Implementation Of Good School Governance In Improving School Wellbeing In Primary Education

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Abstract. This study aims to identify and analyze the application of the principles of good school governance in the context of the Merdeka Curriculum and evaluate its impact on school wellbeing. A qualitative approach with a case study design was used to explore in depth the practices of good school governance in several schools that have implemented the Merdeka Curriculum. Data were collected through in-depth interviews, focus group discussions (FGDs), observation, and document analysis. The results show that the principles of transparency, accountability, participation, and fairness are applied in various innovative ways. Transparency is realized through open communication between the school and stakeholders. Accountability is implemented through periodic reporting and performance evaluation. Participation involves students, teachers and parents in decision-making while equity ensures equal access to resources and learning opportunities. The impact of implementing these principles is very positive on school well-being, which includes improving students' physical, emotional, social and academic well-being. This study concludes that the implementation of good school governance significantly contributes to improving school well-being and supports students' holistic development in the context of Merdeka Curriculum.

Keywords: good school governance, school wellbeing, primary education

INTRODUCTION

The implementation of excellent school governance, or good governance, in the school environment highlights the important role of these principles in fostering a rigorous learning environment and enhancing a sense of community among all parties involved, especially students. Good School Governance (GSG) upholds the importance of the managerial and operational work of the school. This includes adherence to established procedures and policies, the maintenance of timely and accurate financial records, and the provision of resources necessary for teachers to improve school performance.

GSG positively affects schoolwork and can improve the effectiveness of school administration (Rahmawati, et.el.2023). Good school leaders focus on policies, procedures and practices that ensure effective leadership, management and accountability within the school environment. This weakens the decision-making structures, communication channels, and ethical standards that guide administrators, faculty and staff in their decisions and actions. The importance of having clear goals, transparent decision-making processes and a commitment to continuous improvement are factors of a good school. The first component of GSG is governance, which is defined as the mechanisms, practices and approaches that governments use to work with the general public to develop public policies and solve public problems (Sumarto, 2009:1).

Good school leadership ultimately contributes to positive school days, growth in student achievement and student perseverance in learning. Students who are happy at school will have a positive impact on their learning, improve their performance, and help them deal with environmental stressors (Jarvela, 2011). School well-being is a model developed by Konu and Rimpelä (2002) based on Allardt's (1976) conceptual study of Swedish well-being.

School well-being is determined by how all students, especially upper-class students, feel safe, supported and challenged during the learning process. Children with high psychological well-being will be able to recognize their self-esteem, build meaningful relationships, exercise self-control, maintain control over their external environment, have meaningful life experiences, and realize their own potential realistically, (Zhu et al., 2019). School attendance improves not only academic performance but also emotional and social development, all of which contribute to the development of a positive learning environment. The implementation of effective school governance can support teachers in improving school well-being as a well-designed learning environment will create a structured, transparency-aware and holistic learning environment.

By paying equal attention to school administration and student well-being, schools can create a positive environment and develop students' potential. Youngsters now experience

depression, anxiety, kemarahan, kepercayaan diri, and reduced self-esteem more easily (Bernay et al., 2016). Maintaining student wellbeing in schools with good governance roles towards school health. To ensure that the learning process continues to be successful, the principal must be an effective motivator in developing the curriculum and lesson plans. "School is a concept of student-teacher relationships that positively impacts students' academic performance in school and their engagement with the school environment." Frihapma et al. (2023) (Citra, 2020).

Based on factual information obtained from the Education Unit report card, it shows that the concept of school well-being has not been fully realized based on indicators of school climate and psychological environment. Understanding the concept of school well-being is very important to achieve various educational goals by implementing good school governance in schools. However, some schools in their implementation have not fully understood this concept holistically and systematically. Ahmad & Fadil (2024) stated that part of the positive impact of social support on learning motivation can be estimated by the level of individual well-being at school.

Governance discussed in this context is good governance in schools. This is why schools need to ensure that employees have a good work-life balance with other relevant factors. Ultimately, these three factors the role of the leader, parent partnership and superintendent partnership are variables that contribute to school well-being. Emphasize the phenomena and phenomena revealed in the research background related to school well-being. The research background description became an important guide for the author to conduct his research. The purpose of this study is to identify and analyze how the principles of good school governance are applied in the context of Merdeka Curriculum and to assess the impact of good school governance practices on student well-being.

METHODS

The approach used in this research is a qualitative case study. Case studies are conducted to objectively analyze the context, procedures, and interactions that occur in schools. A case study is an exploration of a case or various cases over a long period of time, with in-depth data collection, and obtaining information from various sources in one context (Sri Wahyuningsih, 2013). This method is used to determine the implementation of good school governance at SDN 1 Pendowo, Temanggung Regency. The participants in this study were principals, teachers, students and parents. These participants understand in detail the importance of strong school governance in improving student welfare. Data were collected in the form of observations, interviews, and documents. Furthermore, the data was analyzed and presented in the form of descriptive explanations. The data collected was then double-checked with data triangulation to increase data reliability and validity (Vidovich, 2013). In line with the previous statement, Denzin in Patton (1990) stated that triangulation is useful for overcoming instrinsic bias that may come from a single method. This research implements the Miles & Huberman data analysis model in Sugiyono (2017) with data collection stages, namely: data collection, data reduction, data display and conlusion.

RESULTS AND DISCUSSION

Implementation of Good School Governance

In this study, all data that has been obtained by researchers from interviews with the principal, 2 teachers, 2 students, and 2 parents about management and linking to the implementation of good school governance which includes data related to transparency, accountability, participation, and responsibility.

Based on the data above, it can be seen that in schools the principle of information transparency publishes financial reports and school activities through openly. The information provided includes the school budget, reports on the use of funds, and activities that have been implemented. This enables all stakeholders, including students, teachers and parents, to access important information about the use of funds and the implementation of school activities. This transparency not only increases stakeholders' trust in school management but also ensures that everyone has equal access to information, which is essential for creating an open and accountable environment. The field of transparent financial management in educational institutions is openness in the financial management of educational institutions, namely openness of financial sources and their amounts, details of use, and accountability must be clear so that it can facilitate interested parties to find out, (Rachmi, 2017).

Table 1. Observation Data on the Implementation of Good School Governance

No	Observation Criteria	Implementation Description	Additional Notes
1	Information Transparency	The school publishes financial and activity reports openly.	Information is easily accessible to all stakeholders
2	Accountability	Each program has an evaluation report that is known and discussed in school meetings.	Evaluations are conducted regularly, but reporting is sometimes late.
3	Student Participation	Students actively participate in expressing opinions related to school activities.	Students feel more valued and happy to be able to express their opinions.
4	Responsiveness	The school welcomes constructive suggestions and services for the school.	Respond to complaints, suggestions and reports from students, parents and the community.

On the principle of accountability, the school has demonstrated its commitment to accountability by conducting periodic evaluations of each program implemented. The evaluation reports and results are discussed in school meetings, which shows that the school not only runs the programs but also ensures that each program is evaluated for its effectiveness. "Every month we report on the school's programmes and finances, as well as the follow-up plans for the next programmes that use the funds or not, because not all the programmes are funded by the BOSS fund, so we must also communicate with the committee."

This regular evaluation helps to identify the strengths and weaknesses of each program, so that improvements can be made based on the evaluation findings. However, it was noted that some programs experienced delays in reporting, indicating that there is room for improvement in the reporting and evaluation process. From the results of the teacher interview, it was answered that.

Student participation is an important element in good governance, and the school has provided sufficient space for students to actively participate in expressing their opinions, especially those related to school programs and extracurricular activities. Students at school play an important role in submitting proposals, which are then considered within the school. Students feel more valued and involved in expressing their opinions, which increases their sense of responsibility and ownership of school activities. This active participation also helps students in developing leadership skills and critical decision-making.

Complaints or suggestions from students and parents can be responded to well is a principle of responsiveness that increases their satisfaction with school services. This responsiveness helps to create a better environment as problems can be identified and resolved quickly, which in turn improves student well-being and builds trust between the school and stakeholders.

Impact of Good School Governance in Improving School Wellbeing

The implementation of Good School Governance (GSG) principles has a significant positive impact on school wellbeing. School governance relies on school development strategies, finance, and all parties involved in management. In addition, external involvement in this case is the partnership program carried out such as relations with parents, the parent community, government elements involved in education and well-educated leaders. (Moos, 2017: 171).

The research findings show that applying the principles of transparency, accountability, participation and responsibility can create a school environment that supports the emotional, social, physical and intellectual well-being of students and teachers. In terms of emotional intelligence, this study shows that when transparency and participation are properly implemented, students and teachers will feel more at risk because they are involved in the process of developing ideas that negatively affect them. This is related to Komalasari's (2020) research which states that

stress throughout the drafting process can increase students' feelings of belonging and attachment to the school. In addition, the accountability and responsibility implemented ensures that emotional issues faced by students and teachers are resolved quickly and effectively, thus creating a psychologically safe environment. This psychological environment is crucial to creating a positive environment, as expressed by Sudrajat (2022).

The positive impact of social interaction is also evident. Through the active participation of each school community, relationships between students, teachers and school staff become more harmonious, reducing conflicts and improving teamwork among them. Transparency in policy-making and expression of opinions creates an implicit environment where every individual is treated fairly and equally without distinction. This is in line with Basri (2022) who stated that the cohesiveness of school members can increase social awareness and harmony.

The implementation of good school governance in schools showed a significant positive impact on students' well-being. Improved emotional wellbeing is evident from the increasing number of students who do not seek guidance, indicating an awareness of the importance of emotional health. Students' active participation in social and extracurricular activities shows an improvement in social well-being, while the increase in grade point average reflects a positive impact on academic well-being. Students' physical well-being has also improved with many students regularly participating in sports activities, and mental well-being is demonstrated by a significant decrease in reported cases of bullying. As stated by a student in an interview "I'm school here happy, because I can be comfortable, teachers and friends care for each other. There is also a call for the friend mas and mbak, said Ms. Lina and Miss Dila let us respect each other". In addition, students feel safer and more comfortable in a clean and supportive school environment, which also reflects improved environmental welfare. Increased participation in religious activities indicates that students' spiritual well-being is also well supported, and increased parental involvement indicates better support for family well-being. As the second student stated in the interview "I enjoy learning about religion and participating in religious activities, making me closer to my friends and teachers. Schools often hold exciting and exciting religious events. Teachers also always remind us to participate and give encouragement".

The implementation of GSG principles also has a positive impact on students' physical education. Research results show that at School Well-being influences student learning motivation, (Weyns & Verschueren, 2021). On the other hand, accountability in the management of school resources ensures the availability of facilities such as classrooms with adequate space, well-maintained equipment and a safe environment. Asserting that transparency and accountability have a positive impact on the effectiveness of teaching, Rakmawati (2018). Everything here contributes to the physical well-being of students and teachers, as suggested in Mulyasa's (2019) research that emphasizes the importance of effective use of summaries to create a conducive learning environment. Responsibility in managing health issues, such as weight and sleep quality, ensures students and staff are in an environment that supports their physical well-being.

In addition, academic integrity also benefits from the implementation of GSG. A transparent and accountable environment increases students' motivation to learn, making them feel more focused and driven to achieve higher academic standards. Teachers who are respected by the school administration consistently provide the best teaching, improving student learning outcomes and teaching quality. This is in line with Arifin and Fauzan's (2021) findings that effective school management can improve academic performance. A number of studies have been conducted that link good governance with performance, both in the private and public sectors (Muawanah & Gunadi, 2018; Putra & Saud, 2017; Susilawathi et al., 2021).

In general, GSGs result in a more positive and holistic school experience. The average satisfaction level of students and teachers is higher as they feel more pressured, supervised and exposed in all aspects of school life. High participation of both the general public and the school community in decision-making strengthens the bond between the school and the community, creating a broader framework for various school activities. Research case studies conducted in several schools show that the consistent use of GSG principles yields positive results. Schools that implemented the GSG approach showed a significant improvement in school safety indicators when compared to schools that did not implement the GSG approach thoroughly. Good school governance is an effort to achieve more efficient operations and improve the quality of

education (Widodo & Sulistiasih, 2021).

Based on the research findings, it can be concluded that the implementation of Good School Governance has an impact on school welfare. The principles of transparency, accountability, participation and responsibility not only improve school performance but also create an environment that supports the emotional, social, physical and intellectual well-being of students and their teachers. Therefore, GSG is recommended to be implemented as an important strategy in school reform to achieve more effective educational goals.

CONCLUSION

This research found that the implementation of the GSG that was the object of study involved the application of transparent, accountable, participatory and equitable governance principles. This process includes careful planning, efficient resource management, decision-making involving various stakeholders, and continuous evaluation. The school has adopted mechanisms such as policy-making, transparent reporting systems and openly involving students, teachers, parents and the community in the decision-making process.

The implementation of Good School Governance has a significant and positive impact on school wellbeing in the context of Merdeka Curriculum. The principles of transparency, accountability, participation, and responsibility not only improve school performance but also create an environment that supports the emotional, social, physical, and academic well-being of students and teachers. Therefore, GSG implementation is recommended as an important strategy in school management to achieve better educational goals.

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