principal's leadership contributed significantly to school success. Leadership is supported by personal qualities, beliefs and values, which are guided by real practice ethics. Behavior that is very relevant in increasing school capacity through school structures is to facilitate the improvement of teacher performance. Increasing the capacity of learning professionals through professional development programs and the development of future leaders. School principals also establish meaningful partnerships with stakeholders within and outside the school community. Each principal described how leadership was built on the habits of the previous headmaster. Originality / value as part of a larger project this research adds an important context in Asia about successful school leadership covering 6 E, namely; educate (educate), Envision (imagine), energize (energy), engage (engage), enable (enable) and embrace (hug), was developed to explain how principals lead the school to achieve educational excellence. Ekosiswoyo (2013), find style leadership in managing the school right now it is not the style of compulsion but using an approach commit men that is based on togetherness. The characteristics of leadership behavior that can encourage an effective school sustainability process include having a vision, being confident, being able to communicate ideas, being emulated, having idealism, being inspirational, being able to influence and being able to appreciate differences to be transformed into a joint force, Principal, teachers, staff

employees " Saeyeg Saeko Proyo " build togetherness to realize the quality of education that is his responsibility. School or Educational Institution is basically a Public Institution, where the community gives their trust in terms of education. The existence of public trust in Schools or Educational Institutions is a mandate that must be managed properly. It stated inter alia in principle good school governance (GSG). The essence of GSG is g overnance interpreted as mechanisms, practices and procedures of government and citizens set the source power and solve the public problems (Sumarto 2009 : 1). Even though it is used in governance, it is important to apply it in the world of education. The context of governance in this case is good school school governance is a vehicle for the realization of good management performance, while the other factors involved in it are the role of leader, parent partnership and supervising partnership in the form of actors who are each determinant the success of a performance . Leadership role in the good school governance contained in a study conducted Bungai (2008) on "Improving Equity, Quality, relevance, Governance and Akuntab ilitas Kanak- Wildlife Education Ka Sonny" in the Journal of Science Education. This qualitative research found that the obstacle in leadership is the intervention of the foundation that overshadows so that hamper the performance of school management. The foundation's intervention is a lack of transparency in school finances / budgets. The research Ko J. (2016) on the Development of School Autonomy and Accountability in Hong Kong: Multiple C Hanges in Governance, Work, Curriculum, and Learning, in the International Journal of Educational Management, Vol. 30: 12 07. He explained his findings, namely leadership in good school governance the principal is the most influential agent of change in shaping the strategic direction of the school. The role of the potentially transformative principals proven effective in the case of schools do the restructuring and repair of schools in terms of shaping and developing the culture of the organization a positive and energetic. Based on the research beforehand, it is known that early childhood education into phases in order manage concepts to materialize beranggung younger generation in charge. However, from a number of these studies no one has touched on the leadership aspect. The discrimination of leadership factors is important to be investigated because it reveals the relationship between several factors, especially leadership and good school governance. The purpose of this study is to explain the relationship of leadership through the factors that cause the success of the implementation of good school governance. The benefits of this study as material for further research studies that reveal good school governance, especially in the scope of early childhood education (PAUD).

2   Methods

The method in this study is quantitative with a survey approach that reveals the discriminant factors that influence parental partnerships on the success of good school governance. Research used method of customer satisfaction surveys. Data collection was carried out using questionnaires and interviews to obtain primary data directly from the respondents relating to factors that are partnering with parents that affect the success of good school governance.

3   Result and Discussion

3.1 Testing Assumptions, Normality, and Confirmation

Analysis using the structural equation model also requires that the distribution of data must meet the assumptions of normality both univariate and multivariate. Testing the normality of the data used in this study was carried out using the criterion value of the critical ratio (cr) on the AMOS output of the skewness and kurtosis values of the data distribution. Data is said to have a normal distribution if the value of the critical ratio (cr) of the value of skewness and kurtosis ± 2.576. Table 1 presents the results of data normality testing in this study.

Table 1. Assessment of Normality

Variable	min	max	skew	cr	kurtosis	cr
Inspire others to move forward with a specific purpose.	30,000	50,000	.353	20,041	-0,667	-10,925
Have a strategy to move forward	20,000	50,000	0.422	20,434	-0,590	-10,704
Able to communicate well	30,000	50,000	.404	20,334	-0,747	-20,158
Demonstrates Learning Agility,	30,000	50,000	.159	0.920	-0,527	-10,521
Transparency	30,000	50,000	0.325	10,876	-0,719	-20,076
Accountability	30,000	50,000	0.263	10,521	-0,728	-20,103
Responsible	20,000	50,000	0.047	.271	-0,532	-10,535
Achievement	20,000	50,000	.132	0.763	-0,841	-20,427
Directional	20,000	50,000	.161	0.932	-0,536	-10,548
Justice	30,000	50,000	0.087	0.502	-0,398	-10,148

Source : Results of data analysis, 2017

Based on the output data by Amos presented in the above table it can be concluded that the distribution of data has fulfilled the normality assumption. This can be seen from the coefficient of skewness and kurtosis having values higher than ± 2,576 (Z □ = 0, 01/2). Likewise, the coefficient of cr kurtosis 8 0, 853 is a sign that multivariate normality can be fulfilled because it is less than 10. The leadership variable is formed from the four indicators presented in Table 2.

Table 2. Calculation of Leadership Index

Instrument	1	2	3	4	5	Score 2	Category
Inspire others to move forward with a specific purpose.			126	204	35	73.00	High
Have a strategy to move forward.			1	133.5	184	63.70	Is
Able to communicate well.			123	192	55	74.00	High
Demonstrates Learning Agility .			99	232	45	75.20	High
Total						71.48	Is

Source: Primary data processed (2017)

Based on the results of the calculation of the leadership variable index value presented in Table 2, it can be seen that the leadership variable index value obtained is 71.48. This figure shows that the index value of the leadership variable is in the high category. Research respondents' perceptions of each indicator of leadership variables in detail can be seen in Table 3. The Good Schools Governance variable is formed from the five indicators presented in Table 4.

Table 3. Research Respondents' Perceptions of Leadership Variables

Instrument	Index Value and Interpretation	Research Findings - Respondents' Perceptions
Inspire others to move forward with a specific purpose.	73.00 (High)	1 Have a good idea 2 Initiative in activities 3 Innovative in the Program 4 Motivation of the HR involved
Have a strategy to move forward	63.70 (Medium)	1 The right method for realizing ideas 2 Realize ideas correctly 3 Mapping the difficulties and preparing a solution 4 Proper problem solving 5 Establish a network
Able to communicate well	74.00 (High)	1 Courtesy in opinion 2 Criticism as input 3 Appreciate differences of opinion 4 Fun in action
Demonstrates Learning Agility ,	75.20 (High)	1 Take advantage of the opportunity 2 Learn from previous events 3 Appreciate every experience 4 Fast and skilled

Source: Primary data processed (2017)

Table 4. Calculation of Good Governance Index

Instrument	2	3	4	5	Score 2	Category
Transparency		114.00	204.00	55.00	74.60	High
Accountability		105.00	210.00	62.50	75.50	High
Responsible	2.00	91.50	212.00	77.50	76.60	High
Achievement	1,00	96.00	196.00	92.50	77.10	High
Directional	1,00	102.00	216.00	57.50	75.30	High
Justice		88.50	244.00	47.50	76.00	High
Total					75.85	High

Source: Primary data processed (2017)

Based on the results of the variable index values calculated Good Governance School presented in Table 4 it can be seen that the value of the variable index Good Schools Governance obtained amounted to 75.85. Perceptions of research respondents to each indicator of Good Governance in Table 5.

Table 5. Perceptions of Research Respondents to the Variable of Good Governance

Instrument	Index Value and Interpretation	Research Findings - Respondents' Perceptions
Transparency	74.60 (Height)	1. Honesty and openness 2. Support from all parties 3. Prioritizing shared interests 4. The same service 5. Respect all parties
Accountability	75.50 (Height)	1. Time and cost effectiveness 2. Hold the principle of governance 3. Careful in overcoming problems 4. Information access capability 5. Analyze the report
Responsible	76.60 (High)	1. Be consistent in actions 2. Fulfill the main tasks and functions 3. Alignment of responsibilities 4. Make improvements properly 5. Coordination well
Achievement	77.10 (High)	1. Novelty of information

Instrument	Index Value and Interpretation	Research Findings - Respondents' Perceptions
		2. Realization of school goals 3. Realization of vision and mission
Directional	75.30 (High)	1. Respond critics and suggestions well 2. Building the capacity of Human Resources 3. Have priority scale 4. M engukur achievements of management
Justice	76.00 (Height)	1. Fair in acting 2. Balanced in decisions 3. Fair in HR treatment 4. The concept of mutual fortune

Source: Primary data processed (2017)

3.2 Discriminant Validity

Discriminant validity is used to measure the extent to which a construct is completely different from another construct. The high value of discriminant validity indicates that a construct is unique and able to capture the phenomenon being measured. Discriminant validity can be calculated by comparing the value of the square root of AVE (Average Variance Extracted) with the correlation value between the constructs studied. The square root value of AVE which is greater than the correlation value between constructs indicates that the indicators of the constructs under study are completely different and meet the discriminant validity criteria. After testing the suitability of the model, the next step is to analyze the results of the causality test on the hypothesis proposed in the study. Table 7 presents testing of research hypotheses resulting from the AMOS output.

Table 6. Square Roots Calculation Results from AVE Constructions of Leadership and Good Schools Governance

Indicator	Leadership			Good Schools Governance		
	Std Loading	Std Loading2	Error	Std Loading	Std Loading2	Error
Inspire others to move to a purpose.	0.745	0.555	0.445			
Have a strategy to move forward	0.711	0.506	.494			
Able to communicate well	.689	0.475	0.525			
Demonstrates Learning Agility ,	.676	.457	0.543			
Transparency				.688	.473	0.527
Accountability				.706	.498	0.502
Responsible				.692	.479	0.521
Achievement				0.690	.476	0.524
Directional				0.720	0.518	.482
Justice				0.719	0.517	.483
λ	2,821			4,215		
Σ εj		1.99			2.96	
(Σλ) 2 + Σ εj			2.01			3.04
Average Variance Extracted (AVE)	0.50			0.49		
Square root value of AVE	0.71			0.70		

Source: Primary data processed (2017)

The better leadership is getting better good school government. The results of testing the statistical tests of the hypotheses using AMOS software as presented in Table 7 shows the value of standardized estimation parameters of 0.335; value standard error (SE) of 0.089; the value of the critical ratio (CR) of 3.715 with a probability value of ***) <0.001. Using the significance level α = 0.05, it can be concluded that there is strong empirical evidence to reject Ho and subsequently accept Ha. Thus, in this study, the hypothesis that the better the butterfly the better the good school government received.

Table 7. *Regression Weight Full Structural Model Revision*

Causality relationship			Unstd Estimate	Std Estimate	SE	CR	P.
Leadership	→	Good School Governance	0.329	0.335	0.089	3,715	***

Source: Primary data processed (2017)

3.3 Strategies of leadership in the Good School Governance

Leadership shown to significantly affect the g ood school governance. Based on the justification of the results of hypothesis testing, variable leadership provide a positive and significant effect on the good school governance. These findings give meaning to the better PAUD leadership then of course it will further enhance good school governance in PAUD management. This illustrates that a good understanding of leadership strategies, correctly understanding the main tasks and functions of a leader, being able to inspire others to move forward with a specific purpose, having a strategy to move forward, being able to communicate well and showing learning agility will result good PAUD management. Thus the leadership strategy in a good school governace must always be growth and visionary. Factor leadership shows a high category in influencing good school governance. These findings support Robins (2015: 250), that leadership is the ability to influence a group towards achieving a mission and set goals. The source of this influence can be formally as done in managerial ranking within the organization. Thus, leadership strategies must be interpreted as the ability to influence and move others to be willing, able and able to follow the wishes of management for the achievement of predetermined goals efficiently, effectively and economically. The results also strengthen findings Moeller (2005) that the strategy of leadership in schools should be done through the efforts of teamwork, and focus on the philosophy of the school. Leadership strategy is an interactive process that involves many people to achieve common goals. Strategy leadership that success depends on the capacity emotional empathy and in Tuisi developed in a sustainable manner through the learning process that is meaningful both at the individual, group and organization of educational units. A good understanding of an institution strategy leadership post ECD be the most important key to successful governance of education unit. The results of this study reinforce Garza (2014) that the leadership is the strategy of maintaining tersus school performance increased over time in achieving the goals is not just a short term only. This has important implications for the ability of PAUD units to remain successful over time as well as implications for increasing the effort to prepare candidates and train PAUD Post leaders. The leadership strategy in PAUD unit good school governance also supports Wang (201 6 : 275), that PAUD Post managers in their leadership strategy must focus their attention on developing the school's vision and mission, creating a conducive learning climate, and developing PAUD curriculum. The leadership strategy must be contextual in implementing policies and initiatives. PAUD Post Leaders must understand their duties and functions and utilize intuition well in carrying out policies. Inspiration and ideas are needed in decision-making in order to inspire others to move forward with purpose of achieving common goals . Communication is an important factor in realizing all the needs of PAUD. Smooth

communication is absolutely owned by a leader in realizing good school governance PAUD unit. Another important thing in leadership strategies is understanding learning agility, which is learning from experience that occurs in the PAUD management process. Supporting Wang (201 3 : 276), leadership strategies are said to be successful if they meet the criteria namely; (1) s ekolah received recognition for his

achievements in do play academic or non-academic, (2) school proven to increase's performance over time, (3) headmaster get recognition widely from community professionals as a successful leader. This information can be collected from the PAUD unit supervisor in at least three years in the school to ensure sufficient time for influence. No matter how large the school inputs, the output or increase will not be optimal ; if the fact or principal's leadership which is a very strategic aspect in the learning process does not get adequate attention. That is because the principal is the foremost manager who decides whether or not each input can process and interact positively in the learning system. Models and leadership strategies of PAUD Post managers become the dominant factor and have a strategic role in encouraging continuous innovation efforts to realize the progress of PAUD PostSuch findings in studies show that dominant factors are relevant to the success of a development program. Utanto et al (2017) states that, "... starting from the preparation of the design model, the development of a model for the learning process and learning output of Web-Based Learning, preparation of the guidelines for the implementation model and the implementation model to determine the effectiveness of the developed model ". It in indicates that a model has an i preparation to provide guidance in improving relations with the factor of leadership. The evidence contained in the data processing of research. This shows that the hypothesis is obtained in line with what was said da lam other relevant research. Strengthened by the hypothesis test which shows the results that there is a positive relationship between leadership and good school governance. The higher the leadership, the better good school governance .

4. Conclusion

Early childhood education is a strong foundation in efforts to prepare the nation's next generation. That is why in the governance of early childhood factors k e guiding factor deciding the application of good school governance in order to lead a healthy early childhood management. This study successfully revealed the influence of leadership on good school governance. It is proven that the higher the leadership role, the greater the success factor of good school governance. The results showed strong evidence empirically to declare that the better the leadership, the better the Good School Govern ance. Leadership factors have a significant effect on good school governance. The role of leadership in good school governance is very important and therefore it is necessary to look for new ways that are suitable for improving the ability to lead for PAUD managers so that later can be achieved P AUD quality improvement. Various techniques and strategies to apply leadership methods that are needed in the context of developing good school governance should be well controlled by PAUD managers. The conclusions obtained from this study can be a guide in making decisions about the selection of good school governance models and the analysis of strategic factors related to leadership in early childhood education.

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