

EFFECTIVENESS GOVERNANCE TO EDUCATION QUALITY

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Submission date: 24-Aug-2020 03:18AM (UTC+0700)

Submission ID: 1372977279

File name: IJRSM_1.pdf (307.38K)

Word count: 1866

Character count: 11260

**EFFECTIVENESS GOVERNANCE TO EDUCATION QUALITY****Hardianto, B. Herawan Hayadi, Burhan, Linda IkaMayasari, Eddy Setyanto, Herlina**

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DOI: 10.5281/zenodo.845661

Keywords: Governance, Education and Quality.**Abstract**

Quality educational institutions can be seen from its governance. Some problems of educational institutions seen as weak governance of the institution. Problems often seen such as unqualified managers create and implement a plan of organization, lack the means to increase the competence of personnel and poor quality of services. To achieve quality education institute improved governance must be a concern. Efforts to do is to optimize the strategic planning, improvement of academic and non academic services, the provision of increased competence and evaluation of the use of reliable performance.

Introduction**Preliminary**

Efforts to achieve quality education institutions, improving corporate governance. Improved governance starts with good planning, implementation and evaluation of good activity. Planning should be done taking into account the organization's internal and external conditions. Implementation should be carried out based on the plan that has been prepared. Evaluation should be carried out to measure the achievement of objectives.

One part of governance that must be considered is planning. Planning is the process of determining the activities and resources necessary to carry out the activities of the organization in order to reach the optimal goal. Planning should be used as a guide in implementing the organization's activities. Work carried out without any planning will not materialize and it is difficult to measure the success of the work.

In addition, in implementation are also frequent errors. The plan that has been prepared sometimes unable to be implemented. Planning is the relationship between what we have now (*what is*) and how it should be (*what should be*) concerned with the needs, setting goals, priorities, programs and resource allocation (Onisimus, 2011: 32). The failure of the implementation can be due to factors internal and external conditions are changing organization.

Evaluation must also be considered in good governance. Errors in the evaluation may have an impact on the decision-making errors. Error decisions will not solve the problem, precisely tends to cause new problems.

In general, the authors noticed that the problem occurs in the world of education in Rokan Hulu are caused by weak governance. Some of the problems related to weak governance of education are:

- a. Weakness in making and implementing the plan. Plans are sometimes only used like administrative activity and not be used as guidance in implementing the organization's activities.
- b. Empowerment of human resources is not optimal. Not to put personnel in accordance with their competence.
- c. The evaluation has not been conducted properly.

The above problems would have to immediately look for a solution, so that the quality of education for the better. Quality education will lead to educational objectives will be achieved optimally. To overcome this need for innovation in education governance.



Formulation Of The Problem

Problem Formulation in this paper are :

1. How govern quality education?
2. Efforts what can be done to improve the quality of education governance?

Writing purpose

The purpose of this paper is:

1. To determine the quality of education governance.
2. To know the efforts that can be done so that the quality of governance education becomes.

Discussion

1. Governance quality education

Education governance in Law No. 66 Year 2010 is the governing authority in the implementation of the national education system by the government, provincial government, district or city government, education providers conducted by the community, and education units so that the education process can take place in accordance with national education goals. To achieve the goal of education is required of good governance. One of the goals of education governance is to achieve the quality and competitiveness of education and its relevance to the needs and or condition of society.

Governance of educational institutions is done based on the principles of accountability, transparency, non-profit, quality assurance and effective, efficient. Governance in educational institutions include the governance of the students, personnel, curriculum, facilities, costs, administration, organization, and supervision education.

Governance rules are too detailed and complex will be stifles innovation and undermine academic opportunities as well as causing the length of the decision-making process. To create good governance, there are seven characteristics, namely: active participation, the rule of law (*rule of law*), transparency, responsiveness, consensus to gain consensus, fairness, effective, economical and reliable.

Implementation of good governance, requires a strong commitment from all elements of the organization, coordination, professionalism, work ethic and morale is high and the implementation of appropriate systems of accountability. Proper governance in educational institutions to improve the quality of education. The role of leadership to create good governance is very large.

2. Efforts to improve governance

Many efforts should be made to improve governance towards quality education. Several attempts to do is:

1. Optimization of strategic planning.

Improved governance begins with good planning. Plans were made for short term, medium term and long term. Short-term planning more operational, while the medium-term planning is done for a period of one to five years. Long-term planning is done for a period of more than five years. Long-term planning also known as strategic planning.

Strategic planning is done within the scope of strategic management. Strategic management according to Hunger and Wheelan (2003: 3) characterized by the strategic decision-making. Strategic decisions relate to very long time for the organization as a whole and has three characteristics, namely:

- a. Rare (strategic decisions unusual and special, that can not be replicated).
- b. Consequential (strategic decisions that include important resources and demands a lot of commitment)
- c. Directive (strategic decisions that determine decisions that can be replicated to other decisions and actions in the future for the organization as a whole).



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Asrar Ul Noor research results and Anil Gupta (2014) states that the need for strategic planning in an educational institution. With strategic planning, educational institutions will be able to arrange the direction that will be addressed as well as prepare all resources to achieve these objectives. Wibowo (2014: 37) establishes strategic planning is the process of formulating, implementing and evaluating decisions that enable the organization to achieve its objectives.

2. *Improved academic and non academic services.*

Educational organizations as non-profit organizations must provide excellent service to internal customers and external customers. The service academic and non-academic excellence must be an organizational culture in education today. Wheelan and Hunger (2003: 361) argues that the optimal culture is a culture can support both the mission and strategy. Excellent service is provided without seeing differences in status, gender and sara.

Research Ogunnaike and colleagues (2014) suggested that there is a significant relationship between the quality management with campus image. This indicates that in order to achieve organizational goals of education should be given the best services to management activities. Seeing this, improving governance should be done by providing quality services to the entire community of educational organizations and external customers.

3. *The availability of professional development.*

Governance of an institution is influenced by the competence of human resources in the agency. To improve the quality of human resources need to be holding the means for their professional development. Professional development can be done by following the trainings, seminars and continuing education to a higher level.

Tuba Gokmenoglu et al (2016) suggested that the holding of training will greatly assist the task of teachers. Training should be prepared in accordance with the needs of teachers and their work. In addition to teachers, other education personnel should also be given training so that they are motivated to improve performance so as to achieve organizational goals.

4. *The use of reliable performance evaluation system.*

Evaluation is very important to see to what extent the successful implementation of the organization's activities. Evaluation should be transparent and accountable. With the evaluation will be seen which part is to be improved. Pooja Tripathi (2010) suggested that for improving governance needed a scoring system (evaluation) of reliable performance.

In connection with the activities of the management, evaluation should be carried out since the planning, implementation and evaluation itself. Evaluation of the planning is useful to see whether the plan drawn up completely in accordance with the needs of the organization. In evaluating useful to see whether the implementation has been as planned. While evaluation for evaluation activities undertaken to see whether the evaluation was in accordance with the provisions or good manners.

Conclusion

Several conclusions can be drawn from this paper as follows:

1. Education governance is good to have the principles of accountability, transparency, non-profit, quality assurance and effective, efficient.
2. Effort in creating good governance is the need for planning, improve academic and non academic services, availability of professional development and their reliable performance appraisal system.

Suggestion

The author would like to put forward some suggestions in this paper, among others:

1. To the managers of educational institutions, should optimize the implementation of governance in educational institutions
2. To educators and other education, are expected to participate actively in creating good governance instituted education followed by running activities in accordance with its part.



3. To students and the public at large, should be actively involved in creating and maintaining educational institutions in order to always be agents of change

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