

The Impact of the Implementation of Good Governance on the Improvement of the Quality of Education in Local Governments

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Abstract: This study aims to examine the impact of good governance implementation on enhancing educational quality at Vocational High School 3 Pare-Pare. This study employed a quantitative methodology with a descriptive design, whereby data were gathered through questionnaires and analyzed using the Statistical Package for the Social Sciences (SPSS) software. Validity tests were conducted to ensure the reliability of the data, and regression analysis was employed to identify the relationship between the independent variable (good governance implementation) and the dependent variable (education quality). The results indicated that 79 percent of the variation in educational quality could be attributed to implementing good governance, thereby demonstrating that good governance considerably influences enhancing academic quality. Nevertheless, the model could not account for 21 percent of the observed variation, indicating that additional factors may be at play. The findings support the proposition that implementing good governance principles, such as transparency, accountability, and participation, is a crucial element in the effective management of educational institutions. The practical implications of this study are that schools must enhance their enforcement of the law and their accountability and that all school components must be included in the planning and evaluation of programs. School principals are expected to establish specialized teams, such as TPMS, to guarantee uniform implementation. Nevertheless, this study is not without limitations. Firstly, the focus on a single school may limit the generalizability of the results. Secondly, further research is needed to explore other factors influencing education quality. Thirdly, this study provides a basis for developing better governance policies in the education sector.

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INTRODUCTION

Good governance is the fundamental foundation in the administration of the state (Arsik & Lawelai, 2020; Lawelai, 2023), especially in the education sector which plays an important role in building the future of the nation (López Rupérez, 2022). In Indonesia, the principles of good governance are increasingly urgent to be implemented considering the challenges that arise in education governance (Sukmayadi & Yahya, 2020). The implementation of good governance is not only about meeting the demands of democracy and human rights, but also oriented towards restoring people's self-esteem and building the image of the government as a fair and effective servant (Zakrzewska, 2017).

Education in schools, as a formal institution where students acquire knowledge and skills, plays a very important role in shaping future generations who are ready to compete

in the world of work and become quality inheritors of the country (Little, 2014). Good education at the high school level, especially at State Vocational High Schools, is the spearhead in preparing students who are not only academically superior but also have a strong character (Kuo, 2010). Therefore, improving the quality of education in schools is the responsibility of all parties, especially teachers who must apply effective learning strategies.

However, school governance in Indonesia often does not fully follow the principles of good governance. The implementation of education in schools, including at Vocational High School 3 Pare-Pare, is often faced with problems of transparency, community participation, and accountability that are not optimal. This can be seen from the management of work programs and school budgets that do not involve all related parties, as well as administrative services that are not in accordance with the applicable Standard Operating Procedures (SOP). As a result, there were complaints from students and teachers who felt that the service was not optimal.

The implementation of student discipline that has not been maximized is also a concern. Many students do not comply with existing rules, which indicates that teachers and schools have not succeeded in integrating the principles of good governance in the educational process. This reflects that the management of education in the school has not been able to achieve the expected efficiency and effectiveness, which ultimately hampers efforts to improve the quality of education (Samiri et al., 2023).

Implementing good governance in the education sector is increasingly recognized as a critical factor in elevating the quality and efficiency of educational outcomes globally (Saguin & Ramesh, 2020). As education systems worldwide evolve to meet the demands of a rapidly changing society, the principles of good governance—such as transparency, accountability, participation, and the rule of law—are being integrated into educational policies and practices. These principles ensure that educational institutions operate in a manner that is not only fair and just but also geared toward maximizing the benefits for all stakeholders involved, including students, teachers, parents, and the broader community (Kayyali, 2024). By fostering an environment where decision-making is transparent and inclusive, educational institutions can more effectively address the diverse needs of their stakeholders, leading to improved academic outcomes and a more equitable distribution of resources.

Pedagogical reforms, which focus on the methods and practices of teaching, are intrinsically linked to the broader governance structures within which they are implemented (Grice, 2019). When governance is weak or inefficient, even the most well-intentioned pedagogical reforms can fail to produce the desired results. On the other hand, when governance structures are robust and well-managed, pedagogical reforms are more likely to be successful, as clear policies (Azoury & Harvey, 2023), effective resource allocation, and a culture of continuous improvement support them (Marzuki et al., 2022). This connection between governance and pedagogy highlights the importance of viewing educational reform not just as a matter of curriculum development or teacher training but as a holistic process involving educational institutions' entire organizational

structure. By aligning governance practices with pedagogical goals, education systems can create a more conducive environment for learning, where students are better supported, and teachers are more empowered to deliver high-quality education.

Moreover, the organization and administration of education play a crucial role in determining the overall efficiency of the education system (Alvarez-Sández et al., 2023). Efficient governance in education ensures that resources are utilized effectively, reducing waste and ensuring that every dollar spent contributes directly to improving student outcomes (Davies et al., 2021). This includes everything from the management of school facilities and the allocation of funding to the hiring and training of staff. When these processes are governed by clear, fair, and accountable practices, educational institutions are better able to better achieve their goals and serve their students. This efficiency is not only about doing more with less; it is about ensuring that every aspect of the educational system is aligned with the goal of providing high-quality education to all students.

The relationship between good governance and education quality becomes even more apparent in this global context (Samadi & Owjimehr, 2021). As countries strive to compete in a globalized economy, the need for a well-educated workforce has never been more critical (Stevenson, 2014). Good governance in education provides the foundation upon which strong educational systems are built, enabling countries to produce graduates who are knowledgeable but also adaptable, innovative, and capable of contributing to their societies (Luschei & Jeong, 2021). By prioritizing good governance in education, nations can ensure that their education systems are efficient and equitable, providing all students with the opportunity to succeed, regardless of their background or circumstances (López Rupérez, 2022). This, in turn, contributes to the overall social and economic development of a country, as a well-educated population is better equipped to drive innovation, productivity, and growth.

Based on these problems, this study aims to examine the extent to which the implementation of good governance affects the improvement of the quality of education at Vocational High School 3 Pare-Pare. This research will explore nine characteristics of good governance proposed by UNDP, namely community participation, upholding the rule of law, transparency, concern for stakeholders, consensus orientation, equality, effectiveness and efficiency, accountability, and strategic vision.

The urgency of this research lies in the urgent need to improve the education governance system at the vocational high school level. Given the important role of Vocational High School in producing a skilled and work-ready workforce, improving the quality of education at Vocational High School through the implementation of good governance is crucial. This research is expected to make a real contribution in identifying the obstacles faced in the implementation of good governance at Vocational High School 3 Pare-Pare and providing appropriate recommendations for improvement.

Thus, the main purpose of this study is to provide a comprehensive overview of the influence of the implementation of good governance on the quality of education in Vocational High School. This research also aims to identify effective governance practices and provide input for improving the quality of education in the future. The results of this

study are expected to be a reference for policymakers at the local level in developing better governance strategies in the education sector.

This research will also look at how the formulation of a strategic vision at the top management level of the school can be well integrated into the entire body of the organization, so that all personnel in the school can contribute effectively to the achievement of higher educational goals. With the proper implementation of the principles of good governance, it is hoped that the quality of education at Vocational High School will increase, which will ultimately have a positive impact on the development of quality human resources in Indonesia.

RESEARCH METHODS

This research was conducted at the technical unit of vocational high school 3 Pare-pare, located in Pare-pare City, focusing on analyzing the implementation of good governance in improving the quality of education. This research uses a quantitative approach with a descriptive research design (Debout, 2012). The data analyzed comes from a sample taken representatively from a larger population, so the relative incidence and distribution of relevant characteristics are expected to be described in a broader context. The sampling method used is purposive sampling, where informants are selected based on certain criteria that are by the objectives of this study (Campbell et al., 2020). Thus, this research ensures that the data obtained is highly relevant and can provide in-depth insights into implementing good governance in these educational institutions.

The data collected in this study consisted of primary and secondary data. Primary data was obtained directly from the source through data collection methods such as questionnaires and observation (Sarica et al., 2013). Questionnaires were distributed to informants directly involved in the governance and implementation of education at the vocational high school 3 Pare-pare, including teachers, administrative staff, and school management. Observations were made to see firsthand how the principles of good governance are applied in daily activities at the school. Secondary data, on the other hand, was obtained from official school documents, annual reports, and other records relevant to this study. This secondary data was used to complement and strengthen the findings from the primary data.

This study used descriptive statistical analysis techniques to analyze the data that had been collected. The data obtained from the questionnaires were processed using SPSS version 26 software (Wang & Zhao, 2023), allowing researchers to present the results in frequency tables, diagrams, and other descriptive statistics. This analysis helps identify patterns and trends emerging from the data and understand the distribution of responses from informants. Using the Likert Scale in the questionnaire allows for measuring the informants' level of agreement or disagreement with various statements (Isabel Landaluce-Calvo, 2024), related to implementing good governance in schools. The results of this statistical analysis were then interpreted to answer the research questions formulated earlier.

The research stages began with planning, where research instruments such as questionnaires and observation guides were developed based on relevant literature. After that, sampling and data collection in the field were carried out, followed by the data analysis stage using the techniques that have been described. The final stage of the research is interpreting results and preparing the research report, where findings from the data analysis are integrated with existing theories and literature to provide useful conclusions and recommendations. By following these stages, this research is expected to make a significant contribution to the understanding and implementation of good governance in the context of education.

RESULTS AND DISCUSSION

Implementation of Quality Education

This study was conducted at the Vocational High School 3 Pare-Pare, located in Pare-Pare City, to analyze the effect of implementing good governance in improving the quality of education in the school. Data on the implementation of education quality was obtained through a questionnaire analyzed using SPSS software. The data processing results are then visualized in the form of a graph, which illustrates the effect of good governance implementation on the quality of education, as shown in table 1.

A validity test was conducted using Pearson Correlation to ensure the validity of the data obtained. The decision-making rules in this validity test are as follows: if the value of Rcount is greater than Rtable, the data is considered valid, while if the value of Rcount is smaller than Rtable, the data is considered invalid. The Rtable value is determined based on the number of samples (N = 82) at a significance level of 5 percent, which refers to the distribution of the Rtable value in statistics.

Table 1. Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Implementation of Good Governance ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Good Governance Strategy

This data describes the variables involved in the regression model used in this study. The independent variable analyzed is the implementation of good governance, which is considered the main factor influencing the dependent variable, namely the good governance strategy. In other words, this study seeks to understand how implementing good governance principles affects the strategy implemented to achieve good governance at Vocational High School 3 Pare-Pare. It is important to note that in this regression model, no variables were excluded or removed, meaning all planned variables have been included in the analysis to maintain the integrity of the research results.

The regression method used in this analysis was the Enter method, which means that all independent variables were entered simultaneously into the regression model. This method was chosen to ensure that each independent variable was tested for its effect on the dependent variable without exception. By using the Enter method, researchers can comprehensively identify the direct relationship between the implementation of good

governance and good governance strategies. The results of this regression analysis will provide insight into how much influence the implementation of good governance has on the strategy implemented and assist in formulating recommendations for improving governance policies and practices in schools.

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.889 ^a	.790	.788	1.105

a. Predictors: (Constant), Implementation of Good Governance

The regression analysis results displayed in the Model Summary table show that the correlation coefficient (R) value is 0.889, which indicates a strong relationship between the implementation of good governance and the quality of education at the vocational high school 3 Pare-pare. In addition, the coefficient of determination (R^2) obtained is 0.79, which means that about 79 percent of the variation in the quality of education can be explained by the good governance implementation variable. This indicates that factors related to the implementation of good governance have a significant influence on improving the quality of education in the school.

However, there is still about 21 percent variation in education quality that is not explained by this regression model (100 percent - 79 percent = 21 percent). In other words, there are other factors outside the implementation of good governance that influence the quality of education at the vocational high school 3 Pare-pare. This indicates that although the implementation of good governance plays an important role, there are still other variables that need to be considered and analyzed further to comprehensively understand the factors that influence the quality of education. Further research can explore these additional factors to provide a more complete picture and more effective recommendations in improving the quality of education in these schools.

Table 3. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.116	.554		3.821	.000
Implementation of Good Governance	1.025	.057	.889	17.891	.000

a. Dependent Variable: Good Governance Strategy

Based on the results from the coefficients table, the analysis reveals a constant value (α) of 2.116 and a Beta coefficient (β) of 1.025, with a t-value of 3.821 and a significance level of 0.000. The regression model used in this study to measure the impact of Good Governance implementation on the improvement of education quality at SMKN 3 Kota Pare-Pare can be expressed as follows:

$$Y = \alpha + \beta X \quad Y = 2.116 + 1.025X$$

$$Y = 2.116 + 1.025X \quad Y = 2.116 + 1.025X$$

This regression function indicates that if the variable representing the implementation of Good Governance (X) changes, then the quality of education (Y) will

also change. The positive sign of the coefficient (1.025) suggests a direct relationship between these variables; that is, if the implementation of Good Governance improves, the quality of education will also improve correspondingly, and vice versa. The coefficient of 1.025 signifies that for every unit increase in the implementation of Good Governance, the quality of education is expected to increase by 1.025 units.

Moreover, the constant value of 2.116 indicates that even when all other variables are held constant, the implementation of Good Governance will still have a positive impact on the quality of education at SMKN 3 Kota Pare-Pare. This suggests that Good Governance has an inherent positive influence on educational outcomes. Additionally, the Beta coefficient of 1.025 underscores the dominant role of the implementation of Good Governance (X) in enhancing the quality of education (Y). Despite the relatively small Beta value, it clearly demonstrates the significant effect of Good Governance on educational quality, reaffirming the importance of maintaining high standards of governance to achieve better educational outcomes.

Table 4. ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	390.563	1	390.563	320.093	.000 ^a
Residual	103.713	85	1.220		
Total	494.276	86			

a. Predictors: (Constant), Good Governance Implementation

b. Dependent Variable: Good Governance Strategy

The results of the ANOVA test in this study provide key insights into the effectiveness of the regression model in predicting the implementation of Good Governance and its impact on improving the quality of education at SMKN 3 Kota Pare-Pare. The analysis yielded an F-value of 2.116 with a probability significance level (sig.) of 0.00. Given that this probability is less than the standard alpha level of 0.05, the regression model is deemed statistically significant, indicating that it can be reliably used to predict the impact of Good Governance implementation on educational quality. This significance suggests that the variables included in the model are appropriately specified to explain the variations in academic outcomes.

To further test the hypothesis in this research, an F-test was conducted to assess whether the independent variable has a significant influence on the dependent variable. The level of significance was set at $\alpha = 0.05$. According to the results from the ANOVA table, the calculated F-value is 2.116, with a significance level of 0.00. Since the significance value (0.00) is less than 0.05, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). This indicates a statistically significant impact of implementing Good Governance (X) on improving educational quality (Y). Thus, the regression model is validated as a tool for predicting how changes in Good Governance practices might influence educational outcomes at the school.

Further, the t-test was employed to determine the individual contribution of the independent variable in explaining the variation in the dependent variable. According to the coefficients table from the SPSS output, the t-value for the variable predicting the

implementation of Good Governance (X) is 1.025, with a significance level of 0.00. The hypothesis for this test was structured as follows: the alternative hypothesis (Ha) posits that implementing Good Governance significantly influences the improvement of educational quality. In contrast, the null hypothesis (Ho) suggests that it does not. The decision-making rule is that if the t-value (thing) is greater than or equal to the critical value from the t-distribution table (table), the null hypothesis is rejected, indicating a significant effect.

Based on the analysis, the calculated t-value is 17.891, significantly higher than the critical t-value of 1.663 at a degree of freedom (df) of 80 (calculated as the number of observations minus 2). Since the t-value exceeds the critical threshold (17.891 > 1.663) and the significance level is well below 0.05, the alternative hypothesis (Ha) is accepted, confirming that the implementation of Good Governance has a significant and positive impact on improving educational quality at SMKN 3 Kota Pare-Pare. These findings underscore the importance of Good Governance practices in fostering a more effective and high-quality educational environment.

Principles of Good Governance

The principles of good governance in secondary education are of paramount importance in ensuring that schools operate with transparency, accountability, and inclusiveness (Azoury & Harvey, 2023), thereby fostering an environment conducive to the advancement of educational quality (Sabandar et al., 2018). These principles encompass the active participation of all stakeholders, the equitable enforcement of rules, the commitment to consensus-oriented decision-making, and the strategic vision necessary for long-term success. By adhering to these principles, secondary education institutions can effectively manage resources, respond to the needs of students and the community, and create a robust foundation for sustainable educational development.

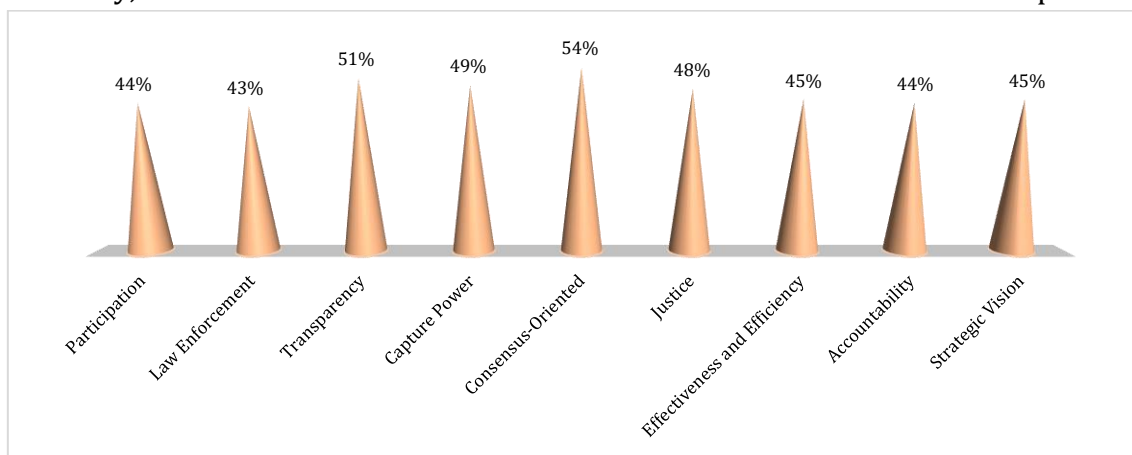


Figure 1. Good Governance Principles Indicators

The recapitulation of the Good Governance principles indicators provides a comprehensive overview of how the various aspects of governance are perceived within the evaluated context. The data indicates that the principle of consensus-oriented governance is perceived as the most effective, with a score of 54 percent. This suggests that stakeholders generally believe that decisions are made through mutual agreement and collaboration. Subsequently, Transparency and Capture Power are rated at 51

percent and 49 percent, respectively. This indicates that there is a satisfactory level of transparency and stakeholder involvement in the decision-making processes. However, there is still scope for improvement to ensure that power dynamics are fully balanced and transparent.

Conversely, the principles of Participation, Law Enforcement, and Accountability are all rated at or below 45 percent, with Participation and Accountability both at 44 percent and Law Enforcement at 43 percent. These lower percentages indicate areas of concern where stakeholders perceive deficiencies in inclusiveness, effective enforcement of laws, and accountability. The overall scores across these indicators reflect a mixed perception of good governance practices, indicating the necessity for targeted improvements in enforcement, participation, and strategic vision to align more closely with the higher-rated principles.

The results of this study indicate that the implementation of Good Governance plays a significant role in improving the quality of education at SMKN 3 Kota Pare-Pare. The average score across the governance indicators was found to be 85 percent, which categorizes the implementation as Less Favorable. Particularly, the law enforcement indicator was notably lower at 43 percent, which is concerning compared to other indicators like Participation, Transparency, and Strategic Vision. These findings suggest that while some aspects of Good Governance are being applied with moderate effectiveness, critical areas such as law enforcement need substantial improvement to elevate the overall governance quality within the educational institution.

In alignment with previous research, the importance of strategic planning in enhancing educational quality (Yıkıcı & Altınay, 2018). The research highlights the role of the school principal in forming the School Quality Development Team (TPMS) to design and implement the school's vision and mission. As indicated in prior studies, the successful formulation of these goals is essential, emphasizing the need for a collaborative approach in planning and executing school programs to achieve a common objective. The findings validate Sutina's assertion that quality improvement planning is a shared responsibility between the principal and a specialized team, underscoring the need for structured, inclusive planning processes in educational institutions.

Moreover, the concept of an effective school model, which focuses on professional work and the empowerment of all school personnel (Saleh & Khine, 2014). This approach is a cornerstone for the success of quality improvement programs. The implementation of Good Governance in this context involves not only setting up structured annual and semester programs but also engaging in continuous monitoring and evaluation (Schahczenski & van Dyne, 2019). This aligns with the broader literature, which emphasizes the necessity of involving all school stakeholders in the governance process to ensure that educational programs are effectively realized and yield positive outcomes.

The study also points to the critical role of regular supervision and evaluation. The principal's role as a supervisor is pivotal in maintaining the quality of education, as regular monitoring and feedback are essential for continuous improvement (McLeskey et al., 2016). The study's findings are consistent with earlier research, which highlights

the importance of routine evaluations conducted by both the school leadership and the TPMS. These evaluations are crucial for assessing the progress of educational programs and identifying any challenges encountered during implementation. By adopting a comprehensive evaluation strategy, schools can better align their educational offerings with student needs, thereby enhancing overall educational outcomes.

CONCLUSION

The results of this study show that the implementation of Good Governance principles significantly affects the improvement of education quality at Vocational High School 3 Pare-Pare City. Based on the regression analysis, it was found that 79 percent of the variation in education quality can be explained by the variable of good governance implementation, with the remaining 21 percent influenced by other factors outside this model. This finding indicates that although the implementation of good governance has an important role in determining the quality of education, there are still other variables that require attention to achieve a more comprehensive improvement.

The theoretical implication of this study is that good governance, when implemented consistently and thoroughly, can be an important cornerstone in effective education management. Principles such as participation, transparency and accountability are proven to have a positive impact on educational outcomes. The theory of the importance of good governance in the context of secondary education is further strengthened by these findings, which are in line with previous research that emphasizes the importance of strategic planning and regular monitoring in achieving educational goals.

In practice, the findings suggest that school principals and stakeholders in educational institutions should focus more on improving certain aspects of good governance, such as law enforcement and accountability, which are considered less effective. The establishment of special teams such as the School Quality Development Team and the involvement of all school components in program planning and evaluation are practical steps that need to be implemented to improve the overall quality of education.

However, this study has some limitations that need to be considered. Firstly, the study only focuses on one school in one city, so generalizing the results to a wider context may require caution. Secondly, there are other factors that influence the quality of education that are not accommodated in this regression model, which could be the focus of further research. Nonetheless, the results of this study provide a strong basis for developing better education governance policies in the future.

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