

Does Good School Governance Play a Role in the Performance of School Operational Assistance Fund Management?

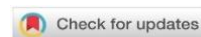
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Abstract

Keywords:

Good school governance;
Performance management;
School operational assistance fund

Good School Governance can improve the performance of School Operational Assistance fund management. This research aims to provide empirical evidence of the role of Good School Governance in the performance of school active assistance fund management. The study consisted of 238 State Vocational High Schools in Central Java from 2019 to 2021. The research method used was quantitative, and primary data were obtained from the questionnaire responses of School Operational Assistance fund managers. The purposive sampling technique was used with a total of 952 respondents. Data processing and hypothesis testing were conducted using multiple regression analysis with the help of SPSS. This research has the novelty of measuring performance based on 12 components of school operational assistance spending. The results show that good school governance positively influences the performance of school active assistance fund management. The implication of the results of this research is in the form of a positive response from BOS fund managers in each school, which is expected to contribute to a significant improvement in the management of BOS funds in schools. Aside from that, the results of this research can be utilized as material for consideration by the government to evaluate numerous issues related to the management of BOS funds, which are inefficient and effective and are less oriented towards a mutually agreed consensus.

Abstrak

Kata kunci:

Tata kelola sekolah yang baik;
Manajemen kinerja;
Dana bantuan operasional sekolah

Tata kelola sekolah yang baik dapat meningkatkan kinerja pengelolaan dana bantuan operasional sekolah. Penelitian ini bertujuan untuk memberikan bukti empiris peran tata kelola sekolah yang baik dalam kinerja pengelolaan dana bantuan aktif sekolah. Penelitian ini terdiri dari 238 Sekolah Menengah Kejuruan Negeri di Jawa Tengah dari tahun 2019 hingga 2021. Metode penelitian yang digunakan adalah kuantitatif, dan data primer diperoleh dari tanggapan kuesioner pengelola dana Bantuan Operasional Sekolah. Teknik purposive sampling digunakan dengan total 952 responden. Pengolahan data dan pengujian hipotesis dilakukan menggunakan regresi berganda dengan bantuan SPSS. Penelitian ini memiliki kebaruan yakni pengukuran kinerja berdasarkan 12 komponen belanja dana bantuan operasional sekolah. Hasil penelitian menunjukkan bahwa tata kelola sekolah yang baik berpengaruh positif terhadap kinerja pengelolaan dana bantuan aktif sekolah. Implikasi hasil penelitian ini berupa respon positif para pengelola dana BOS di setiap sekolah yang diharapkan dapat memberikan kontribusi peningkatan yang signifikan terhadap pengelolaan dana BOS di sekolah. Selain itu, hasil penelitian ini dapat menjadi bahan pertimbangan pemerintah untuk mengevaluasi beberapa hal terkait pengelolaan dana BOS yang tidak efisien dan efektif, serta kurang berorientasi pada konsensus yang disepakati bersama.

1. Introduction

One of the sources of education funding from the State Budget (APBN) is the School Operational Assistance Fund (*Bantuan Operasional Sekolah*, here in after abbreviated as BOS). According to the Minister of National Education Regulation, No. 69 of 2009, regarding Non-

Personnel Cost Standards, BOS fund is a government program to provide funding for non-personnel operational costs for primary education units as a compulsory learning program.

BOS program aims to help alleviate the burden of community education financing. Using school active assistance funds to reduce the cost of implementing teaching and learning activities also helps schools enhance their quality since BOS funds provide larger budget to finance education, maintenance, and additional school facilities. The success of this government program is inextricably linked to school financial management.

The issuance of Government Regulation No. 48 of 2008 on Education Funding further clarifies the types of education funds as well as the roles and responsibilities of each stakeholder. The implementation of BOS fund is annually regulated in accordance with the Minister of Education and Culture Regulations as technical guidelines for the school's active assistance fund implementation. This regulation specifies the objectives of BOS fund, governance, recipients, and accountable parties, as well as the roles of each stakeholder in the school's active assistance fund governance.

Minister of Education and Culture Regulation Number 6 of 2021 emphasizes the importance of transparency and accountability. All parties involved, from school principals, teachers, and administrative staff, to school committees, are expected to comply with the established procedures and rules. Timely and accurate financial reporting is one of the main focuses of this regulation; therefore, BOS fund can be effectively monitored and evaluated (Yohana et al., 2021).

Luschei (2021) suggests that the dynamics of school governance resulting from increased school-level autonomy, especially funding decentralization, increased teacher responsibility, which is consistently and positively related to improved student performance and achievement.

Implementing teaching and learning in schools significantly requires solid financial management that complies with regulations, as this determines whether a program can successfully be implemented. Financial management in each educational unit is an integral part of educational management (Tukisri & Martua, 2021).

Good Governance is the United Nations Development Program. Furthermore, the elements of good Governance are grouped into three categories: state or government, private sector or business world, and society (UNDP, 1997). The fundamental concept of good governance in schools is advancing and developing, known as Good School Governance (hereinafter abbreviated as GSG) (Kiprono et al., 2015). Meanwhile, Yuen (2020) argues that student participation in good school governance can significantly contribute to school leaders developing the school's vision for promoting good school governance.

Cheng (2020) researched several schools in Hong Kong, describing school leaders' significant contributions to maintaining a shared decision-making culture, developing participatory school management structures, and formulating school policies. This has been proven to improve students' education quality.

Many factors generally influence school performance. Novitasari (2022) examined the influence of GSG and leadership commitment on school performance. The research shows that GSG has a substantial impact on school performance, leadership responsibility

has a considerable effect on school performance, and the relationship between leadership responsibility and GSG has a significant effect on school performance. The GSG principles that influence this study include five dimensions: transparency, accountability, responsibility, justice, and participation. Meanwhile, the performance variables include graduate competency standards, content standards, process standards, educational assessment standards, infrastructure standards, management standards, and financing standards. The leadership commitment variable includes policy, resource allocation, socialization, and training.

[Susilawathi et al. \(2021\)](#) examined the impact of GSG implementation on vocational high school performance through the mediation of school reputation. School performance variables were measured by national education standards comprising curriculum, learning processes, graduate competencies, educators and educational personnel, infrastructure, management, and financing.

Planning and implementation are critical in measuring the performance of educational units to ensure transparency, accountability, flexibility, and improvement of the services. The role of leaders in bringing organizational units to promote good school governance is influenced by increasing legal responsibilities and accountability demands from funding providers and regulatory bodies ([Wilkins, 2015](#)). Meanwhile, implementing good school governance in vocational schools is influenced by the leaders' commitment in moderating school performance ([Novitasari et al., 2022](#)), increasing school effectiveness, and providing added value to school performance ([Ismara et al., 2020](#)).

School principals must also collaborate in allocating funds to academic units ([Gao et al., 2022](#)), by involving stakeholders in managing school funds ([Yusra et al., 2021](#)) and students in participation and consensus practices to help strengthen institutional performance ([Wilkins, 2015](#)) which has a significant impact on school performance. There is a significant relationship between good school governance, increased performance, and quality of education in secondary schools ([Ranson et al., 2005](#)), as well as increased performance in providing services ([Akter & Giridharan, 2016](#)).

Another study by [Ismara et al. \(2020\)](#) found a model for improving vocational high school performance based on good school governance in Indonesia, which includes the principles of Transparency, Accountability, Responsibility, Autonomy, Justice, Participation, Effectiveness and Efficiency, and Consensus-Oriented. Of those aspects, however, the Participation and Consensus-Oriented aspects did not support the research findings. The performance in this research is the performance of school services, measured by national education standards.

This research emphasizes the influence of GSG on school performance, but the researchers focus on the management performance of school operational assistance funds. This performance is explained in 12 components for spending school operational assistance funds, in accordance with Minister of Education and Culture Regulation No. 6 of 2021, while previous research did not use those components in research on the influence of GSG on school performance. Researchers assessed the management performance of school

operational assistance funds at Public Vocational High School within the Central Java Provincial government.

It is critical to find out how to create effective, efficient management of school operational assistance funds, with few audit findings by implementing good governance patterns in schools. At the same time, it provides further confidence that the technical guidelines prepared by the government aimed to ensure that the management of school operational assistance funds can be implemented in accordance with the national education objectives outlined in the National Education System Law.

The advantage of using 12 components in this research is that all elements required by statutory regulations in the framework of creating an operational fund management model have been covered in their entirety to encourage GSG implementation. This model guarantees that operational fund management performance, if implemented in accordance with these 12 components, will accelerate the achievement of GSG goals in school management performance. Meanwhile, previous research did not use all of these components so it could not fully describe the performance management of school operational funds as mandated in statutory regulations. Ultimately, this research's complete topic is "The Role of Good School Governance in the Performance of School Operational Assistance Fund Management."

2. Literature Review

Conflicts of interest between school principals and teachers in managing school funds often lead to ineffective implementation of BOS funds. This conflict of interest arises where school principals, who are the representatives of the central government in schools, as agents tend to act in their own interests.

Meanwhile, in a school organization (principal), the participation of school stakeholders (agents) is represented by teachers, principals, and school treasurers who are given authority by parents and the government to manage school funds to carry out several activities and authorized to making decisions in school policy (Jensen & Meckling, 2019). The separation between management and finance or more emphasis on ownership and control of funding is the core of agency challenges in managing school funds.

Commitment between stakeholders in managing school funds often creates agency problems (schools as agents) because the job description of the person in charge of managing school funds is often unstated in a written contract that must be enforced (Fama & Jensen, 1983). The school organizational structure is deemed to play a pivotal role in school management, both in financial management and in program and activity management, which is surely expected to have a good structure to reduce the costs incurred (Panda & Leepsa, 2017). It can be said that the government's focus, both central and regional, on managing school funds can be used to monitor the behavior of school managers/leaders very closely to anticipate possible rising costs (Zeckhauser & Pound, 1990).

Eventually, management/leadership elements in schools are expected to fulfill the element of compliance, namely complying with applicable regulations, which focuses on social processes influencing a person's integrity. There are two points of view on compliance:

instrumental and normative (Madewing, 2013). The instrumental point of view is believed to describe a person, related to the perception of changes in accordance with a person's character. The normative viewpoint correlates with morals as opposed to personal needs. However, there is a tendency for someone's disobedient actions which will influence the disobedience of the surroundings (Sutinen & Kuperan, 1999). On the other hand, there is a framework that gives confidence to the public regarding the actions and performance of the organization that compliance with legal rules is certain and an obligation to carry out (Julien Étienne & Wendeln, 2010).

This is in line with the objectives of BOS fund management as regulated in statutory regulations, which are expected to encourage compliance from school management/leaders so that it can be implemented effectively, efficiently, transparently, and in an accountable manner. In these regulations, several provisions are classified to encourage compliance with the regulations themselves so that the authority given to school management can be used to direct the actions and involvement of members according to their behavior (Lunenburg, 2012). This does not rule out the possibility that, with the existence of regulations that require school management to comply with applicable laws, school leaders can also influence external parties to support them, but with a low level of compliance with the regulations outlined (Dodge, 2016). Meanwhile, policymakers have a strategy to assess the goodness and badness of the compliance system and culture in accordance with applicable regulations (Langevoort, 2017). Thus, a government-determined program should require the involvement of all elements to comply with the laws and regulations set by the government.

Implementation of consistent and responsible development governance in accordance with people's principles, minimizing inaccuracies in budget provision for investment and preventing corruption, implementing strict budget planning and implementation, as well as establishing regulations and a framework for efforts to grow business activities (Assaad & Krafft, 2015). This reflects that in creating good governance, the government needs to synergize with actors outside the country or government to jointly oversee the management of the public sector in a transparent and accountable manner. Supporting factors in good governance, namely people, human rights (HAM), laws and regulations, government systems, governance, accountability, forms of strategy, comparison of budgets and state development, public conflict, public involvement, implementation of regulations, general election organizing bodies, decentralization, and renewal (Gisselquist, 2012). The concept of good governance is related to a series of program initiatives that are interconnected for future improvements (M. Doornbos, 2001). Based on this description, it can be understood that good governance has a positive impact on development management, which is in line with the state's ideals as an effort to increase the level of prosperity for its citizens.

Good governance places more emphasis on the political, economic, and administrative aspects of state management. In this concept, there are three basic principles of good governance: 1) People's welfare; 2) Decision-making process; and 3) Management of policy implementation. UNDP describes that to understand the role of stakeholders, there are three main domains, including 1) the government or state which has the responsibility to

maintain political and legislative conduciveness; 2) the private sector, which has the obligation to open up employment and income and encourage the economic sector; 3) citizens which have the role of supporting social relations, political economy, and bringing all citizens to participate in the state (UNDP, 1997). The implementation of good governance must unite these three main domains and carry out the duties and obligations of each function. The three must work together to achieve maximum results for the realization of good governance. It is envisaged that the synergy of these three elements will be able to lead to better state construction, better management of economic and social resources, solid and responsible, effective and efficient governance, as well as minimizing irregularities that may occur in state administration, both carried out by individuals and groups.

Act Number 32 of 2004 describes a gradual transfer of authority. The transfer of authority refers to the granting of authority from the central government to regional governments within the framework of decentralization. Decentralization is theoretically carried out to achieve three main goals: political goals, administrative goals, and socio-economic goals. Decentralization principle is accomplished through regional autonomy (Nuraeni, 2017). It is envisaged that this spirit of regional autonomy will provide a new atmosphere for state management to empower democracy and utilize various regional potentials, therefore strengthening state capacity, government policy, and administration.

GSG refers to the practices and principles used to effectively manage and supervise educational institutions. It includes how schools are organized, operated, and run to achieve good educational goals. Good school governance aims to create an educational environment that is effective, inclusive, and focuses on students' interests. The eight factors required to be applied in good governance are: 1) transparency; 2) accountability; 3) responsibility; 4) independence; 5) justice; 6) participation; 7) effectiveness and efficiency; 8) consensus-oriented (OECD, 2013). The GSG model was developed in accordance with Total Quality Management (TQM) and School-Based Management (SBM) previously implemented in schools. Thus, GSG was developed using guidelines and modifications from the TQM and SBM models to improve vocational school performance.

Furthermore, Minister of Education and Culture Regulation Number 6 of 2021 concerning Technical Instructions for Regular School Operational Assistance explains that the management of Regular BOS funds in Regional Governments is carried out with the following provisions: a) Regular BOS funds are managed by schools by applying SBM principles, namely the school's authority which aims to carry out planning, management, and monitoring the program in accordance with school conditions and needs; b) planning which is the results of the school's self-evaluation; c) the school authority which aims to determine the use of Regular BOS funds in accordance with the priority needs of the school by taking into account the principles of managing Regular BOS funds; d) use of Regular BOS funds which is only for improving educational services in schools without any intervention or deduction from any party; e) the use of Regular BOS funds which must be based on a joint agreement and decision between the School BOS team, teachers and the school committee (Kemendikbudristek, 2021).

Management of BOS funds is identical to school financial management, which can be interpreted from the administration process to accountability for BOS funds, which must adhere to the rules set out in statutory regulations. As part of school financial management, BOS funds require managers to be able to guarantee that management can improve the student quality and that their benefits are right on target. This research emphasizes the influence of independent variables on the dependent as well as the impact of moderating variables. The role of good school governance is very critical in the performance of managing School Operational Assistance Funds. Good school governance includes policies, procedures, and practices aimed to ensure effective, transparent, accountable, and goal-oriented management. This indicates that implementing good school governance will increase the level of participation, accountability, and transparency of a vocational school as well as the effectiveness of school management (Supriadi et al., 2021). In theory, there is a link between good school governance and BOS Fund Management Performance. The researcher's initial theoretical study describes the reasons and rationale for why agency theory is the grand theory in this research.

Regarding the role of good school governance in the management performance of BOS funds, we can relate it to agency theory to understand how the role of good school governance can influence the performance of BOS fund management. Agency problems can be used as a theoretical platform to explain processes related to the functioning of the education system (Urbanek, 2020). In the perspective of agency theory, the role of good school governance functions as a mechanism to reduce conflicts of interest between principals and agents. By applying the principles of good school governance, such as transparency and accountability, principals can monitor and supervise the use of BOS funds by agents more effectively. This can improve BOS fund management performance by minimizing the risk of misuse of funds and ensuring that the funds are used for the educational purposes set by the principal.

Compliance theory can be derived from the GSG variable to understand its role in the performance of managing BOS funds. In the implementation of BOS funds, several issues occur. For example, the use of funds does not match as planned, some tax regulations have yet to be complied with, and management does not adhere to regional financial management rules in monitoring and ensuring the accountability for BOS fund management. Thus, stakeholder participation in monitoring the implementation of BOS funds is critical, from the dissemination process to the control stage (Bayu et al., 2021). GSG helps implement compliance principles, such as adhering to rules and procedures, transparency, participation, and capacity building; hence, contributing to effective, efficient, and accountable BOS Fund Management Performance.

The role of GSG in BOS Fund Management Performance, compliance theory, and agency theory can contribute to encouraging the implementation of GSG. First, compliance theory emphasizes that schools must comply with the rules and procedures set by the government regarding the use of BOS funds. GSG ensures that schools comply with these rules and procedures in managing BOS funds, thereby creating transparency, accountability, and trust from stakeholders, and minimizing the occurrence of fraud (Supriadi et al., 2021).

In this case, leadership commitment to school performance and the moderating role of leadership commitment on the influence of GSG on school performance show that GSG has a significant influence on school performance (Novitasari et al., 2022).

Second, agency theory refers to the existence of a conflict of interest between the government and schools in managing BOS funds. However, implementing GSG can prevent conflict of interest. GSG ensures that schools act as responsible agents and serve the interests of the principal (government) in managing BOS funds. GSG involves active participation, strict supervision, and clear accountability so that schools are directed to act in accordance with the government's interests in improving the quality of education through BOS funds.

Compliance theory and agency theory can ultimately be reduced to GSG variables in their role in BOS Fund Management Performance. GSG guarantees that schools comply with the rules and procedures set by the government (compliance theory) and safeguard the interests of the principal (government) in managing BOS funds (agency theory). The implementation of GSG is expected to improve BOS Fund Management Performance, maintain transparency, and improve the quality of education (Ranson, 2011).

3. Conceptual Framework

Figure 1 is a theoretical framework chart from a theoretical point of view down to the research variables. This framework describes the relationship between agency theory, compliance theory, the role of good school governance, and BOS Fund Management Performance.

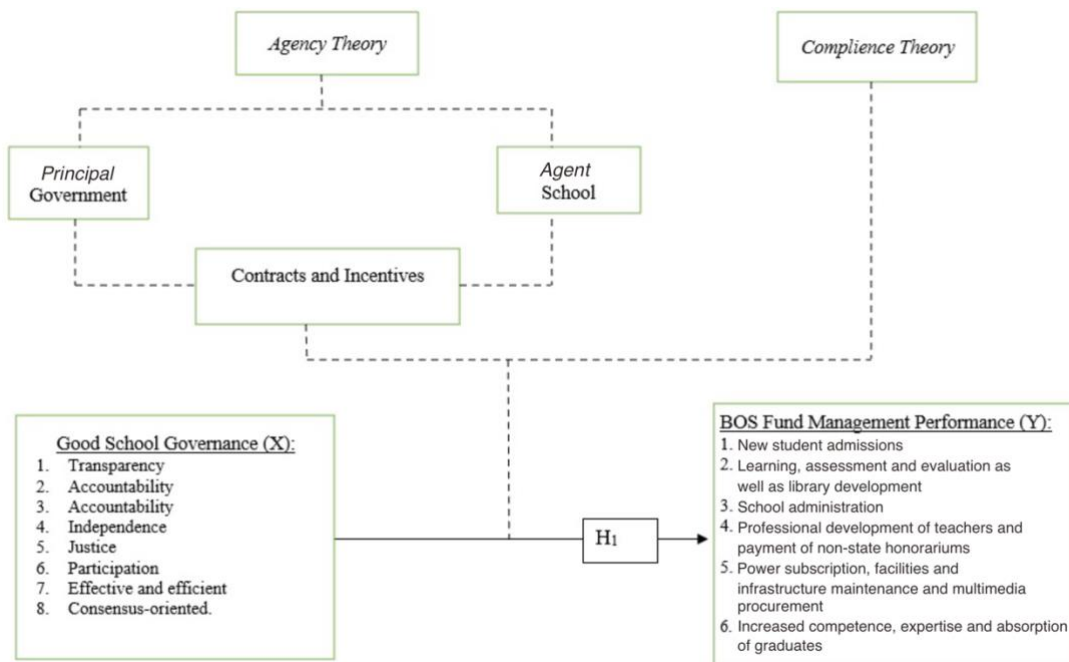


Figure 1. Research conceptual framework

Previous research has highlighted the importance of measuring the performance of educational units to ensure transparency, accountability, flexibility, and enhanced services. Thus, performance measurement becomes critical in academic unit planning,

implementation, and organization (Phill Ikhsan Haris, 2016). The professionalism of school principals in promoting good school governance is due to the increasing legal responsibilities and demands for accountability from fund providers and supervisory bodies (Wilkins, 2015).

The implementation of Governance in educational institutions in Germany emphasizes transparency in decision-making processes and agreements to determine goals. School principals must collaborate in allocating funds to academic units (Lee et al., 2021). Ranson (2011) outlines the importance of Governance in strengthening institutional performance, mediating social and cultural conditions that involve students in their learning, and engaging in practices of participation and consensus.

Research conducted by Ismara (2020) on several vocational schools in Indonesia demonstrates the application of GSG in vocational schools, which enhances stakeholder collaboration through government, private sector, and public partnerships, hence increased absorption of student graduates and improved school performance. Yusra et al. (2021) highlight the significant impact of stakeholder involvement on school performance in managing the school operational assistance fund.

Ranson (2005) concludes that there is a significant relationship between GSG and the improvement of performance and quality of education in secondary schools, emphasizing the need for improved Governance in secondary school management. Furthermore, a study by Akter (2016) conducted in several schools in Bangladesh concludes that GSG can improve the performance of educational institutions in providing services.

Research conducted by Novitasari et al. (2022) analyzes the influence of good school governance on school performance, the influence of leadership commitment on school performance, and the moderating role of leadership commitment in the relationship between good school governance and school performance. The research findings indicate that GSG significantly influences school performance.

Ismara (2020) examines the impact of GSG on the effectiveness of school performance. The research concludes that implementing GSG in vocational schools based on a corporate framework can enhance school effectiveness and provide added value to school performance. Based on the previous research, the following hypothesis can be formulated:

H₁: Good School Governance positively influences the Performance of school operational assistance fund Management.

4. Method

This research can be classified as a causal model study examining several variables' relationships. The causal model method is appropriate for analyzing the influence between variables. It is commonly used in experimental studies, where the independent variable is controlled to determine its effect on the dependent variable (Sugiyono, 2017). The population in this study includes all State Vocational High Schools receiving the school operational assistance fund from 2019 to 2021 in Central Java, totaling 1,593 public and private schools.

The sample consists of 238 State Vocational High Schools in Central Java. Each school has five fund managers: the principal, BOS fund treasurer, school committee, teacher

representative, and parent representative. The total number of fund managers was 1,190. However, in practice, the adequate number of fund managers consisted of four members: the principal, BOS fund treasurer, teacher representative, and committee representative as representative of parents. Therefore, the calculation of the number of fund managers is realistically reflected in the table below.

This study utilizes one independent variable and one dependent variable measured using a Likert scale. The variables are further broken down into indicator variables.

1. The dependent variable in this study is the Performance of school operational assistance fund Management (Y). It is measured using a Likert scale model, which measures attitudes by indicating agreement or disagreement with the presented questions using a score of 5 (S.S. = Strongly Agree), 4 (S = Agree), 3 (N = Neutral), 2 (D = Disagree), 1 (S.D. = Strongly Disagree).
2. The independent variable is Good School Governance (GSG) (X). Historically, applying governance principles in various public entities began with the concept of Good Governance (G.G.), which later evolved into GSG with eight indicators: transparency, accountability, responsibility, independence, justice, participation, effectiveness and efficiency, and consensus-oriented. The variable is measured using a Likert scale model, which measures attitudes by indicating agreement or disagreement with the presented questions using a score of 5 (S.S. = Strongly Agree), 4 (S = Agree), 3 (N = Neutral), 2 (D = Disagree), 1 (S.D. = Strongly Disagree).

To test the hypotheses in this study, the Absolute Difference Value Test was used. This model is chosen because it is suitable for analyzing X and their influence on Y, (Nuraeni, 2017), with the Eq. (1). A summary of the operational definitions and measurement of the variables is presented in the [Table 1](#).

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + b_7X_7 + b_8X_8 + \varepsilon \quad (1)$$

Where: Y = Performance of School Operational Assistance Fund Management; X₁ = Transparency; X₂ = Accountability; X₃ = Responsibility; X₄ = Independence; X₅ = Justice; X₆ = Participation; X₇ = Effectivity and efficiency; X₈ = Consensus oriented; b₀ = Constant; b₁ = Regression Coefficient for X; e = Error

5. Result and Discussion

GSG positively affects the Performance of BOS Fund Management, based on the calculation results showing that the p-values for indicators X₁, X₂, X₃, X₄, X₅, and X₆ are below 0.05, indicating a positive influence on variable Y. However, X₇ and X₈ have p-values greater than 0.05, meaning that these two indicators do not have a positive impact on variable Y. The following is the regression analysis based on the results of the hypothesis testing.

Suppose the calculated t-value (t-test) exceeds the critical t-table value. In that case, it is accepted, which means that each independent variable and the moderating variable significantly affect the dependent variable, the Performance of School Operational Assistance fund management. Additionally, if the significance value (P-value) is less than 0.05, the influence is considered statistically significant.

Table 1. Operational definitions and measurement of variables

	Variable	Operational Definition	Measurement Variable	Measurement Scale
Dependent variable	Performance of School Operational Assistance Fund Management (Y)	The Performance of School Operational Assistance Fund Management encompasses 12 School Operational Assistance Fund expenditure components, which are simplified into six components for this study. The variable is measured using a Likert scale model, indicating the level of performance based on responses to the 12 expenditure components, simplified into six parts. They are 1) New student enrollment; 2) Teaching, assessment, evaluation, and library development; 3) School administration; 4) Teacher professional development and non-civil servant honorarium payment; 5) Utility subscription, facility maintenance, and multimedia procurement; 6) Improvement of expertise competence and graduate absorption.	I am using a 5-point scale to indicate the Performance of School Operational Assistance Fund Management based on the coverage of 12 expenditure components, which is simplified into six parts.	Ordinal scale
Independent variable	Good School Governance (GSG) (X)	GSG applies governance principles with eight indicators: transparency, accountability, responsibility, independence, justice, participation, effectiveness, efficiency, and consensus-oriented.	I am using a 5-point scale to indicate the influence of planning on the Performance of BOS Fund Management.	Ordinal scale

5.1. Good School Governance Positively Affects the Performance of School Operational Assistance Fund Management

Hypothesis testing was conducted to obtain empirical evidence of the role of independent variables (X) on the dependent variable (Y). The following table illustrates the first hypothesis that GSG positively affects the Performance of BOS Fund Management, with p-values below 0.05. Based on these values, the first hypothesis is accepted (Table 2).

$Y = -18.015 + 0.345X_1 + 0.347X_2 + 0.736X_3 + 0.300X_4 + 0.180X_5 + 0.301X_6 + 0.485X_7 + 0.108X_8$. According to the test results, all coefficients are significant except for X_7 and X_8 , which are insignificant as their p-values are above 0.05.

5.2. The Role of Good School Governance in the Performance of School Operational Assistance Fund Management

The hypothesis stated that GSG positively affects the Performance of BOS Fund Management. The calculation results showed that the p-values for indicators X_1 , X_2 , X_3 , X_4 , X_5 , and X_6 are below 0.05, indicating a positive influence on the dependent variable (Y). At the same time, X_7 and X_8 have p-values > 0.05, meaning these two indicators do not positively affect the dependent variable. These findings are consistent with previous research, such as Ima Iswara (2020), who identified various principles of GSG that positively affect the performance of vocational schools in Indonesia. However, there are differences in the results of this research. Firstly, the Effective and Efficient indicators do not have a positive

effect, and secondly, the Consensus indicator is stated to have no role. This is the same as the findings of this research. Furthermore, another difference lies in the performance indicators used in the research. Previous researchers established the concept of performance as measured by school service standards outlined in national education standards.

Table 2. Regression coefficients

Model	Unstandardized Coefficients - β	t	Sig	Collinearity Statistics - VIF
(Constant)	-18,015	-1,130	,259	
<i>Transparency</i>	0,345	2,816	,012	1,076
<i>Accountability</i>	0,347	2,428	,034	1,043
<i>Responsibility</i>	0,736	2,510	,032	1,286
<i>Independence</i>	0,300	2,794	,018	1,150
<i>Justice</i>	0,180	2,670	,030	1,145
<i>Participation</i>	0,301	2,045	,042	1,170
<i>Effectivity and efficiency</i>	0,485	0,925	,466	1,169
<i>Consensus oriented</i>	0,108	0,286	,775	1,248

Source: Primary data processed in 2023

The research results also support Ranson's study (2005), which established a significant relationship between Good School Governance and improved educational performance and quality in secondary schools. Akter (2016) also concluded that GSG can enhance educational institutions' service delivery performance.

Next, the researcher attempted to explore the role of each principle contained in the GSG variable based on the results of this research. The GSG variables in this research consist of eight principles: transparency, accountability, responsibility, independence, fairness, participation, effectiveness and efficiency, and consensus-oriented. In managing BOS funds, transparency will enable effective monitoring of the use of these funds, thereby minimizing the risk of misuse or corruption. Therefore, the research results prove that the significance value is $0.012 < 0.05$, which means that the transparency aspect has a positive effect on the performance of BOS fund management. Accountability refers to the school's obligation to be responsible for the use of BOS funds and decisions taken in education management. The research results show a significance value of $0.034 < 0.05$, which means that accountability has a positive effect on the performance of BOS fund management. Most schools in the research have adhered to the principles of transparency and accountability, by involving relevant parties in preparing the budget for BOS funding needs.

Accountability will increase public trust in schools and ensure that BOS funds are used effectively and following educational goals. The research results prove that the significance value is $0.032 < 0.05$, which means that accountability has a positive effect on the performance of BOS fund management. The school in this research has fulfilled the principle of accountability in all management of the BOS funds it receives. Independence in GSG allows schools to make decisions that are appropriate to local context and conditions, thereby increasing the efficiency and effectiveness of managing BOS funds. The research results show the positive influence of this principle of independence on the performance of BOS fund management, with an indicated significance value of $0.018 < 0.05$. Schools that implement fairness will avoid discrimination and ensure that BOS funds are used to meet the needs of

all students without any discrimination. The principle of justice in this research is described as having a positive effect on the performance of BOS fund management, with an indicated significance value of $0.030 < 0.05$.

Participation will increase policy legitimacy and increase the effectiveness of BOS fund management. The principle of participation has a positive effect on the performance of BOS fund management, with an indicated significance value of $0.04 < 0.05$. An effective school will produce maximum results following educational goals, while efficiency means using available resources economically and wisely. According to the research results, the principles of efficiency and effectiveness do not have a positive effect on the performance of BOS fund management, with a significance value of $0.466 > 0.05$. The consensus orientation underlines the importance of reaching a mutual agreement between all parties involved in making decisions regarding the management of BOS funds.

The principle of effectiveness and efficiency in GSG is a principle that emphasizes the importance of using available resources effectively and efficiently to achieve the objectives of managing BOS funds. This principle focuses on efforts to maximize the output and results resulting from managing BOS funds by using existing resources optimally. However, it was found that effective and efficient principles did not have a positive influence on BOS fund management performance. This is due to several factors. Management of BOS funds can involve various complex factors and variables, including education policy, organizational structure, management rules, and local dynamics. It is indicated that the principles of effectiveness and efficiency cannot provide a significant influence in this complex situation. Other factors such as transparency, accountability, or participation may have a more dominant influence on BOS fund management performance.

Furthermore, indications were found that consensus-oriented principles did not have a positive influence on BOS fund management performance. The results of the analysis found that several factors influenced these results. If consensus-oriented principle is not well-implemented or there is not enough participation from stakeholders, the positive influence on BOS fund management performance will not be visible. If the process of reaching consensus is ineffective or hampered by conflict, inequality of power, or differences in interests that are difficult to resolve, consensus-oriented principle may not have a significant positive influence on BOS fund management performance.

The principle of effectiveness and efficiency in GSG emphasizes the importance of using available resources effectively and efficiently to manage BOS funds. This principle maximizes output and results generated from operating BOS funds by utilizing resources optimally. However, it was found that the focus on effectiveness and efficiency does not have a positive influence on the Performance of BOS fund management. Results indicating that consensus-oriented principles do not have a positive influence on BOS fund management performance indicate that consensus-oriented principle is not well-implemented or there is not enough participation from stakeholders; therefore, the positive influence on BOS fund management performance is not visible. Consensus requires active participation and commitment from various parties to reach a mutually agreeable decision.

6. Conclusion

Based on the findings and discussions in the previous section, it can be concluded that GSG plays a significant role in improving the Performance of GSG Fund management. The principles of GSG, including transparency, accountability, responsibility, independence, justice, and participation, positively contribute to GSG Fund management. However, the indicators of effectiveness and efficiency, as well as the consensus-oriented indicator, have been found to have no positive influence on BOS Fund management. To improve BOS Fund Management Performance, it is important to apply GSG principles thoroughly and carry out follow-up actions on audit findings seriously. Through a good combination of strong GSG and effective follow-up, schools can achieve greater transparency, accountability, responsibility, independence, fairness, participation, effectiveness, and efficiency in managing BOS funds. This will provide optimal benefits to students and education as a whole.

The results of this research have several significant implications, including, the results of this research highlight the need for an improved understanding and awareness of GSG principles among school administrators, government officials, and all relevant stakeholders. The research findings emphasize the importance of ongoing evaluation, effective monitoring, and careful statistical data analysis to identify improvement areas and adopt best practices. Furthermore, this research has practical implications in that the research results are expected to significantly contribute to the management of BOS funds in schools, improve the quality of education, and provide maximum benefits for student progress. Aside from that, the results of this research can be used as consideration for the government to evaluate a variety of issues in accordance with inefficient and effective management of BOS funds, as well as the lack of orientation towards a mutually agreed consensus.

The researcher encountered several limitations in conducting this research. The construction of statement items in the questionnaire, particularly for the excellent school governance variable, heavily relied on previous researchers' items and questions. Nonetheless, for the BOS Fund management performance variable, the researcher could only develop question items based on BOS fund guidelines, as no similar references were found for that variable.

In the final part of this research, the researcher recommends one pivotal thing, namely, the limited correspondence between the researcher and respondents was mainly due to concerns from BOS fund managers regarding the confidentiality of the funds they manage. The government must emphasize the importance of transparency and openness in BOS Fund management at schools.

Authors' Declaration

Authors' contributions and responsibilities

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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