

Determinant of Good School Governance Factor in Stakeholder Cooperation Mediation on Performance Improvement

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Abstract

Early Childhood Education (PAUD) is the main and first pillar of education in order to create quality human beings from an early age. This study aims to analyze the dominant factors of good school governance in mediating parent partnerships and supervisor partnerships that have an important role in supporting management performance. The research method is quantitative with survey approach through questionnaire to the respondents analyzed using Path to reveal the role of good school governance in mediating stakeholder cooperation to improve performance of Post PAUD. The result shows that the role of good school governance is very high with the average of 85.1%, which means that Post PAUD has implemented a transparent, accountable, responsible, show performance, directed and fair system. Path analysis shows that the supervisor partnership has a direct effect of 0.176 and indirectly through good school governance of $0.263 \times 0.372 = 0,098$ on the performance of Post PAUD. The parent partnership has a direct effect of 0.200 and indirectly through good school governance of $0.628 \times 0.372 = 0.234$ to the performance of Post PAUD. Good school governance has proven to be a variable mediating relationships of supervisor partnerships and parent partnerships and influencing Post PAUD performance.

Keywords: Good School Governance, Stakeholder Cooperation, Performance Improvement

INTRODUCTION

The existence of Early Childhood Education Post (PAUD) as one of the forms of the Early Childhood Education Unit (SPS) is intended to bridge the need to provide educational services to children who have not had the opportunity to obtain early childhood education services. In its implementation, Post PAUD can be integrated with other services such as Bina Keluarga Balita (BKB) and Integrated Service Post (Posyandu).

In fact, many obstacles are found in organizing PAUD posts throughout the region. Because the establishment is not preceded by needs analysis, socialization to less-than-comprehensive citizens and inadequate preparation of human resources. As a result, in its management only relies on housewives and volunteers who do not have enough ability to educate early childhood. Therefore,

it is necessary to cooperate with mutual support partnership, to comprehend the concept of early childhood learning to PAUD post manager by strengthening the network in management performance of PAUD Post.

Weak performance of Post PAUD requires solutions and problem solving that support managerial functions. It requires proper management in the form of good school governance, which has supporting tools and functions as units in solving various problems that arise. The device in question is a working system contained in good school governance (GSG) (Gunawan et al., 2017).

Supporting the above statement, Dunn (1998: 103) states that; "Thinking, pedagogical, understanding, or consideration processes are necessary in good school governance; which includes the roles of educators, principals, parents and teachers in the diverse arrangement of school cultures. The process of empowerment in question is like intellectual empowerment to make school management goes well".

Implementation of good school governance involves cooperation or stakeholder relationships; such as partnership with parents. Based on Duma M.A.N., (2014) research on the Engaging Rural School of Parents in School Governance: The Experiences of the South African School Principals. It can be seen that the involvement of students' parents in good school governance in rural areas is considered as capable of supporting the improvement of school performance so that the consideration are explored and held firmly by the principals.

Nevertheless, another interesting phenomenon was found in the small influence of leadership and organizational support on the performance of Post PAUD management. This is proved by research conducted by Dora et al., (2016) on the performance early childhood education; perceived organizational support whose results show that, in fact, leadership and organizational support are not sufficient to have a significant effect on improving Post PAUD management performance.

The results of the research conducted by Duma and Dora above indicate the presence of a sharply different trend (research-gap) as mentioned above; a good opportunity for researchers to reveal it through deeper further research. The existence of research gap in both research mentioned above, become an urgent reason for researcher to do further research by raising problem about; Various Good School Governance Factors in Stakeholder Co-operation Mediation on Performance Improvement (Parmin, et al, 2016).

This study aims to analyze the dominant factors that influence in good school governance and has an important role as a mediator of stakeholder

cooperation in supporting the performance of Post PAUD management. So, this analysis obtained scientific information about the important function of good school governance or Post PAUD governance in supporting its management performance. Therefore, this study focuses on fundamental issues about; why good school governance mediating parent partnerships and supervisor partnerships can positively and significantly influence the performance of Post PAUD management.

METHOD

The type of research used is quantitative research with non-experimental design. The analytical tool used is based on the pattern of linear interrelationship between variables which then known as the path analysis model. A multiple regression analysis can be used to describe the relationship of linear relations simultaneously between the variables of the indicator and simultaneously involving the latent variables. Research sample taking refers to terms of use or minimum requirements in analysis using an analysis path. According to Ghozali (2013), the recommended amount for a research sample based on the requirements of the minimum number of research samples with the technique of path analysis is 200 people. It is assumed that all the existing population in Post PAUD institutions are homogeneous in their characteristic, so that taking sample by random sampling can be allowed. In conducting this research, the researcher did not do any manipulation of facts and situations in the field. With the approach of *ex post facto*, the researcher maintains the condition and situation of research locus naturally and as what it is on the Post PAUD as the object of research.

RESULT AND DISCUSSION

Performance of Post PAUD

The performance of Post PAUD is very high with an average of 85.9%, as proved by its good planning, organizing, implementation and supervision. More details can be seen in table 1.

Table 1. Post PAUD Performance

Aspect	% score	Criteria
Planning	82,0	High
Organizing	87,5	Very High
Implementation	87,9	Very High
Supervision	86,6	Very High
Average	85,9	Very High

The planning level of Post PAUD is high with an average of 82.0%. This indicates that Post PAUD has long-term, medium and short term work program, preparing good educators and education personnel with good quality. The organizing rate of Post PAUD is very high with an average of 87.5%. This indicates that Post PAUD has a strategy in institutional development, has institutional organization structure and its main duty and function and also has a solid and good working team. The execution rate of Post PAUD is very high with an average of 87.9%. This shows that Post PAUD realize the tasks and functions of institutional organizations, create a pleasant working atmosphere, implement the best institutional curriculum and human resources who are the teachers and educational personnel that are able to work well and have a good performance. Supervision level of Post PAUD is very high with an average of 86,6%. This indicates that the head of Post PAUD evaluates the performance and learning. Post PAUD also received input from the school committee.

Parent Partnership

Partnership between Post PAUD and parents can be seen from the analysis of the description as listed in Table 2.

Table 2. Parent Partnership

Aspect	% score	Criteria
Two ways communication among parents	85,0	Very high
Participation in decision making	83,1	High
Trust	85,7	Very high
Parent's Active involvement	83,3	High
Average	84,0	High

Post PAUD partnership conducted with parents has a high quality that reaches 84%. Two-way communication between Post PAUD with parents is very strong with percentage of 85%. The high level of communication is because parents deeply understand school policy, agree on every change and accept every school decision well. Parents' participation in decision making is high (83.1%), because Post PAUD cooperate with parents in finding ideas, describes the difficulties found, parents become part of school progress and their ideas support school progress in a way of politely giving feedback. Parents also have a good loyalty to the institution. The level of trust in Post PAUD is relatively high (85.7%) because of strong parental support for school programs, participating in realizing school programs, even introducing schools to the community. The level of involvement of parents in their children's education activities is high (83.3%), as proved by the initiation of parents in advancing the school, having alignment in the learning materials, and understanding the development and obstacles in child development.

Supervisor Partnership

The Post PAUD Partnership with the supervisor can be seen from the results of the description analysis as listed in Table 3.

Table 3. Supervisor Partnership

Aspect	% score	Criteria
Scientific	85,1	Very High
Democratic	86,1	Very High
Constructive	86,1	Very High
Creative	85,5	Very High
Average	85,8	Very High

The Post PAUD Partnership with the supervisor is in very high category with an average of 85.8%. This shows that school supervisor perform very well, as they meet the scientific, democratic, constructive and creative criteria. The supervisor's quality from the scientific aspect is very high with an average of 85.1, as the supervisor makes scheduled school visits, provides quality guidance, objective and gives clear and open ideas. The supervisor also has a very democratic nature with an average of 86.1%, proven by the supervisor who receive and accommodate the proposals of the institution, be polite and friendly, invite deliberation in solving institution's problem, motivate the deficiencies and provide good coaching for institutional progress. The supervisor is very constructive in providing ideas to Post PAUD with an average of 86.1%. The ideas given by the supervisor are clear. The supervisor also has a cooperative and friendly attitude, conveys constructive suggestions, helps in finding ideas, provides motivation for institutional improvement and helps to organize the right time in the process of improvements. The supervisor in providing guidance and input for the institution are very creative with an average of 85.5%. In this case the supervisor is able to create a pleasant atmosphere, using methods that are easy to accept when giving feedback, helping to solve problems and finding ideas and solutions for the problem solving.

Good School Governance

The details of good school governance in Post PAUD can be seen from the Table 4 below.

Table 4. Good School Governance

Aspect	% score	Criteria
Transparence	87,1	Very high
Accountability	84,3	Very high
Responsibility	85,4	Very high
Achievement	84,6	Very high
Aimed	84,3	Very high
justice	84,3	Very high
Average	85,1	Very high

Table 4 shows that the average good school governance is very high with an average of 85.1%, which means that Post PAUD has implemented a transparent, accountable, responsible, show performance, directed and fair system. The average level of transparency is very high with an average of 87.1% indicated from a democratic working atmosphere, gaining support from all parties, prioritizing on mutual interests, respecting all parties who are partners and having tolerance and cooperative.

The accountability level of Post PAUD is quite high with an average of 84.3%. This indicates that Post PAUD is very referring to the duty, responsibility and authority in the governance, carry it out with full responsibility, have the ability in accessing information and able to analyze all incoming reports. The level of responsibility of PAUD is very high with an average of 85.4 %. This indicates that the Post PAUD has responsibilities in every action and decision, consistently performs the vision and mission of the institution and supports the inputs to the institution's progress and be honest and opens in its management.

Achievement level of Post PAUD is very high with average 84,6%. This shows that Post PAUD is capable of cost-effectiveness, careful in handling institutional problems, coordinating well, and providing updated information about management to parents, responding to criticism and good suggestion and giving opportunity to all parties who want to give suggestions. Post PAUD are also highly targeted, with an average of 84.3%, as consistent with institutional programs, establishing the institution's human resource capacity clearly, being able to measure the outcomes of the management well and have priority in the program to be realized.

Justice Level of Post PAUD is very high with average of 84.3%, this is because the concepts of management is done fairly, has the design with a balanced outcome in making decisions, be fair in all parties involved in the management of institutions, prioritize in the management process and has a balance concept that benefits all parties.

Data Analysis

Analysis used in this research is path analysis.

Path 1

The result of path 1 analysis is regression analysis between parent partnerships (KOT), supervisory partnership (KP) to Good School Governance (GSG) which can be seen in Table 5.

Table 5. Regression Analysis Result of KOT, KP to GSG

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9,300	4,075		2,282	,024
1 KOT	,658	,053	,628	12,394	,000
KP	,239	,046	,263	5,193	,000

Table 5 shows that the relationship between KOT, KP and GSG is expressed by the equation: $GSG = 0.658 KOT + 0.239KP$. Partial test results obtained significant value of KOT and KP of $0,000 < 0,05$, which means that Good School Governance is influenced by parent partnership and supervision partnership.

Path 2

Result of path 2 analysis that is regression analysis of KOT and KP to GSG can be seen in Table 6.

Table 6. Result of Regression Analysis of KOT, KP and GSG to KPP

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	25,713	4,941		5,204	,000
1 KOT	,200	,085	,200	2,363	,019
KP	,153	,059	,176	2,598	,010
GSG	,355	,085	,372	4,166	,000

Table 6 shows that the relationship between KOT, KP and GSG with KPP is expressed by the equation: $KPP = 0,200 KOT + 0,153KP + 0,355GSG$. Partial test results obtained significant value of KOT of 0.019, KP of 0.010 and GSG of 0.000 $< 0,05$, which means that the post performance of post PAUD influenced by parent partnerships, supervisor partnership and good school governance.

The Influence of Parent Partnership on Post PAUD Performance

Based on the results of the path analysis can be described that parent partnership contributed directly or indirectly to the performance of Post PAUD. Direct contribution is 0.200 while indirectly through good school governance is $0.628 \times 0.372 = 0.234$. The results of the analysis indicate that good school governance is a variable mediating the relationship of parent partnership to Post PAUD performance.

The partnership of parents (community) with schools both individually and structurally - in the Indonesian context called the school committee - is able to provide better opportunities for the community (parents) and school committees to participate in an inclusive impact and to participate actively in the decision making process at school. This is relevant to the opinion of Tylor (Shiple & Kovaks, 2008: 218) that the existence of community and school committees which representing various groups in heterogeneous societies can play a role in decision-making for school progress based on normative, democratic and social justice values.

School governance is separate from learning. Therefore, the structure and public accountability attached to school committees that are directly or appropriately elected must meet the requirements of professional accountability to ensure that the control of instructional decisions of the various learners is served to their learning needs at school.

The Influence of Supervisor Partnership on Post PAUD Performance

Based on the results of the path analysis can be described that the partnership of the supervisor influenced the post performance PAUD directly or indirectly. The direct contribution is 0.176 while indirect contribution through good school governance is $0.263 \times 0.372 = 0,098$. The results of the analysis indicate that good school governance is a variable that mediates the supervisor partnership relationship on Post PAUD performance.

School supervisor has a structural role of control over the performance of Post PAUD. The supervisor partnership is influential in terms of building policy and authority control mechanisms to allocate funding, determining decision-making processes and building a school culture to facilitate the achievement of overall school objectives. This is relevant to Chikoko's opinion (2008) that, in school performance there are four areas of decision-making that are directly involved in the management; organization, curriculum, performance and assessment of teaching staff, as well as financial resources. School supervisor has a direct role in determining all four of the above, so they are relevant to

accountability principles that require accountability and openness in good school governance.

Parents and supervisor can be defined as stakeholder stakeholders referring to all parents, school committees, educational profession organizations and education offices that have a particular investment to the school. The broad definition includes individuals and organizations that benefit or actively participate in the delivery of educational services to the wider community.

As stakeholders, parents and supervisors have an important role in sustaining the Post PAUD Performance. The important role of stakeholders is mediated by good school governance model which is also able to moderate stakeholder cooperation in order to support post PAUD management performance. Good school governance model needs to be designed in such a way as to always follow the dynamics of the changes in school. Regarding this matter, 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 guidelines for the implementation model and the implementation model to determine the effectiveness of the developed model. "

Post PAUD emphasizes the need for stakeholders as a form of establishment and a successful indicator of Post PAUD performance management. Participation therefore becomes part of a key stakeholder role. According to Rietbergen (1998: 30), participation refers to influence and control various development initiatives, decision-making and management of educational institutions resources. Participation of stakeholders can be in different forms, ranging from information sharing, consultation and empowerment of school resources.

CONCLUSION

Based on the results of the above research and discussion it can be concluded that Parent Partnership positively affects Post PAUD performance, either directly or indirectly. The better the relationship of parent partnership with Post PAUD manager then the better is Post PAUD performance. It shows that good school governance is a variable capable of mediating the relationship of parents' partnership to post PAUD performance. Similarly, the Supervisor Partnership also positively affects Pos PAUD Performance, either directly or indirectly. The better the partnership between supervisor and the manager of Post PAUD, the better the Post PAUD performance. It is a prove that good school governance is a variable mediating the supervisor partnership relationship to the performance of Post PAUD.

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