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Education Governance Perspectives Good Governance and Sound Governance

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Abstract

In general governance, actually the existing regulatory tools in Indonesia are sufficient. However, the problem is at the implementation level considering the limitations in vocational education. One of them is the limitation of qualified educators and education personnel. This research uses literature studies and direct observations conducted by researchers as data collection methods. As for the discussion, a qualitative descriptive approach to management education is important to discuss because there are still many assumptions that governance is not good. Poor governance will have an impact on many sectors, one of which is education. Poor education management will cause a gap between the goals to be achieved and the reality that occurs in the field. The purpose of this study is to look at Education Governance from the perspective of good governance and sound governance. The results showed that governance in any form implies to reject various forms of government activity based on power orientation. Open government also becomes meaningless when transparency is not carried out properly. Under certain conditions transparency can threaten the political stability of a country that will be utilized by some groups for certain purposes.

Keywords: Governance, Education, Good Governance, Sound Governance

Introduction

Governance or management can be interpreted as the utilization of human resources or other resources needed to achieve certain goals. Strengthening the capacity of local governments in managing the education system in the regions effectively is very important for the success of improving the quality of education (Sari & Yani, 2013). Therefore, it can be said that education governance is the utilization of resources needed to achieve the success of improving the quality of existing education. Determining the key governance dimensions underlying effective education service delivery can be a starting point for addressing existing weaknesses and improving educational performance. (Nurfadlilah, 2016)

According to the World Bank (2013) education governance is broken down into four main dimensions to measure the level of effectiveness of local government institutions inherent with the delivery of education services, also included with the aim of measuring the overall performance of regional education. The dimensions used in measuring education governance include (Hartanto & Haryani, 2020):

1. Transparency and Accountability Regulatory efforts and actions made by local

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- governments to encourage transparent, accountable and participatory management of the education sector
2. Management Control System Measures the degree to which the existing system will incorporate decisions made in the district and school planning processes into the annual district education work plan
 3. Management Information System Measures the availability of quality information in the district education system that can be used to support the education planning and monitoring process
 4. Resource Utilization Efficiency Determine whether existing systems can plan, budget and monitor the effective use of resources
 5. Standardization of Education Services. Every education service always has the same educational standards, both national education standards and minimum education standards, Education Governance seen from the perspective of Good Governance Education management can be seen from the perspective of good governance. By looking at it from the perspective of good governance, the actors involved in it only include the government, private parties and the community. These three actors are actors who are always involved in every government governance, both central and regional. All three have their own roles that complement each other. Every organization has its own challenges to bring the organization to a better direction. To deal with these challenges or problems, proper management is needed. (Nurfadlilah, 2016)

One of the management in the field of education will be seen from the principles of good governance described above. These principles include transparency, rule of law, participation, responsiveness, consensus-oriented, fairness, effectiveness and efficiency, accountability, and strategic vision. Education governance is considered good if it meets the criteria of the nine principles (Priyatmoko, 2018). Education Governance seen from the perspective of Sound Governance Education management seen from this perspective, good education management involves four actors, namely the government, the private sector, the community and plus international elements. In the relationship between education governance and the perspective of sound governance, this international element has more or less begun to affect management in the government. It will be known more deeply how the incurrence is and how big the role is. Because often in the management of education this international element is considered visible. In this sound governance perspective, education governance will be seen through ten dimensions, including processes, structures, cognition and values, constitutions, organizations and agencies, management and performance, policies, sectors, international elements or globalization, as well as ethics, accountability and transparency. So that results will be obtained in the form of education management by involving international actors with the analysis of these ten dimensions (Nurfadhilah AM Hindi et al., 2022).

Research Methods

Research methods are important in research activities. This research can be called a qualitative approach and descriptive method by describing and describing organizational learning design (Sugiyono, 2018), the technique used in collecting data is library research or known as library study, where researchers collect data by reading, studying, and analyzing from books (Romaulina Simanjuntak, Elfrianto, Yusmidani, 2022). The analysis technique using analytical techniques is a research tool used to determine the presence of certain words, themes, or concepts in some given qualitative data (ie text). Using content analysis, researchers can

measure and analyze the existence, meaning, and relationship of certain words, themes, or concepts (Matthew & Michael, 2002). There are several steps that can be done in conducting content analysis, namely: Formulate a research problem. Conduct a literature study. Define observation units and analysis units

Results and Discussion

Understanding Good Governance

Good governance is also proposed by Pierre Landell-Mills & Ismael Seregeldin which is defined as the user of political authority and power to manage resources for socio-economic development. While Robert Charlick defines good governance as the effective management of all kinds of public affairs through making regulations and / or policies that are not bad in order to promote community values (Andhika, 2017)

A number of other opinions regarding the principles of good governance are that the Asian Development Bank affirms the general consensus that good governance is based on four pillars, namely accountability, transparency, predictability, and participation (Aina & Bipath, 2020). The components or principles underlying good governance vary greatly from one institution to another, from one expert to another. However, there are at least two principles that are considered as the main principles that underlie good governance, namely 1. Accountability and 2. Transparency (Trismanto & Adiwijaya, 2012)

The application of the principles of Good Governance is the process of administrative activities in a government agency by managing and utilizing existing resources by involving government apparatus as the executor of the wheels of government through its formulation, namely through the principles of effectiveness and efficiency, participation, rule of law, capture power and accountability. (Rosyada, 2016)

Principles of Good Governance

One of the strategic choices to implement good governance in Indonesia is through the implementation of public services. There are several considerations why public services are strategic to start implementing good governance. Public services as the main mover are also considered important by all actors from the elements of good governance. There are several principles of Good Governance according to UNDP (United Nations Development Programme), 1997, namely (Darmanerus Duarmas, Patar Rumapea, 2016)

- a. Participation. Every citizen has a voice in decision-making, either directly or through the intermediation of legitimate institutions that represent his interests. Such participation is built on freedom of association and constructive speech and participation.
- b. Rule of Law. There is a guarantee of legal certainty and a sense of fairness from the application of laws that apply to every color of the country indiscriminately. Every public policy and legislation must always be formulated, determined, and implemented based on standard procedures that have been institutionalized and known to the general public, and have the opportunity to evaluate them.
- c. Transparency. Transparency is built on the freedom of the flow of information directly acceptable to those in need. Information must be understandable and monitorable. Transparency is a form of government openness to other parties about what has been done by the government, be it in the form of policies, programs, projects and so on.
- d. Responsiveness. The government must be able to respond to the needs of the community,

- especially those related to basic needs and human rights. This demands the sensitivity of actors in government to the aspirations of the people. Institutions and processes should try to serve every "stakeholder" (Muhadi et al., 2021)
- e. Consensus Orientation. Good governance mediates different interests to obtain the best options for the wider interest both in terms of policies and procedures. If there are fundamental differences in interests in society, it will be resolved through discussion / deliberation into consensus.
 - f. Equity. The government must ensure that all parties without exception can be involved in the political process. All citizens, both men and women, have the opportunity to improve or maintain their welfare.
 - g. Effectiveness and efficiency. The best possible processes and institutions produce according to what is outlined using available resources.
 - h. Accountability. Decision makers in government, the private sector and civil society are accountable to the public and "stakeholder" institutions. This accountability depends on the organization and the nature of the decisions made, whether those decisions are in the internal or external interests of the organization.
 - i. Strategic vision. Public leaders must have a broad and far-sighted perspective of good governance and human development in line with what is required in this kind of development. (Nurfadlilah, 2016)

Understanding Sound Governance

Sound governance was born basically to perfect the previous concept, namely the concept of good governance. Good governance has three pillars, government, private and community. (Nurwana & Saripuddin, 2020) Meanwhile, healthy governance has four pillars, namely government, private, social and international actors. The concept of healthy governance complements the previous concepts that are considered imperfect because the era of globalization demands the continuous evolution of the system of government. (Safitri et al., 2017)

The concept of sound governance describes a system of government that is not only democratically clear and flawless economically, financially, politically constitutional, organizational, administrative, managerial and ethical, but also internationally / globally in its interaction with other nation-states and with their part of government in an independent and independent way (Pramono, 2012). Sound governance reflects governing (Hawi, 2018) and administrative functions with clear, competent, anticipatory, responsive, accountable, and transparent organizational and managerial performance as well as collective and strategically oriented both in the long and short term (Andhika, 2017)

Sound Governance contains elements of a dynamic system, these component elements interact dynamically with each other, and all form a unity that considers diversity, complexity, and internal intensity, and follows up on, limitations, and external opportunities. (Safitri et al., 2017)

As a product of the study of the social sciences, the idea of governance will not be void of criticism. One of them came from Ali Farazman who criticized the existence of variables that have not received attention from governance thinkers, namely about the role and power of global / international actors which in fact -may not be in- intersecting with governance activities, as a necessity of globalization. Explicitly Farazman (2004: 9) states: "The deficiency with the concept of "good governance," as defined by UNDP and as noted earlier, stems from at least two major factors. One is that interaction of only three forces or elements is considered

to constitute or involve good governance; that is, the interaction among the state, civil society, and the private sector. This triad interaction ignores perhaps the most important force affecting governance in developing and less-developed nations, that is, the international/global power structure—the globalizing state power and the transworld corporate elites. This international or global power structure has for almost a whole century dominated the politics and economics of the developing and less developed nations and their cultures”.

According to Farazman, it is wrong when the State-Civil Society Private Sector ignores a very important force in the current world interaction, namely the global/international power structure and the globalization of state power and trans-world corporate elites. Indeed, states should not take too much view that global power is so pure without the interests and mission of hegemony, especially for developing and less developed countries. The concept of Sound Governance is used to describe a system of government that is not only democratically clear, and without defects economically/financially, politically, constitutionally, organizationally, administratively, managerial and ethically, but also internationally clear in its interaction with other nation-states and with their parts of government in an independent manner (Domai. 2011: 17).

Sound Governance Dimensions

The above aspects are broken down into a number of dimensions that describe the concept of sound governance more comprehensively. The collection of dimensions interact dynamically with each other so that it is analogous to an "orchestra" (Safitri et al., 2017). These dimensions include: several components or dimensions, namely (Muhartono, 2018)

- (1) process, sound governance involves a governing process with the interaction of all elements or stakeholders, both internal and external processes;
- (2) Structure is the body of constitutive elements, actors, rules, regulations, procedures, decision-making frameworks, and sources of authority that approve or legitimize the governance process. This structural embodiment is formed and operates both vertically and horizontally and is influenced by many internal and external factors, local and international forces;
- (3) Cognition and value, representing uniqueness or value systems that deviate from governance processes or structures. The normative values of honesty, fairness, integrity, representation, responsiveness, responsibility, tolerance, and equality before the law for all citizens regardless of color, race, ethnicity, gender, age form the glue attached to a sound governance system, in order to keep all other dimensions together in a solid way;
- (4) The constitution, is the most important dimension of governance and sound governance is the constitution of the system of governance and governance. The Constitution is a guiding and fundamental document that serves as a blueprint for governance;
- (5) Organizations and institutions are how well these institutions operate in coordination with other institutions. Although good governance structures and processes, without governance organizations and institutions, there is no sound governance;
- (6) Management and performance are directly related to sound governance. Management and performance are integral parts of the whole system, so performance alone is not enough, but rather must produce desired and intended results and results that translate into the legitimacy of systems and institutions;
- (7) policy, providing guidelines, direction and steering to elements or dimensions of processes, structures, and management.

The two types of policies according to sound governance are: First, it is an external policy for individual governance organizations, and it is sourced from legislative and political or legal authorities that represent the will of the people. It is a kind of policy guide and provides direction to governance institutions and organizations to achieve desired goals and objectives. Second, is the internal policy for individual governance institutions and organizations; Organizational Policy, a set of role briefings that define and define the rules, regulations, procedures, and values used to manage organizational performance toward its mission and desired sound governance goals. Together, internal and external policies serve as guiding mechanisms of organizational performance in sound governance; (Muhartono, 2018)

Education Governance Perspectives on Good Governance and Sound Governance

School is not only a place to transfer knowledge. As Fraenkel notes, the school is not merely a place where teachers impart knowledge through a variety of subjects. Schools as educational institutions must also conduct value-oriented learning (value enterprise oriented) to build the character of students and all members of the school organization. Fraenkel further said that all organizations in the school system are themselves moral enterprise because they are deliberate attempts to control the pattern of society as human development

Education is a process of cultivating or habituating to live the values that exist in a country, society. One of the keys to success in the field of education in the era of globalization is to combine globalization with the cultural richness of the Indonesian nation. Indonesia is a nation with character, (Nurul Qamari & Joko Suryono, 2017) cultured that highly upholds human values that exist in each person.

One of the keys to the success of character strengthening programs in schools is the example of all school residents. Good, transparent and accountable school governance is a reflection of education with character. (Hidayat, 2016) Exemplary is not only an example for students, but also as a moral reinforcement for students in behavior. Therefore, all school residents, especially the principal, are the main controllers in overall good school governance, transparency, accountability, participation and fairness (Pramono, 2012). So that education services in schools are of higher quality, increasingly showing the identity of the school as a marker that the school is different from others (Pratiwi, 2021). If school governance is good, then the quality of education in schools will be good. The quality of education is not measured by the achievements achieved by the school but how the principles of school governance have become the property and part of all school members or what is called character (Goo, 2020)

The management of this education can be analyzed using two different perspectives, namely the perspective of good governance and sound governance (Cut Zahri, Umar Hamdan, 2023). These two perspectives are used as a reference regarding whether or not the governance carried out by the government. (Nurfadlilah, 2017). Based on some of the above understandings, it can be concluded that good governance is the implementation of the government by prioritizing synergy between the state, the private sector and the community in managing existing resources in a country. One of the management in the field of education will be seen from the principles of good governance described above. These principles include transparency, rule of law, participation, responsiveness, consensus-oriented, fairness, effectiveness and efficiency, accountability, and strategic vision.

From the perspective of sound governance, it can be said to be good when viewed from the dimensions of processes, structures, organizations and institutions, management and

performance, policies, sectors, international forces and globalization and ethics.(Fuad et al., 2022) However, it still needs to be improved on the dimensions of cognition and values and constitution. In the dimensions of cognition and value, normative values such as justice, equality, and responsiveness have been well implemented. political, constitutional, organizational, administrative, managerial and ethical, but also clearly internationally in its interactions with other nation-states and with their parts of government in an independent manner.(Idrus, 2022)

Conclusion

Government governance in any form implies rejecting various forms of government activity based on a power orientation. Open government also becomes meaningless when transparency is not carried out properly. Under certain conditions transparency can threaten the political stability of a country that will be utilized by some groups for certain purposes. On the other hand, public participation has not been considered as a positive force to formulate every government action and policy. The evolution experienced from various governance concepts ranging from good governance, sound governance, dynamic.

Viewed from the perspective of good governance, it is described through several principles that exist in good governance. These principles include participation, rule of law, transparency, responsiveness, consensus orientation, equity, effectiveness and efficiency, accountability and strategic vision. In connection with the results and discussions described above, it can be concluded that the entire implementation of the School Based Management – Public Service Oriented (SBM-BPP) program involves dynamic interaction and mutual support from all dimensions of sound governance, so that schools can improve services and quality of education on an ongoing basis

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