Improving the Vocational School Performance Through the Good School Governance

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Abstract

The study aims to analyze the implementation of Good School Governance in vocational schools in Indonesia as a response of the high number of inappropriate employment to the vocational graduates' competencies. This present quantitative descriptive study applies the purposive sampling technique by picking up 852 vocational school principals and teachers from 34 provinces in Indonesia. The researcher found a model for improving the vocational school performance based on good school governance in Indonesia covering Transparency, Accountability, Responsibility, Autonomy, Fairness, Participation, Effectiveness and Efficiency, and Consensus-Oriented principles. Among these eight factors, Responsibility is assessed the highest with the Mean score of 3.25, while both Consensus-Oriented and Participation are labelled as "Not Good" with the Mean scores of 2.93 and 2.82 respectively. However, the results of the recent study need to be legitimated in order to formally applied in all vocational schools in Indonesia.

Keywords: vocational school, school performance, good school governance

1. Introduction

1.1 Introduce the Problem

Vocational Schools in Indonesia have adopted the School-Based Management (SBM). The implementation of SBM is expected to improve the quality of education through the schools management in empowering available resources, increasing the school and community members (school committees) participation, building strong partnership among school stakeholders and creating transparent and accountable schools in the running school programs.

School performance and efficiency measurement have become the debate and research in education policy (Stiefel et al., 2013). Those measure the school performance using the cost functions which capture the minimum cost of producing outputs given prices of inputs. Theoretically, both measurements should provide similar results to the production function approach because a cost function incorporates all economically relevant information about school organization. Although school performance can be measured using the school outputs, for example, graduation rates or college attendance rates, efficiency requires resources, such as students, teachers, and community attributes. Any single measure of overall school performance is likely to misrepresent the performance of some schools.

Based on the preliminary studies on vocational schools in Central Java and Yogyakarta Provinces, the researcher found that the implementation of SBM needs to be optimized to achieve superior vocational school performance (DPMSK, 2019). This need is also referred to the fact that the performance of vocational education in Indonesia is still low as indicated some following data: 13,665 repeater students, 73,388 dropout rates, 5.45% of incompetent teachers, only 46.67% having good classrooms; and 4.43% failed (BPS, 2018). From the number of repeater students and incompetent teachers, it can be seen that the quality of the vocational students are not good. The number of either drop-out or failed students shows a quite significant quantity of the unsuccessful vocational students. This means that the quality and quantity of the vocational schools are still questionable. Both are very essential in supporting the employment rate in Indonesia. Unfortunately, 11.24% of unemployment percentage is

dominated by the vocational graduates (BPS, 2018). This shows that the vocational graduates are still unable to compete in the workplace.

This phenomenon, of course, requires a Good School Governance system as a set of responsibilities, practices, policies, and procedures carried out by an institution to provide strategic direction to ensure goals achieved and resources are used responsibly, accountably and transparently (Viennet & Pont, 2017). The application of those principles can be seen from the participation of the community (Rempowatu, 2013).

The Good School Governance system, indeed, runs a supporting tool to form a school quality assurance system so that it can meet or even exceed all National Education Standards. In other words, the vocational schools system highly required Good School Governance to closely link between the graduates quality and the workplace demands. This means that the schools must improve both teachers and students competencies which meet the workplace requirements in industrial 4.0 era.

Unfortunately, in implementing good governance, the vocational schools face some problems due to a lack of public services, low policy capability, weak financial management, very bureaucratic regulations and service procedures and inefficient allocation of public funding sources. Therefore, it is highly demanded to get a complete picture of vocational school performance regarding its role as one of the quality benchmarks in Indonesia.

1.2 Statement of the Problem

According to Pyzdek (2003), every organization including schools needs to evaluate its performance from a comprehensive perspective. Unfortunately, the vocational school performance measurements in Indonesia commonly only use some parameters such as the national examination minimum passing grades, school rankings, dropout rates, and finance. The other measurements, for example, the teachers' qualification standard, employee satisfaction, and other educational stakeholders have not been the priority of performance measurement. Consequently, the schools are not able to recognize their performance holistically. Thus, the present study is designed to answer two stated questions as follows: (1) What factors can improve the performance of vocational schools through good school governance? And (2) How is the application of good school governance in the performance of vocational schools?

2. Literature Review

2.1 School Performance

The concept of organization performance is described as an achievement level indicator of the implementations of a program, and activity or policy in realizing the goals, objectives, mission, and vision of the organization (Mahsun, 2006; Mahmudi, 2015).

The organization performance as an indicator of the organization achievement also reflects the success of an organization (Pasolong, 2010) which generally refers to the cumulative employee performance; the higher the employee's performance, the higher the organizational performance (Sinambela, 2012). For doing so, of course, performance measurement is needed. The performance measurement is a process of work progress evaluation against the pre-determined organization goals and objectives, including information on the efficient use of resources in producing goods and services, quality of goods and services, and the effectiveness of actions in achieving goals (Robertson, 2002; Lohman, Fortuin, & Wouters, 2004). This also refers to the process of recording and measuring the mission accomplishment through the achievement products (Tangkilisan, 2005). Specifically, Behn (2003) suggests that the performance measurement is done to evaluate, control, budget, motivate, promote, organize, study, and improve the performance. This means that the performance measurement as a comprehensive process in which everything in an organization is considered as influential aspect in organizational performance. In innovation, for instance, the innovation mastery is expected to influence the operational performance, and in vice versa, the performance results can encourage innovation mastery (Francis and Bessant, 2005). For gaining a balance performance result, the performance measurement instruments should be valid and trusted for the internal and external customers, stakeholders, and policymakers (Gaspersz, 2004).

The Balanced Scorecard is a method in evaluating the organization performance by emphasizing both financial and non-financial perspectives divided into four perspectives: financial perspective, customers, internal business processes, and learning and growth processes (Kaplan & Norton, 1996). The Balanced Scorecard has long been used in business and has used in education recently. The customers' perspective in business is replaced by students and interpreted academically in three perspectives. Every school always has a mission and vision, which translated into organizational goals. Schools must decide what to compare and what the benchmarks are in the context of goals. The Balanced Scorecard will provide the basic strategic elements through a set of performance indicators to ensure that actions are consistent with the objectives of the strategy. In the balanced scorecard approach, the

emphasis is on continuous improvement not just achieving specific goals such as profit (Mariza, 2003).

Performance measurement methods can also use the Malcolm Baldrige Education Criteria for Performance Excellence (MBECfPE). MBECfPE portrays the condition of an organization using 7 (seven) criteria, namely: leadership, strategic planning, customer focus, measurement, analysis and management of information and knowledge, workforce focus, Operational focus, and Results (NIST, 2019). MBECfPE has advantages such as measurement-based results, based on best practices (Striteska & Spickova, 2012). The Baldrige Assessment can help organizations deal with dynamic environments, build high work systems, translate vision and mission into strategies, build short-term success, and organizational stability for the long term (Gaspersz, 2002). Besides, the Malcolm Baldrige Criteria for Performance Excellence in education is generally still used at the institutional level (strategic level), and there are still several criteria that need to developed, especially at the operational level (Hidayat, Supriyanto, & Nursalam, 2015).

Schools in Indonesia are organizations that have the main task of providing quality education services to the community. Concerning these education services, the Indonesian government has set National Education Standards as a reference basis for measuring school performance. There are eight National Education Standards that be used as a reference for measuring school performance, namely content standards, process standards, graduate competency standards, teacher and education staff standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards. The eight National Education Standards can be used as dimensions to measure the quality of school performance.

One of efforts to improve the performance of school organizations is to implement good governance. Performance measurement has a significant effect on good governance (Sembodo, 2016). Understanding of good governance for school leaders is the moral foundation or professional ethics that must be internalized on those leaders. A school leader who understands good governance correctly and is supported by high competence will influence the professional behavior of school leaders in working with high-performance orientation (Putra & Saud, 2017). The application of good governance principles can improve organizational competitive advantage (Wahab & Rahayu, 2017).

2.2 Good School Governance

Governance is the economic, political, and administrative authority activities to manage accounting matters in all managerial levels consisting of mechanisms, processes, and institutions through which groups of citizens articulate their interests, exercise their legal rights, fulfill their obligations and mediate differences (Gisselquist, 2012). Governance is basically about effective leadership that can be used as a mechanism to create processes, systems, and controls that apply and appropriate behavior to ensure long-term sustainability and continuity in an organization such as a school (Dayanandan, 2013). Governance describes the mechanism used by an organization to ensure that its constituents follow the established processes and policies (Kefela, 2011).

Good governance is a requirement for all public administration materials and is implemented through collaboration, partnerships between government and society, the private sector, and non-governmental organizations (Saparniene & Valukonyte, 2012). Good governance can also be considered as a new paradigm in the field of public management (Vyas-Doorgapersad & Aktan, 2017). Good governance means competent management of a country's resources and affairs in an open, transparent, accountable, fair and responsive manner to the needs of the community.

School governance is based on decisions and actions taken related to student education (DETM, 2019). The better governance has the potential to significantly improve the quality of education offered in public schools, expand its growth, and improve financial stability. In general, governance indicators and assessments are seen as effective tools for raising awareness of decision-makers, the private sector, and civil society, including academics and the media, about the current situation in certain countries (Khodary, 2016). The integration of good governance in management is intended to improve services, encourage healthy decision making, avoid expensive fines, create a positive corporate image, and invite investment (Dayanandan, 2013).

The principles that need to be applied in good governance include: 1) participation: 2) the rule of law; 3) transparency; 4) responsive; 5) consensus oriented); 6) equity and inclusiveness); 7) effectiveness and efficiency; 8) accountability (Wahab & Rahayu, 2013). Good governance has several main characteristics such as participatory, consensus-oriented, accountable, transparent, ethical, meritocratic, responsive, effective and efficient, quality-oriented, fair and inclusive, decentralized, and following the rule of law (Vyas-Doorgapersad & Aktan, 2017). According to Organisation for Economic Co-Operation and Development (OECD, 2015), good governance has eight major characteristics. These characteristics are transparency, accountability, responsibility, autonomy, fairness, participation, effective and efficient, and consensus-oriented.

3. Method

3.1 Research Design

This quantitative descriptive study is to obtain a picture of the implementation of Good School Governance in vocational schools in Indonesia. The present study uses the Good School Governance variable independently, without making comparisons or connecting with other variables.

3.2 Sample Size

The sample selection technique used is a purposive sampling with consideration of the representation of all provinces in Indonesia. The total number of the sample in this recent study is 825 respondents comprising from the principals, vice-principals, and vocational school teachers in Indonesia.

3.3 Research Instrument

The instrument used to measure the Good School Governance in vocational schools in Indonesia is a questionnaire. The Good School Governance Questionnaire consists of eight aspects, namely Transparency, Accountability, Responsibility, Autonomy, Fairness, Participation, Effective and Efficient, and Consensus-Oriented in a scale of 1 to 4. The scale scores are as follows: 1 = Very Bad. 2 = Not Good, 3 = Good, 4 = Very Good. The instrument used in the study was tested for validity and reliability using confirmatory factor analysis and alpha Cronbach (Ariola, 2006).

3.4 Data Collection and Procedure

This research belongs to a field research that requires a direct observation of the object under study for obtaining the relevant data. The data collection was done by giving a set of questions to respondents.

3.4.1 Focus Group Discussion

Focus Group Discussions are conducted to get input on Good School Governance instruments. The instruments was reviewed by representatives of vocational school principals, and then discussed in the Focus Group Discussion. The participants of focus group discussion are Vocational School of 2 Depok Sleman, Vocational School of 5 Yogyakarta, Vocational School of 2 Pengasih, Vocational School of 1 Sanden, Vocational School of 1 Gedangsari Wonosari, Vocational School of 2 Wonosari, Vocational School of 1 Temanggung, Vocational School of 1 Magelang, Vocational School of 4 Surakarta dan Vocational School of St. Mikael Surakarta.

3.4.2 The Survey

The survey was conducted in two ways, offline and online with the same questionnaire items. In doing the offline survey, the researcher met up vocational school principals, vice-principle, and teachers directly in some provinces in Sumatera, Java, Kalimantan, Sulawesi, Nusa Tenggara, Maluku, and Papua. Whereas, those who were from the rest provinces in Indonesia were sent the Google questionnaire.

4. Results

4.1 Respondents

The data in this study were taken from the vocational schools spread in 34 provinces in Indonesia. The data is used to describe the good governance that has been applied by vocational high schools in Indonesia.

Table 1. Frequencies and percentages of respondents base on province

Province	F	%	Province	F	%
Jawa Tengah	141	16.50%	Sulawesi Utara	14	1.60%
Sumatera Utara	84	9.90%	Gorontalo	12	1.40%
Jawa Barat	71	8.30%	Kalimantan Timur	12	1.40%
Jawa Timur	58	6.80%	Kalimantan Tengah	9	1.10%
Nusa Tenggara Timur	53	6.20%	Maluku	9	1.10%
Sumatera Barat	52	6.10%	Bengkulu	7	0.80%
DI Yogyakarta	44	5.20%	Kalimantan Selatan	7	0.80%
Sumatera Selatan	33	3.90%	Riau	7	0.80%
Bali	29	3.40%	Sulawesi Selatan	7	0.80%
Nusa Tenggara Barat	29	3.40%	Sulawesi Tenggara	7	0.80%
Aceh	26	3.10%	Papua Barat	6	0.70%
DKI Jakarta	25	2.90%	Banten	4	0.50%
Lampung	23	2.70%	Jambi	4	0.50%
Kalimantan Barat	20	2.30%	Sulawesi Barat	4	0.50%
Papua	20	2.30%	Kalimantan Utara	3	0.40%
Kepulauan Riau	14	1.60%	Maluku Utara	3	0.40%
Sulawesi Tengah	14	1.60%	Bangka Belitung	1	0.10%
Jawa Tengah	141	16.50%	Sulawesi Utara	14	1.60%
Sumatera Utara	84	9.90%	Gorontalo	12	1.40%
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Kalimantan Barat	20	2.30%	Sulawesi Barat	4	0.50%
Papua	20	2.30%	Kalimantan Utara	3	0.40%
Kepulauan Riau	14	1.60%	Maluku Utara	3	0.40%
Sulawesi Tengah	14	1.60%	Bangka Belitung	1	0.10%
			Total	852	100%

The total number of 852 respondents represented all provinces in Indonesia. The highest number of respondents was from Central Java Province followed by North Sumatra with a percentage of 16.5% and 9.9% respectively. Meanwhile, the smallest number of participants was from Bangka Belitung Province with a percentage of 0.1%. Regarding the respondents backgrounds, the 549 (64.4%) respondents were school principals and 303 (35.6%) were teachers. Meanwhile, based on the school accreditation status, the 35 (41.9%) respondents came from vocational schools with the grade A school accreditation while the 495 (58.1%) respondents came from non-grade A which both shared between 513 (60.2%) respondents from public vocational school and 339 (39.8%) respondents from private vocational schools.

4.2 Measurement

The Confirmatory Factors Analysis (CFA) is a measurement model that shows a latent variable measured by the observed variable. The CFA is used to verify the number of dimensions underlying the instrument (factor) and the pattern of the relationship of the item to the factor (loading factors). The CFA results can provide strong evidence of the convergent and discriminant validity of a theoretical construct (Hair et al., 2014). The result of CFA for the Good School Governance instrument describes in Figure 1.

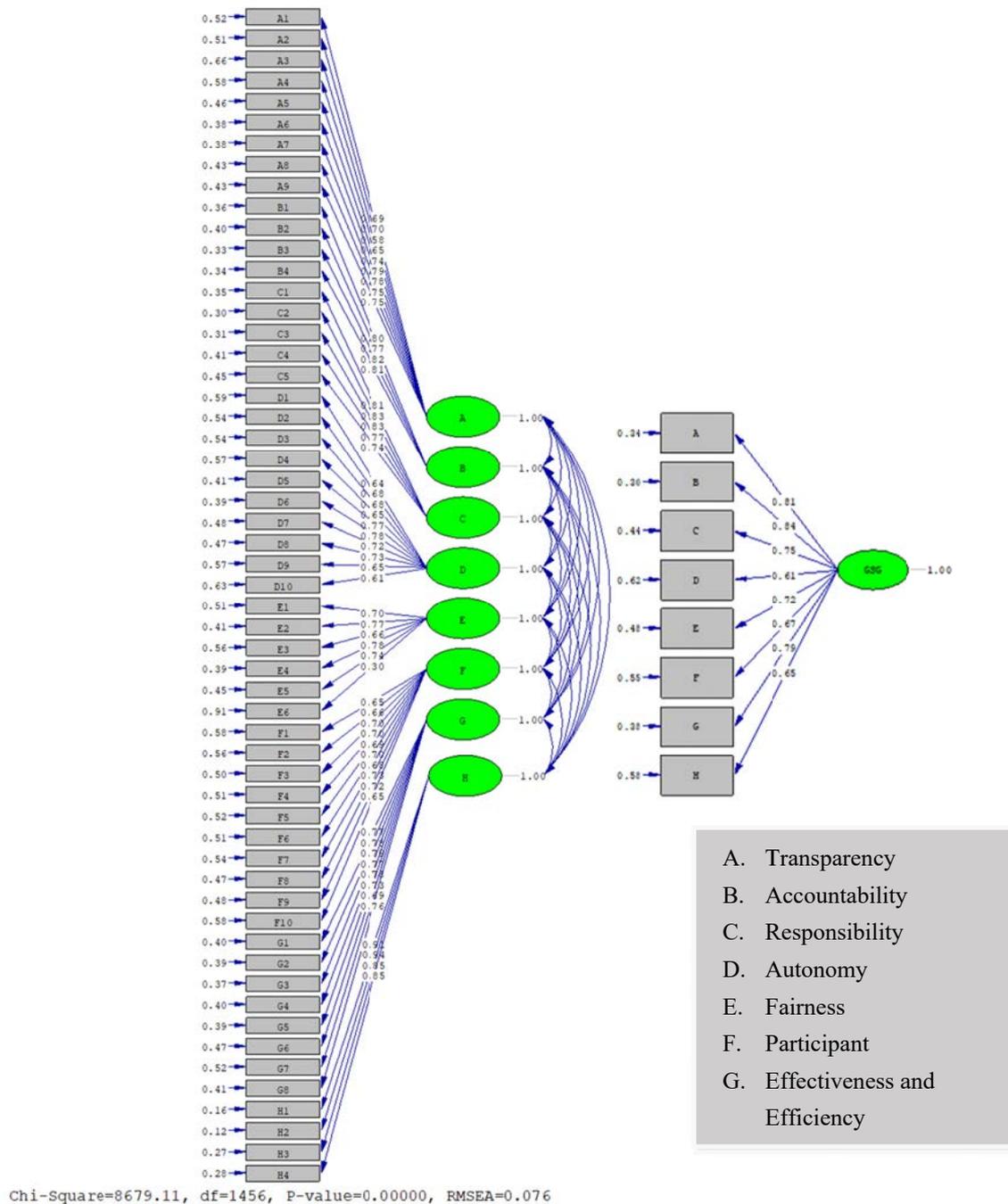Chi-Square=8679.11, df=1456, P-value=0.00000, RMSEA=0.076

Figure 1. Confirmatory factor analysis for the good school governance instrument

Figure 1 shows that all items and factors of the Good School Governance instruments have the loading factors above 0.50. The values of loading factors are transparency (0.81), accountability (0.84), responsibility (0.75), autonomy (0.61), fairness (0.72), participation (0.67), effectiveness and efficiency (0.79), and consensus-oriented (0.65).

4.3 Implementation of Good School Governance on Vocational Schools

The measurement of the vocational school performance uses Good School Governance factors namely Transparency, Accountability, Responsibility, Autonomy, Fairness, Participation, Effective And Efficient, and Consensus-Oriented.

Table 2. The transparency factor in the good school governance

No.	Aspects	Mean	Std. Deviation
1.	Reports on work programs and school performance achievements	3.10	0.48
2.	Teacher and education personnel recruitment system	3.15	0.51
3.	New student recruitment system	3.45	0.53
4.	Curriculum, syllabus and student learning schedule	3.38	0.50
5.	Collaboration with other parties	3.25	0.49
6.	School development strategic plan	3.18	0.50
7.	Policies, regulations, SOPs and school service guidelines	3.19	0.48
8.	Achievement award system	3.15	0.53
9.	Customer complaint handling system	3.14	0.49

All aspects on Transparency factor show the Mean point of above 3.00 which leads to the "Good" result. The lowest value was set by the first aspect, *reports on work program and school performance achievements*, while the highest value was from the third aspect, *new student recruitment system.* As the government has set the clear regulation on the students' enrolment, all stakeholders can monitor the process.

Table 3. The accountability factor in the good school governance

No.	Aspects	Mean	Std. Deviation
1.	The function of elements in the school organizational structure	3.06	0.45
2.	Management of funds from the community	3.14	0.52
3.	Implementation of vocational work programs	3.10	0.45
4.	Report on the accountability of program implementation	3.12	0.49

From the table above, it can be seen that the Accountability factor in the Good School Governance is "Good" shown by the above 3.00 Mean value. The interesting one is that the *management of funds from the community* aspect as the highest Mean point of 3.14 with 0.52 point of its standard deviation. In Indonesia, parents and community organization are commonly involved in running the schools as the funding resource. The unique thing is that they organize and manage the funding themselves so that the school principle and teachers have few interventions.

Table 4. The responsibility factor in the good school governance

No.	Aspects	Mean	Std. Deviation
1.	Compliance to the applicable laws and regulations	3.30	0.51
2.	Compliance in carrying out responsibilities to society and the environment	3.25	0.48
3.	Compliance in accounting for all activities carried out to all stakeholders	3.25	0.49
4.	Compliance in carrying out duties and obligations promptly	3.16	0.45
5.	Compliance to the implementation of Standard Operating Procedures (SOPs)	3.30	0.51

The result of the questionnaire on the Responsibility factor in the Good School Governance among 852 shows that none of the aspects were under the Mean of 3.00. In other words, the measurement result of the Responsibility factor is "Good." The aspects of *compliance to applicable laws and regulations* and *to implementation of Standard Operationg Procedures* shared the highest Mean value equally, 3.30 followed by the aspects number 2 and 3 with the Mean score of 3.25, and the aspect of *compliance in carrying out duties and obligations promptly* as the lowest Mean score, 3.16.

Table 5. The autonomy factor in the good school governance

No.	Aspects	Mean	Std. Deviation
1.	Selection and recruitment of non-permanent teacher	3.05	0.49
2.	Termination of non-permanent teacher	2.99	0.50
3.	Determine initial for non-permanent teacher	2.99	0.55
4.	Determine incentives for non-permanent teacher	2.95	0.57
5.	Formulate school budget and expenditure	3.08	0.51
6.	Determine the allocation of school budget allocations	3.05	0.51
7.	Determine student assessment policy	3.12	0.50
8.	Determine using textbook	3.04	0.51
9.	Determine learning sources	3.08	0.50
10.	Determine the expertise program	3.06	0.48

Among the 10 aspects in the Autonomy Factor, three aspects had a Mean from 2.95 to 2.99 which set this factor into "Not Good" label. Those are closely related to the non-permanent teacher management covering the enrolment system and the funding.

Table 6. The fairness factor in the good school governance

No.	Aspects	Mean	Std. Deviation
1.	Handling the third parties	3.14	0.43
2.	Opportunities for the teachers and staff recruitment	3.09	0.48
3.	Opportunities for the new students enrolment	3.28	0.51
4.	Implementation of rewards	3.07	0.48
5.	Implementation of punishment	3.06	0.47
6.	Implementation of an incentive system	3.07	1.17

The Mean values for the whole aspects of the Fairness factor in the Good School Governance are above 3.00 referring to "Good" category. This means that the vocational school in Indonesia has already applied the fairness principle in running the school management.

Table 7. The participant factor in the good school governance

No.	Aspects	Mean	Std. Deviation
1.	Teacher participation in making decisions about school management	3.02	0.49
2.	Teacher participation in building a quality culture in schools	3.04	0.48
3.	Teacher participation in evaluating school management practices	3.00	0.46
4.	Parental participation in monitoring student progress	2.83	0.54
5.	Parent participation in the development of school infrastructure	2.67	0.64
6.	School committee participation in implementing school policies	2.93	0.54
7.	Parent participation as a guest speaker	2.54	0.67
8.	Business and industry participation in improving the quality of graduates	2.84	0.60
9.	Business and industry participation in building a school quality culture	2.79	0.63
10.	Business and industry participation in the development of school infrastructure	2.49	0.71

The Participation Factor, basically, covers three parties namely; teachers, parents, and graduate users. Among them, only the teachers' participation reached the Mean between 3.00 and 3.04. This means that only the teachers' participation categorized as "Good" while the two rests were still in "Not Good."

Table 8. The effectiveness and efficiency factors in the good school governance

No.	Aspects	Mean	Std. Deviation
1.	Empowerment of human resources	2.97	0.48
2.	Optimization of school resources in achieving results	2.95	0.48
3.	The process of organizing school	3.05	0.43
4.	Achieving the vision, mission, and goals of school	3.02	0.47
5.	Ease of service delivery	3.07	0.44
6.	Ease in the bureaucracy of use of school facilities	3.06	0.45
7.	Alignment between school target, programs and goals	3.10	0.46
8.	Empowerment of human resources	3.00	0.46

The above data points that two aspects, that are *empowerment of human resources* and *optimization of school resources in achieving results*, are categorized as "Not Good" with the Mean values of 2.97 and 2.95 respectively. This means that the most vocational school principals in Indonesia have not been good in managing the school resources.

Table 9. The consensus-oriented factor in the good school governance

No.	Aspects	Mean	Std. Deviation
1.	Stakeholder involvement in decision making	2.93	0.56
2.	Stakeholder involvement in policymaking	2.91	0.56
3.	The advice is given by stakeholders	2.92	0.55
4.	Agreement results with stakeholders in decision making	2.94	0.55

The last factor of the Good School Governance measurement is a consensus-oriented factor in which all aspects measured were below 3.00. This means that this last factor is depicted to be "Not Good." This also carries a meaning that there is not a good communication among stakeholders leading to the consensus.

5. Discussion

The Indonesian government has supported the flourish of the vocational schools in several ways such as doing campaigns for motivating junior high schools graduates to continue their study at the vocational schools, and expanding the internship of the vocational school students to the more industrial organization. Unfortunately, many vocational graduates have been failed in getting suitable jobs as their competencies. This phenomenon is, actually, related to market demands, but the key is that the graduates are failed to satisfy the market's requirements (Sheng & Tan, 2011). For narrowing the gap between the vocational school graduate competencies and the workplace demands, a Good School Government model becomes the alternative solution.

Good School Governance is a feasible vocational schools management model which provides a greater autonomy to schools. Besides, the model also encourages participatory decision making that directly involves all school stakeholders (teachers, students, principals, staff, parents of students), workplace organizations, and the wider community. Principally, the model has eight governance benchmarks namely Transparency, Accountability, Responsibility, Independence, Fairness, Participation, Effectiveness and Efficiency, and Consensus-Oriented. The GSG principle can be implemented in partnership with three main good school governance parties, namely government, industry/private sector, and the community. From the findings of the current study, the Good School Governance with its eight factors can be summarized into the following figure.
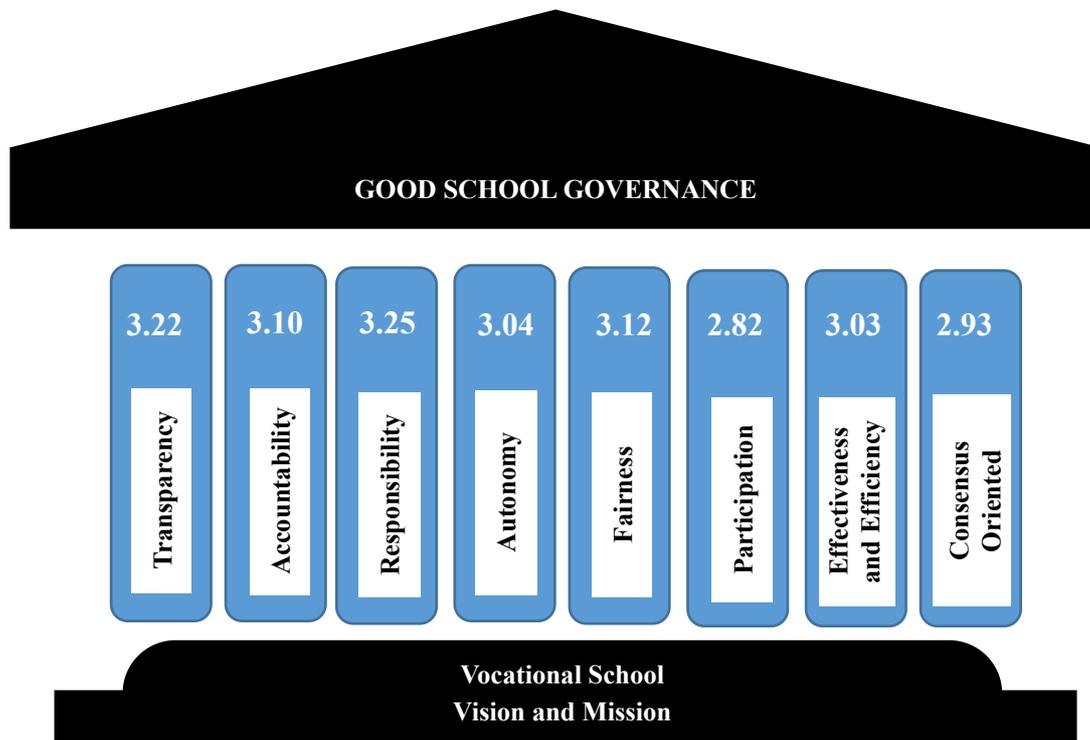
Figure 2. The good school governance on the vocational schools in Indonesia

The overall assessment on the Good School Governance on the vocational schools in Indonesia shows that both Participation factor and Consensus-Oriented factor belongs to "Not Good" category with Mean scores at 2.82 and 2.93 respectively, while the Responsibility factor is labeled as the highest Mean value.

5.1 "Not Good" Category

There are two factors; Consensus-Oriented and Participation factors; which are categorized as "Not Good." The first notably finding of the current study is devoted to the data of the Consensus-Oriented factor which is assessed as a "Not Good" category with Mean scores of 2.93. The data of the recent study displayed on the Table 9 shows that all aspects belong to the Consensus-Oriented factor in a Good School Governance of the vocational schools in Indonesia are below the minimum Mean score of 3.00. The aspect of *agreement results with stakeholders in decision making,* for example, refers to the consensus among stakeholders for supporting decisions in accordance to the best interest of the society (Vyas-Doorgapersad & Aktan, 2017; Wahab & Rahayu, 2013). Another example is the aspect of *stakeholder involvement in policymaking* which allows the stakeholder take a part in either policy or procedure making (Hill & Hupe, 2002; Saparniene & Valukonyte, 2012; Wahab & Rahayu, 2013).

If it is analyzed closely, among the stakeholders consisting of the government, school stakeholders, and workplace organization require communicating each other for shaping, directing and developing the vocational schools. The government, for instance, before set and legitimates a vocational school policy, needs to gain recent and valid data from both the employment market requirements and school conditions. The government set the vocational school revitalization in order to prepare the graduates in winning the job competition (Warren, 2018). This policy was established due to the low number of vocational graduate employment. One of the reasons was that the graduates did not acquire the skills needed in the workplace. The revitalization set by the government gave more responsibility to the school stakeholders in preparing the vocational students with various valuable skills and competencies needed in their future job place.

Another important finding of the present study which is labeled as "Not Good" is the Participation factor. The Participation factor of the vocational school Good School Governance in Indonesia shares a Mean score of 2.82. Basically, the Participation is very essential in a good organizational management for running the good governance on the society capacity building (Darmi, 2016). Through the Participation, the stakeholders involve in decision making (IGI, 2013). Ironically, vocational schools in Indonesia are designed to prepare graduates owning globally competencies for the workplace competition (DPSMK, 2017). The graduates should have appropriate

competencies set by the National Education Standard. Consequently, for shaping the competitive graduates, all parties, that is teachers, parents, and workplace organization must be involved through some ways as stated on the Table 7 of the current study. Unfortunately, the data taken from the Table 7 of the present study shows that only teacher participation aspects labelled "Good" whereas, the two other aspects; that is parents and workplace, are categorized as "Not Good." This means that in the vocational schools in Indonesia, teachers become the prominent party in preparing the graduates' skills and competencies in facing the future workplace. The teacher participation are through involvement in school management making decision, in building a school quality culture, and in evaluating the school management practices. The three teachers' participation in the Good School Governance have already been in line with the indicators of the participation proposed by Wahab and Rahayu (2013). The participation indicators cover several ways such as in (1) planning the education program; (2) running the education process; (3) evaluating the education program; (4) running the students activities; (5) giving suggestions and opinions; (6) teaching and learning process; (7) setting the school strategic planning; (8) planning the school programs; (9) being the educational representative; (10) being the service excellency representative; and (11) being either national or international educational event (Wahab & Rahayu, 2013). In short, the Participation is described as involvement in (1) actively decision making stage; (2) linking the government and citizens; and (3) getting supports for the public interest in establishing policy (Omal & Akala, 2018).

5.2 "Good" Category

The "Good" category is labeled to six factors: (1) Responsibility, (2) Transparency, (3) Fairness, (4) Accountability, (5) Autonomy, and (6) Effectiveness and Efficiency. The first factor is the Responsibility factor. The Responsibility factor supported the highest prominent factor determined in the Good School Governance of the vocational schools in Indonesia with the Mean value of 3.25. This factor refers to the appropriateness of the organizational management towards both principles and regulations (Kusmayadi et al., 2015) shown through the legal compliance and social responsibilities (Sitepu, 2016). Besides, Responsibility is also devoted to ensure that the schools execute the policy as a part of their responsibilities (Setyani, 2012), and that the schools manage their services (Larasati et al., 2018) as stated on the National Education Standard. Table 4 on the Responsibility factor in the Good School Governance shows the highest Mean score is stamped to the schools compliances to the applicable laws and regulations, and SOPs. From this data, it can be inferred that the vocational schools in Indonesia place the legal rules and SOPs as the first priority regarding to the implementation of the Responsibility factor in the Good School Governance. This also means that vocational schools in Indonesia will hold greater responsibility if all policy and SOPs are set legally. As managers, leaders, administrators, and supervisors, the principals have an important responsibility in utilizing and developing all the school potential and resources to achieve the stated educational goals. The existence of the Good School Governance benchmarks will encourage all parties of the stakeholders to have responsibilities for improving the school performance.

The second factor with the "Good" category is the Transparency factor covering nine aspects shown on Table 2. The Transparency is a fundamental aspect in implementing the Good School Governance management which requires openness and easy access for all school stakeholders to the school policymaking process (Larasati et al., 2018). The Transparency is directly related to the public interest in education, namely curriculum, facilities and infrastructure, budgeting and human resource development. This also allows all stakeholders to monitor and evaluate the performance of the vocational schools commonly through the reports. The transparent reports are communicated based on the appropriate time, clear, accurate, complete, verified, comparable, understandable reports in order to take a qualified decision (Yapiter et al., 2013).

The third factor categorized "Good" is the Fairness factor. Fairness is a fair and equal treatment in fulfilling the stakeholders' rights for agreements and applicable legal regulations (Kusmayadi et al., 2015; Sitepu, 2016). A Good School Governance provides fairness for all stakeholder parties. The principle of fairness in improving school performance is done by applying equal and fair treatment to interested parties in accordance with the benefits and contributions given to schools, providing equal opportunities for careers and carrying out their duties in a professional manner, equal opportunities in the students enrolment, giving awards and punishment for all parties without discrimination, providing the same excellent service to all school residents without discrimination, as well as providing the same service facilities (Larasati et al., 2018; Kembaren, 2013). The six aspects surveyed in the present study on Table 6 extract the above principles and show that all are in "Good" category.

The fourth factor carried out the "Good" category is the Accountability factor consisting of four aspects on accountability in school organizational structure, funding, internship program, and report. Those aspects are the extractions from various accountability principles. Due to the implementation of accountable education, it creates harmonious relationships between various stakeholders (Norhazma & Kamaluddin, 2019; Sitepu, 2016). Accountability in management based on the Good School Governance concerns on the efforts to create the control

and monitor performance systems for reaching the efficiency, effectiveness and expected qualified performance (Shanahan, 2019). Bótas and Huisman (2012) state that the indicator of a successful accountability system lays on the trust and public satisfaction on the school performance.

The fifth factor depicted as "Good" category is the Autonomy factor which cover ten aspects with 3 aspects of non-permanent teachers themes have Mean scores between 2.95 and 2.99. The granting of autonomous schools implies self-initiative, self-help, self-financing, self-management, and self-sufficiency without any external intervention (Kusmayadi et al., 2015; Sitepu, 2016; Setyani, 2012). The school is given the authority to carry out decision making in empowering resources so that the school can independently explore, allocate, set priorities, utilize, control, and account for all stakeholders. The role of the principal is very significant towards the creation of school autonomy. The implementation of Good School Governance can improve the quality of education through school autonomy and school initiatives in empowering all available resources, increasing the responsibility and care of school organization members for the delivery of education.

The last factor with a "Good" category on the present study is the Effectiveness and Efficiency factor. The principle of effectiveness and efficiency in improving school performance is implemented in the form of competent human resources, ease of management, and implementation of target-oriented process (IGI, 2013).. The number of students who have dropped out is also an effective and efficient indicator of a school organization. The principal is responsible for organizing people, assignments, and services to achieve effective and efficient learning goals. This means that effectiveness and efficiency are to ensure the school service process optimally and responsibly (Darmi, 2016).

Overall, though the current study found two factors with "Not Good" category, the rest factor supported the significant result on "Good" category. This carries a meaning that the contents of vocational education reflected in the competence of skills developed (Sukardi, & Fahrurrozi, 2019) can be developed by applying the Good School Governance. The low competitiveness of vocational education graduates, both in entrepreneurship and competitiveness in the national and international labor market can also be increased by Good School Governance. The way to tackle the problem is emphasizing general and academic knowledge over industry and vocational skills by aligning academic institutions and firms (Sun, 2010).

There are four premise factors (competent teachers, relevant curricula, effective leadership, and school-industry linkages) and school performance. The recommendations to individual institutions who seek to develop strategies to improve their internal and external efficiencies are increase schools' responsiveness to industry demands and reduce the skills gap (Joo, 2018). The results of this assessment need to legitimate by legal of quality assessment based on the principles of Good School Governance at the vocational school level. Furthermore, school monitoring is carried out to determine the model for improving vocational school quality and measured performance.

6. Conclusion

A Good School Governance is a series of school principals, practices, policies and procedures as a strategic guidance in utilizing responsibly resources for achieving the qualified school goals. The Good School Governance offers eight principles namely Transparency, Accountability, Responsibility, Independence, Fairness, Participation, Effective and Efficient, and Consensus-Oriented. Those principles are valid and reliable to be applied in vocational schools in Indonesia. However, the stakeholders have to work harder concerning the Participation and Consensus-Oriented factors which are still labeled as "Not Good." In improving the strategic ways regarding to those factors, another research is needed.

Acknowledgments

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