

Influence Good School Governance, Towards Increasing Teacher Professionalism Through Intervention Teacher Competency at Kosgoro Vocational School, Bogor City

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A B S T R A C T

This research aims to determine the influence of good school governance on increasing teacher professionalism through teacher competency intervention at Kosgoro Vocational School, Bogor City. This type of research is quantitative, with the population and sample used consisting of educators and education staff at Kosgoro Vocational School, Bogor City, with questionnaires distributed to 36 respondents. In testing this research using the validity test method, reliability test, multicollinearity test, Kolmogorof-Smirnov normality test with two equations and data analysis with path analysis using intervening variables. From the calculation results of the validity test, it is concluded that all items in the variables are valid, while based on the reliability test all variables are reliable, based on the f test all independent variables can explain their relationship, then for data normality it is concluded that the data is normally distributed and the results of the analysis using path analysis are obtained different results for each variable both directly and indirectly through intervening variables on increasing teacher professionalism. From the Hypothesis results, data was obtained that H1 and H5 were accepted, while H2, H3, H4, and H6 were rejected.

Keywords: *Good School Governance, Responsibility, Independence and Justice, Teacher Professionalism, Teacher Competency, Intervening Variables, Path Analysis*

INTRODUCTION

The formation and creation of a good government or what can be called *Good Governance* is a new reform in living the life of the nation and state. Good governance will be able to bring the country towards good change as well. Application of the basic principles of *Good Governance* serve as a guide to the government in realizing good governance. The word good here will refer to how the government will comply with everything that has been stipulated in the principles *Good Governance* which in turn will bring about changes in a country for the better.

Implementation *Good Governance* one of them is at a school agency called *Good School Governance* which is also part of *Good Corporate Governance*, What differentiates the two lies in the principles that are the basis and the placement of their use. *Good School Governance* is a system of school governance that has a basis for acting and making decisions related to education and all student activities in it.

Good governance for a school today it is a must to achieve and implement. *Good governance* School is a clean and correct education delivery service system in schools in accordance with applicable system rules and procedures based on the principles of accountability, transparency, participation, responsiveness, efficiency, effectiveness, professionalism and equality. Schools or educational institutions are basically public institutions, where the public places their trust in matters of education. The existence of public trust in schools or educational institutions is a trust that must be managed well.

Then, in an effort to realize good school governance, every educational institution requires the role of an internal controller whose aim is to research and evaluate a program that exists and is running within that institution. This control instrument can use basic guidelines from several principles *Good School Governance* among others **Responsibility** equality in company management towards healthy company principles and applicable laws and regulations. Where everyone who is part of a school organization, whether structural, staff, teaching staff or education staff, must have a joint commitment to carry out the rules or regulations that have been agreed upon in the work agreement. Then the next thing is **Independence** namely real and free or independent from all forms of pressure from any party in making a decision. This is important for a leader, whether a school principal or teacher or the whole community *stakeholders* within the organization so that a decision is beneficial for the entire academic community. Then the next thing that is no less important for achieving a school with good governance is **Justice** fair and equal treatment that does not differentiate between race, ethnicity, religion in fulfilling rights *stakeholders* arising based on agreements and applicable laws and regulations. It is important that in the work unit everyone has rights that must be exercised based on the provisions agreed in the work agreement so that in the future no conflicts arise.

Then three of the eleven principles *Good School Governance* the that is **Responsibility, Independence, and Justice** If this is implemented properly and in accordance with the provisions of the rules and carried out seriously, it is hoped that it will have an effect on increasing teacher professionalism as a reflection of the competence of teachers in the education unit.

Because teachers or educators are people who are responsible for the development of all students' potential, including affective potential, cognitive potential and psychomotor potential. Then more broadly, teacher professionalism must be present in an educator or teacher to carry out their work so that the teacher or educator can carry out their work with a full sense of responsibility and is able to develop students' skills with the knowledge they have. Therefore, the scientific competence of a teacher or educator must be improved in various ways, one of which is through education, training, workshops so that knowledge and skills increase.

If this can be carried out well and directed in a sustainable manner, starting from good governance principles *good school governance* as mentioned above, then the professionalism of teachers or educators is increased by improving their pedagogical competence, personality, social skills and expertise. So of course this will have an impact on the progress of schools or educational institutions in the future.

From several previous studies, not much has been discussed regarding the indicator variables of responsibility, independence and justice, therefore researchers are interested and feel that this needs to be addressed in research or empirical surveys about **Influence Good School Governance Towards Increasing Teacher Professionalism Through Teacher Competency Intervening at Kosgoro Vocational School, Bogor City.**

RESEARCH METHODS

Place and Time of Research

This research was carried out from February to June 2023 by distributing questionnaires to all educators or teachers located at Kosgoro Vocational School, Bogor City, West Java.

Research Design

As the aim to be achieved in this research, namely knowing what factors influence teacher competence on teacher professionalism and how big the influence is, by using the following research method:

a) Research design

The authors analyzed the cases as raised in this research.

b) Variables and their measurement

The variables in this research are as follows:

(1)Independent variable (independent), three principles *Good School Governance* as follows

a) Responsibility (X_1), Independence (X_2), Justice (X_3)

(2)The intervening variable is Teacher Competence (Z)

(3) The dependent variable is Teacher Professionalism (Y)

Operational Definition of Variables

In order to facilitate understanding and avoid misinterpretation of the variables discussed in this research, the operational definition in this research is described as follows:

- 1) Responsibility (X_1), Independence (X_2), Justice (X_3)
- 2) Teacher Competency (variable Z)
- 3) Teacher Professionalism (variable Y)

Table 1. Operational Variables

NO.	Variable	Variable Definition	Indicator	Measurement Scale
1	<i>Good School Governance</i> Responsibility (X_1), independence (X_2), and justice (X_3).	Principle <i>Good School Governance</i> To Improve the Performance of Vocational School Organizations. West Java Vocational School Development Directorate	1) Compliance with applicable laws and regulations related to school administration. 2) School decision making needs to be separate from the government that owns it so that it is free from conflicts of interest within it. 3) Equal and fair treatment to interested parties in accordance with the benefits and contributions provided to the school.	Scale ordinal (Likert) 1-5
2	Teacher Competency (WITH)	Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers	1) Pedagogical Competence 2) Social Competence 3) Personality Competencies	Scale ordinal (Likert) 1-5
3	Teacher Professionalis	Law of the Republic of Indonesia Number	1) Planning Learning	Scale ordinal (Likert) 1-5

	m (AND)	14 of 2005 concerning Teachers and Lecturers	2) Implement Learning 3) Evaluating Learning	
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RESULTS & DISCUSSION

Path Analysis (Path Analysis)

Path analysis is a technique for analyzing cause and effect relationships that occur in multiple regression. If the independent variables influence the dependent variable not only directly but also indirectly (Robert D Rethaford 1993).

The decision making criterion is that if the calculated t is greater than the t table then the hypothesis is accepted or in other words there is a mediating influence in the research. Conversely, if t calculated is smaller than t table then the hypothesis is rejected. Or in other words there is no mediating influence in the research (Ghozali, 2013:249-255). Based on the test results, path analysis can be implemented immediately. In general, the stages of conducting path analysis are as follows:

Model 1 path coefficient

The path coefficient of model 1 is used to determine the effect of variable X₁ (Responsibility), X₂ (Independence), X₃ (Justice), towards Teacher Professionalism (Y). The coefficient of this path was tested using SPSS with a t table value of significance level of 0.05 and the number of respondents was 36 with the following results:

Model		Coefficient ^a					Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficient Beta	T	Sig.	Tolerance	VIF
		B	Std. Error					
1	(Constant)	24.045	9.537		2.521	.017		
	Responsibility	1.899	.342	.726	5.553	.000	.715	1.399
	Independence	-.062	.382	-.020	-.163	.872	.831	1.203
	Justice	.348	.365	.120	.951	.349	.772	1.295

a. Dependent Variable: teacher professionalism

Table 20. Model 1 Path Coefficient Test Results

Primary data sources processed in 2023

Refer to the model 1 path coefficient test results in table 21 test results *coefficient* It can be seen that the significance values of the two variables are:

- 1) The significance value of the responsibility variable (X₁) of 0.000 < 0.05, then it can be stated that the responsibility variable (X₁) has a significant effect on the teacher professionalism variable (Y), so **H1 Accepted**.
- 2) The significance value of the independent variable (X₂) of 0.872 > 0.05, then it can be stated that the independent variable (X₂) does not have a significant effect on the teacher professionalism variable (Y), so **H2 Rejected**.

3) The significance value of the justice variable (X_3) of $0.349 > 0.05$, then it can be stated that the fairness variable (X_3) does not have a significant effect on the teacher professionalism variable (Y), so **H3 Rejected**.

Model Summary ^B					
Model	R	R square	Adjusted R Square	Std. Estimation Error	Durbin-Watson
1	.781 ^A	.609	.573	6.689	1.838

A. Predictor: (Constant), fairness_ X_3 , independence_ X_2 , responsibility_ X_1

b. Dependent Variable: teacher professionalism_ Y

Table 21. Model Summary Path Coefficient Model 1

Source: Processed Primary Data

The value of R² or R square contained in the Model Summary table is 0.609, this shows that the contribution or contribution of variable₁ (responsibility), X_2 (independence), X_3 (justice) Teacher professionalism (Y) is 60.9% while the remaining 39.1% is the contribution of other variables not included in the research. Meanwhile, the value of e_1 can be found using the formula:

$e_1 = \sqrt{(1-0.609)} = 0.6252$ thus obtaining a path diagram. The Model 1 Path Diagram is as follows:

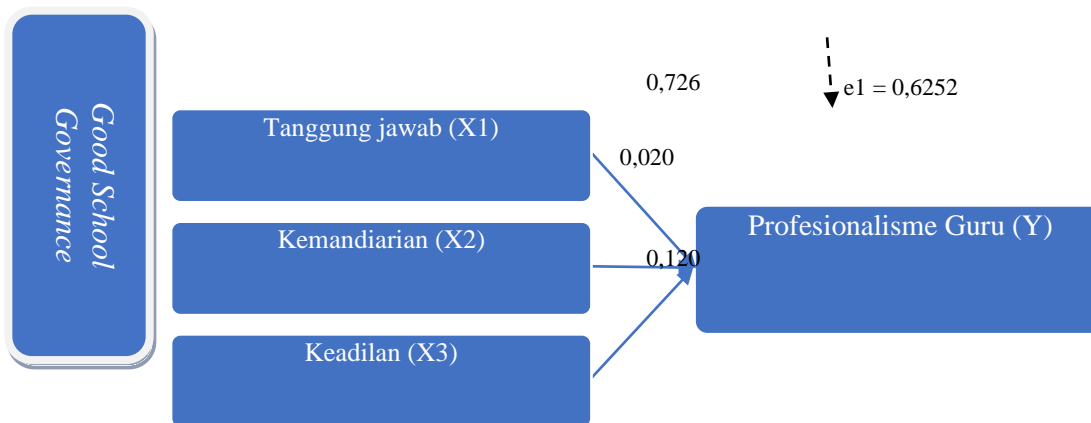


Figure 5. 6 Model 1 Path Coefficients

The path coefficient of model 2 is used to determine the effect of variable X_1 (Responsibility), X_2 (Independence), X_3 (Justice), and Teacher Professionalism (Y) towards Teacher Competency (Z). The coefficient of this path was tested using SPSS with a t table

value of significance level of 0.05 and the number of respondents was 36 with the following results:

		Coefficient ^A				
		Unstandardized Coefficients		Standardized Coefficient		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	14.804	6.473		2.287	,029
	Responsibility	,620	,297	,277	2.089	,045
	independence	,022	,237	,008	,091	,928
	Justice	,415	,230	,167	1.808	,080
	Teacher professionalism	,486	,110	,567	4.438	,000

a. Dependent Variable: teacher competency

Table 22. Model 2 Path Coefficient Test Results

Source: processed primary data

Referring to model 2 output in table 23 test results *coefficient* It can be seen that the significance values of the four variables are:

- 1) The significance value of the perception of responsibility variable is known (X_1) of $0.045 > 0.05$, then it can be stated that the responsibility variable (X_1) does not have a significant effect on the teacher competency variable (Z), so **H4 Rejected**.
- 2) The significance value of the independent variable (X_2) which is felt to be $0.928 > 0.05$, then it can be stated that the independent variable (X_2) which is felt to have no significant effect on the teacher competency variable (Z), so **H5 Rejected**.
- 3) The significance value of the justice variable (X_3) of $0.080 > 0.05$, then it can be stated that the fairness variable (X_3) does not have a significant effect on the teacher competency variable (Z), so **H6 Rejected**.

Model Summary ^B				
Model	R	R square	Adjusted R Square	Std. Estimation Error
1	.896 ^A	,802	,776	4.147

a. Predictors: (Constant), teacher professionalism, responsibility, independence, justice

Table 23. Model Summary of Model 2 Path Coefficients

Source: Processed Primary Data

The value of R² or R square contained in table 24 Model Summary is 0.802, this shows that the contribution or contribution of the influence of variable₁ (Responsibility), X₂ (Independence), X₃ (Justice), Teacher Professionalism (Y) to Z (Teacher Competency) is 80.2% while the remaining 19.8% is the contribution of other variables not included in the research. Meanwhile, the value of e₁ can be found using the formula:

$e_2 = \sqrt{(1-0.802)} = 0.4449$, thus the path diagram for Model 2 Path Diagram is obtained as

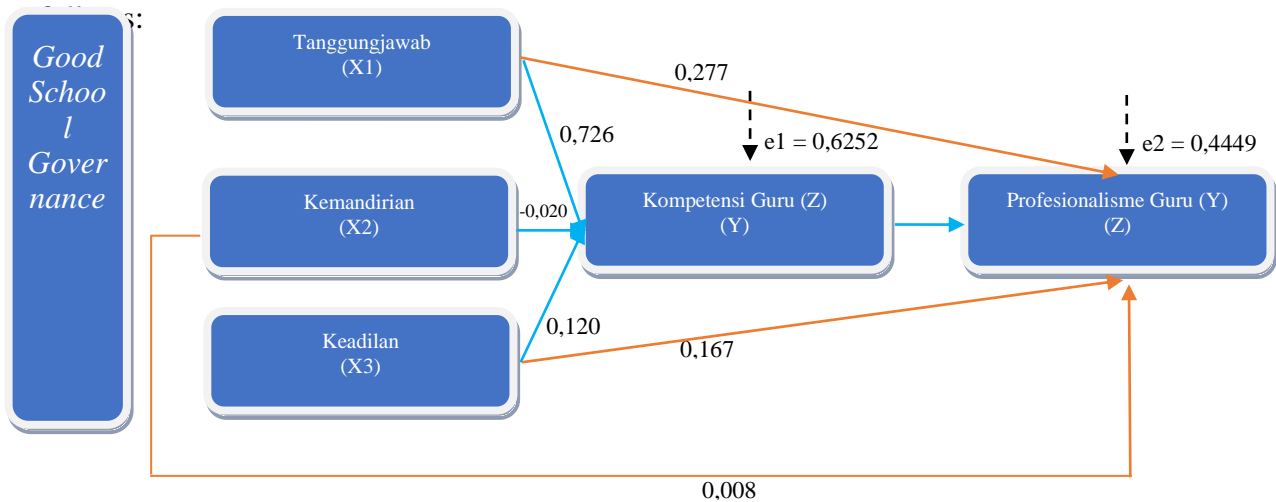




Figure 5. 7 Model 2 Path Coefficients

Information :
 direct influence of variable_{1, X₂, X₃}, against Z
 direct influence of variable_{1, X₂, X₃} towards Y

Based on Figure 5.7 above, the results of the path analysis show several information including:

- 1) **The influence of perceived responsibility through teacher competence on teacher professionalism.** It is known that the direct influence exerted by perceptions of responsibility on teacher competence is **0,277** while the indirect influence of perceptions of responsibility through teacher competence on teacher professionalism is **0,726 x 0,567 = 0,411**. The total influence that perceptions of accountability have on teacher professionalism is $0,277 + 0,411 = 0,688$. Based on these calculations it is known that **the direct effect is 0.688** And **the indirect effect is 0.411**, then it means that the direct influence is greater than the indirect influence (*indirect influence* $X_1 \rightarrow Z \rightarrow Y = 0,411 < \text{direct influence of } X_1 \rightarrow y = 0,688$), so it can be concluded that **"Indirectly, the perception of responsibility through teacher competence does not have a significant effect on teacher professionalism."**
- 2) **The influence of perceived independence through teacher competence on teacher professionalism.** Known **direct influence** which is given by the perception of independence on teacher professionalism is equal to **0,008**, whereas **indirect influence** the perception of independence through teacher competence towards teacher professionalism is $-0,020 \times 0,567 = 0,011$. The total influence that perceived independence has on teacher professionalism is $0,008 + 0,011 = 0,019$. Based on these calculations it is known that **direct effect of 0.019** And **the indirect effect is 0.011** then it means that the direct influence is greater than the indirect influence (*indirect influence* $X_2 \rightarrow Z \rightarrow Y = 0,011 < \text{direct influence of } X_2 \rightarrow y = 0,019$), so it can be concluded that **"Indirectly, the perception of independence through teacher competence does not significantly influence teacher professionalism"**.

- 3) The influence of justice through teacher competency on teacher professionalism. Known **direct influence** given by the perception of justice towards teacher professionalism is equal to **0.167** whereas **indirect influence** Perception of justice through teacher competency towards teacher professionalism is $0.120 \times 0.567 = \mathbf{0,068}$. The total influence that perceptions of justice have on teacher professionalism is $0.167 + 0.068 = 0.235$. *Based on* From these calculations it is known that **the direct influence is 0.235** And **the indirect effect is 0.068** ($indirect\ influence_3 \rightarrow Z \rightarrow Y = 0.068 < direct\ influence\ of\ X_3 \rightarrow Y = 0.235$) then it means that the indirect influence is greater than the direct influence, so it can be concluded that "**Indirectly, perceptions of justice through teacher competence do not have a significant effect on teacher professionalism**".

Table 24. Summary of Simultaneous Path Analysis Results

Variable	Influence Direct	Indirect Influence	Total
1. Perception of accountability → teacher competence	0,277		
2. Perception of accountability → teacher professionalism	0,726		
3. Perception of accountability → Teacher competency → Teacher professionalism		$0,726 \times 0,567 = 0,411$	$0,277 + 0,411 = 0,688$
4. Perception of independence → Teacher competence	0,008		
5. Perception of independence → teacher professionalism	-0,020		
6. Perception of independence → Teacher competency → Teacher professionalism		$-0,020 \times 0,567 = 0,011$	$0,008 + 0,011 = 0,019$
7. justice → Teacher competence	0,167		
8. Perception of fairness → teacher professionalism	0,120		
9. Perception of justice → Teacher competency → Teacher professionalism		$0,120 \times 0,567 = 0,068$	$0,167 + 0,068 = 0,235$

CONCLUSIONS & RECOMMENDATIONS

CONCLUSION

Based on the research results that have been discussed, it can be concluded as follows:

- 1) Perception of responsibility is a variable of *good school governance* has a significant positive effect on teacher competency at Kosgoro Vocational School.
- 2) Perception of independence which is a variable from *good school governance* has a significant positive effect on teacher competency at Kosgoro Vocational School.

- 3) Perception of justice is a variable *good school governance* has a significant negative effect on teacher competency at Kosgoro Vocational School.
- 4) Perception of responsibility through teacher competence has a positive effect on teacher professionalism. This matter **rejected** because it is proven from the research results that the indirect influence of the perception of responsibility on teacher professionalism through teacher competence is smaller than the direct influence of responsibility on teacher professionalism, it can be said that the perception of responsibility through teacher competence has a negative effect on teacher professionalism at Kosgoro Vocational School.
- 5) Perception of independence through teacher competence has a positive effect on teacher professionalism. This matter **proven (accepted)** From the research results that the indirect influence of perceived independence on teacher professionalism through teacher competency is smaller than the direct influence of independence on teacher professionalism, it can be said that the perception of independence through teacher competency has a positive influence on teacher professionalism at Kosgoro Vocational School.
- 6) Perceptions of justice through teacher competence have a negative effect on teacher professionalism. This is evident from the research results that the indirect influence of perceptions of justice on teacher professionalism through teacher competence is greater than the direct influence of perceptions of justice on teacher professionalism, so it can be said that perceptions of justice through teacher competence have a negative effect on teacher professionalism at Kosgoro Vocational School.

SUGGESTION

Based on the conclusions above, the suggestions put forward are as follows:

- 1) From the research results, it is known that to become a competent educator, professional teacher training is needed to improve the professionalism of the teacher himself.
- 2) Schools are expected to always update the quality of human resources to be up to date, accurate and complete so that the level of teacher professionalism continues to increase.
- 3) Expected variables *good school governance* This can be implemented to increase teacher competence in all fields which in turn is expected to increase teacher professionalism.
- 4) For future researchers, it is hoped that the results of this research can be used as a reference for similar research and it is hoped that future researchers will add or examine other variables that may influence teacher professionalism.

RESEARCH IMPLICATIONS

Regarding the results of this research, researchers also looked more deeply into this *good school governance*, is a step in changing management governance which has implications for the professionalism of teachers in educational agencies or institutions, where this can be used

as a basis as well as a reference and perspective for schools to always update human resources, namely educators, so that teacher competence continues to be improved so that expectations teacher professionalism competency can be achieved. It means the ability and authority of teachers in carrying out their teaching profession with high abilities can be achieved and implemented by students in the learning process, then apart from that there are also variables *good school governance* which includes responsibility, independence, and justice influencing teacher competence and professionalism directly or indirectly, educational agencies or institutions can focus more on developing and improving teacher competence which will have a significant influence on teacher professionalism and not focus too much on variables that are not has a significant effect, so that teacher professionalism will have an impact on improving the quality of good school governance (*good school governance*) in agencies or educational institutions it will also be achieved.

To further improve this research, I provide recommendations so that future researchers can use other variables related to instruments or principles *good school governance* others such as transparency, accountability, effectiveness and efficiency which are associated with improving organizational performance, both educational institutions and companies.

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