

Analysis of parent's discriminant partnership in the success of implementation of good school governance

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Abstract. Early childhood education is a strong foundation in the effort to prepare young people to face academic competition at the next level. The purpose of this study is to analyze the discriminant factors of parental partnership which are the determining factors for the implementation of *good school governance*. The research method is quantitative with a survey approach through a questionnaire given to respondents to reveal the influence of parental partnership on *good school governance*. The results showed that the higher parental involvement, the greater the success factor of *good school governance*. This research is useful as a guide in making decisions about model selection and analysis of factors related to parental partnership in early childhood education.

1 Introduction

Education in Indonesia has a variety of types and functions, namely formal education, non-formal education and informal education. The three types of education have their respective roles according to the criteria and rules set by the government. Formal education is education that is taken formally in a structured and tiered institution or organization unit consisting of primary education, secondary education and higher education. Formal education is carried out by the government (state status) and foundations or organizations that have fulfilled the requirements (private status) while non-formal education is a path of education that is obtained not formally through schools or universities, but still has a structure and tiered. Understanding informal education is a path of independent education obtained from families and the environment with a form of independent learning activities. The results of informal education pathways can be recognized if students can pass exams in accordance with national education standards organized by government-appointed institutions. (Siddik, 1984: 54) Early Childhood Education (PAUD) is the level of education before the level of primary education, is a coaching effort aimed at children from birth to six years of age carried out through the provision of educational stimuli to help physical growth and development as well as spiritually so that children have readiness to enter further education, which is held on the formal, non-formal, and informal paths (Sujiono, 2009: 45). The age range of Indonesian early childhood is 0 - 6 years according to the National Education System Law No. 20 of 2003, with the continuous and continuous scope of development and growth processes being the benchmark for the success of subsequent child development.

The awareness of parents in stimulating their children's education in pre-kindergarten age is relatively low. This is due to the many pre-Kindergarten education services that have not been reached by the public whether it concerns the distance or cost issues. The existence of Pos

PAUD as a form of Similar PAUD Unit (SPS) is intended to bridge these needs. The implementation of Pos PAUD can be integrated with the services of the Toddler Family Development (BKB) and Integrated Service Post (Posyandu). PAUD posts are intended for people who are not ready to involve their children in more intensive ECD services both for reasons of busy parents in school and other factors.

PAUD post is one of the government programs in early childhood education services and is part of SPS (Similar PAUD Unit). PAUD posts are managed by cadres consisting of housewives and mothers of the PKK driving team. The cadres become the foundation of controlling the institution's management wheel. Cadres and *stakeholders* village in this case are the PKK mobilizing team trying to manage the performance of the institution's management. One of the objectives of the establishment of Pos PAUD is to provide educational playgrounds for early childhood children who are not served by other PAUD and give examples to parents and families about ways to stimulate early childhood education to continue at home. The PAUD Post Program is intended to provide PAUD services that can reach the wider community to rural areas. (DG PAUDNI, 2013: 17).

Early Childhood Education includes the PAUD Post in its management performance must understand PAUD management standards, where the implementation refers to the standards of content, processes, educators and education personnel, facilities and infrastructure, and financing. The implementation of managerial functions in Early Childhood Education includes Program Planning, Organizing, Implementation of Work Plans and Supervision (Government Regulation No. 137 of 2014). Program planning is the preparation of PAUD institution activities in achieving the vision, mission, goals of the institution. Each unit or program has a curriculum, educational calendar, organizational structure, discipline, and code of ethics. Formulating the school's vision and mission in the sense of formulating a vision, articulating a vision, communicating and building

a sense of belonging, evaluating and modifying the vision. In addition to formulating a vision is to make policies, design programs, determine and provide resources and modify policies and plans when needed.

Building the trust of parents of students begins with a partnership. A controlled and beneficial relationship for each party. The partnership is built by providing understanding to parents of students or caregivers that the role of caregivers is very important as the first and foremost support of the learning process wherever the institution is located.

Not all parents give full support. Parents' concerns arise when their children learn with an atmosphere different from PAUD in general. For example, when the PAUD Post receives children who have obstacles in their growth and development, parents of normal children have not fully given up and understand that their children learn together with different children. Many parents react negatively including waiting for their children to study every day, being protective of their children and being too intervened with decisions taken by the school. Another example, the learning orientation that parents want is in the context of reading, writing and calculating (calistung). This is contrary to the stimulation of child development that should be from *Developmentally Appropriate Practice* (DAP), namely the development of children who should be, Bredecamp (1987: 97).

Schools or Educational Institutions are basically a Public Institution, where people give their trust in education. The existence of public trust in schools or educational institutions is a mandate that must be managed properly. This is stated in the principles of *Good School Governance* (GSG). The essence of GSG is that is *governance* defined as the mechanism, practice and procedures of the government and citizens regulating resources and solving public problems (Sumarto, 2009: 1). Although it is used in governance, it is important to be applied in the education world. The context of *governance* in this case is the *school's good school governance* is a container in realizing good management performance, while other factors involved in it namely the role of leader, parent partnership and overseer partnerships are actors who each determine the success of a performance .

The role of leadership in *good school governance* is found in research conducted by Bungai (2008) on "Increasing Equity, Quality, Relevance, Governance and Accountability of Kindergarten Education" in the *Journal of Educational Sciences*. Vol. 15: 74-81. This qualitative research found that the obstacle in leadership is the intervention of the foundation that overshadows so that it impedes the performance of school management. The intervention of the foundation is transparency in the financial / school budget.

Next is the study of Ko J. (2016) on The Development of School Autonomy and Accountability in Hong Kong: Multiple Changes in Governance, Work, Curriculum, and Learning, in the *International Journal of Educational Management*, Vol. 30: 1207. He explained his findings, namely leadership in *good school governance*, the principal is a change agent that is most

influential in shaping the strategic direction of the school. The potentially transformative role of school principals has proven effective in terms of schools restructuring and improving schools in terms of shaping and developing a positive and energetic organizational culture.

Wang (2013: 671) in his research on parental involvement in Hong Kong stated that the findings they obtained in this study were four phases of development of how parents were included in school governance conceptualized together. Parents as guests who can come to school at any time and have separate responsibilities, parents as volunteers who have an encouraging role to participate, parents as clients through an accountability approach and parents as school committees together with managers have responsibility for help school progress.

Ralph B. McNeal Jr. (2014) said Researchers focus on parental involvement to focus on the relationship of student involvement and performance in isolation from the school context in which engagement occurs. This study describes the ecology of involvement and how this social context influences parental involvement and student achievement. Relying on Bronfrenbrenner's theory of human ecology, explains the theoretical model of how the school's social context influences student performance and parental involvement. Analysis using *National Longitudinal Study* that student performance and the relationship between parental involvement and student achievement depends on the ecological context. This finding highlights the need to expand the investigation of parental and child interactions to include aspects of various ecological contexts. This study reveals how parental involvement influences student behavior. Parental involvement, does not occur in a vacuum. There is a particular social context in which parental involvement occurs, contexts that may vary both within and within the school community. Most of the research cited above, and the majority of all studies are parental involvement.

Loke Heng Wang et al (2016), strong parental involvement is one of the factors of school success. Collaboration and partnerships aim to build quality relationships with staff, students, parents, school boards and stakeholders within and outside the school community. Wang's research emphasizes the importance of parental partnership in realizing quality school management performance.

Based on previous studies, it has been known that PAUD is a phase in concept management to realize responsible young people. But from some of these studies nothing has touched the aspect of parental partnership. Discriminant factors are important to study because they reveal the relationship between several factors, especially parental partnership and *good school governance*.

The purpose of this study is to explain the relationship of parental partnership through the factors that cause success in the implementation of *good school governance*. The benefits of this study as material for further research studies that reveal *good school governance*, especially in the scope of early childhood education (PAUD).

2 Methods

Method in this study is quantitative with a survey approach that reveals the discriminant factors that influence the parent partnership on the success of *good school governance*. This study used a customer satisfaction survey method. Data collection was carried out using questionnaires and interviews to obtain primary data directly from the respondents related to factors that parental partnership that influence the success of *good school governance*.

3 Result and Discussion

This research was conducted between January and October 2017 with respondents covering PAUD throughout Semarang City in Central Java:

3.1 Assumptions Testing for Data Normality

Analysis using structural equation models also requires the distribution of data distribution to meet the assumptions of normality both *univariate* and *multivariate*. Data normality testing used in this study was carried out using the criterion value of the critical ratio (cr) on AMOS output of the skewness value and kurtosis of data distribution. Data is said to have a normal distribution if the critical ratio (cr) value of the skewness and kurtosis values is $\pm 2,576$. Table 1 presents the results of data normality testing in this study.

Table 1. Assessment of Normality

Variable	min	max	skew	cr	kurtosis	cr
Inspire others to move forward with a specific purpose.	30.000	50.000	0.353	20.041	-0.667	-10.925
Having a strategy to move forward	20.000	50.000	0.422	20.434	-0.590	-10.704
Able to communicate well	30.000	50.000	0.404	20.334	-0.747	-20.158
Demonstrate Learning agility,	30.000	50.000	0.159	0.920	-0.527	-10.521
Communication of 2 (two) directions between parents and the school	30.000	50.000	0.315	10.817	-0.885	-20.555
Participate in decisions	30.000	50.000	0.388	20.241	-0.872	-20.517
Have confidence in school	30.000	50.000	0.303	10.750	-0.877	-20.532
active involvement of parents in their children's education activities	30,000	50,000	0.119	0.689	-0.791	-20.284
Scientific	0.664 -0.717 -20.070	50.000	0.115			30.000
Scientific	0.227 10.309 -0.638 -10.841	50.000				30.000
Democratic	10.111 -0.584 -10.686	50.000	0.192			30.000
Cooperative,	-0.509 -10.469	50.000	0.129	0.747		20.000
creative Konstruktifdan	20,000	50,000	0,146	0.843	-0.510	-10.473
Tranparasi	10.876 -0.719 -20.076	50.000	0.325			30.000
Accountability	30.000	50.000	0.263	10.521	-0.728	-20.103
responsibilities	-0.532 -10.535	50.000	0.047	0.271		20.000
Achievement	-0.841 -20.427	50.000	0.132	0.763		20.000
Directed	-0.536 -10.548	50.000	0.161	0.932		20.000
Justice	-0.398 -10.148	50.000	0.087	0.502		30.000
Planning	20.314	50.000	0.401	30.000	-0.829	-20.394

Organizing	20.000	50.000	0.120	0.694	-0.783	-20.260
Implementation	30.000	50.000	0.091	0.527	-0.756	-20.183
Supervision	20.000	50.000	0.427	20.464	-0.858	-20.477
Multivariate					420.458	80.853

Source: the results of the data analysis, 2017

Based *output* on the data with Amos presented in the above table it can be concluded that the distribution of data has met the assumption of normality. This can be seen from the coefficients *skewness* and *kurtosis* having a value higher than $\pm 2,576$ ($Z\alpha = 00.01 / 2$). Likewise *cr kurtosis* coefficient 80,853 sign that normality *multivariate* can be fulfilled because less than 10.

Discriminant validity for constructs of parent partnership and *good school governance* can be calculated by comparing the results of the square root calculation of AVE presented in Table 2 with the magnitude of construct correlation value of parents and *good school governance* is presented in Figure 1.

Table 2. Results of Calculation Quadratic Root of AVE Parent Partnership Constructions and Good School Governance

Indicators	Partnership of parents			School Good Governance		
	Std Loading	Std Loading ²	Error	Loading	Std Loading ²	Error
Communication 2 (two) directions between parents and school parties	0.702	0.493	0.507			
Participating in decision making	0.738	0.545	0.455			
Having confidence in school	0.663	0.440	0.560			
active involvement of parents in their children's education activities	0.703	0.494	0.506			
Scientific	0.676	0.457	0.543			
Tranparasi				0.688	0.473	0.527
Accountability				0.706	0.498	0.502
Responsibility				0.692	0.479	0.521
Achievement				0.690	0.476	0.524
Focus				0.720	0.518	0.482
Justice				0.719	0.517	0.483
$\Sigma\lambda$	3.482			4.215		
$\Sigma\epsilon_j$		2.43			2.96	
$(\Sigma\lambda)^2 + \Sigma\epsilon_j$			2,57			3,04
Average Variance Extracted (AVE)	0.49			0.49		
Value square root of AVE	0.70			0.70		

Source: Primary data is processed (2017)

While testing the value of the correlation correlation between Parent Partnership with *Good School Governance* obtained RMSCA value of 0.19, CFI value of 996 and DF value of 45.

Table 1 and Figure 1 show that the square root value of AVE for the construct of parent partnership and *good school governance* is greater than the correlation value produced. The square root value of AVE for the parent partnership construct is 0.70 and the square root value of AVE for the construct of *good school governance* is 0.70 and this value is greater than the correlation value between constructs which only produces a value of 0.38. Thus it can be concluded that the indicators of the construct of parental partnership and the *good school*

governance studied are completely different and have met the criteria of *discriminant validity*.

3.2 Hypothesis Testing

hypothesis tested is, the better the Parent Partnership, the better the *Good School Governments*. The results of statistical testing of hypothesis 1 using AMOS software as presented in Table 2 shows the standardized estimated parameter values of 0.236; standard error (SE) value of 0.080; the value of critical ratio (CR) is 2.962 with a probability value of 0.003. By using a significance level $\alpha = 0.05$ it can be concluded that, there is strong empirical evidence to reject H_0 and then accept H_a . Thus in this study, the hypothesis which states that the higher parental partnership, the better *good governance schools*

are accepted. 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, the preparation of the models and the implementation model to determine the effectiveness of the developed model. "This shows that a model has careful preparation to become a guide in increased relations with other factors. The evidence contained in the processing of this research data shows that the hypothesis obtained is in line with what is said in other relevant research.

Conclusion

As the findings of the study show that the dominant factors are relevant to the success of the program. Strengthened by hypothesis testing which shows the results that there is a positive relationship between parental partnership with *good school governance*. The higher the parent's partnership, the better is *good school governance*. So the hypothesis is accepted.

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