

## **Implementation of Community Governance in the Field of Education**

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**Abstract:** The purpose of this article is to describe the implementation of community governance in education. This article is expected to provide an overview and perspective on community governance and the successful implementation of education to achieve community governance in Indonesia. In this article, the method used is descriptive qualitative, using secondary data. The sources used to obtain data in this study are journals and books that support research studies, namely about community governance in the field of education. The results obtained in this study are the implementation of governance observed from transparency, participation, and accountability in schools. Educational governance covers various aspects such as the application of curriculum and learning, facilities and infrastructure as well as education financing. There are also problems in implementing this community governance, namely in implementing school governance not all teachers have IT skills, there are limited teachers in developing teaching materials (KI/KD) and learning methods, limited school facilities and infrastructure, limitations of parents in learning assistance and the economic limitations of parents in supporting distance learning.

**Keywords:** Community Governance, Education, Government

### **A. Introduction**

The paradigm shift in government administration from one of government to governance has made many parties aware of the significance of government administration's other domains, namely corporate and community, in addition to the state. Likewise, the community plays a crucial role in addressing the issue of poverty, which is a basic concern for the government. The largest obstacle is the State's ability to create and carry out programs for reducing poverty that are based on community strengths, given how strongly this component has been neglected up to this point.

It is imperative to recognize that the primary responsibility of government, whether at the national or local level, is the implementation of governance. However, with social issues becoming more serious and the government needs to involve other

parties in efforts to bring about constructive changes in society, the government is no longer the primary force driving progress. It is currently not possible to rely solely on the state or government as the foundation for government management. Although networks of interested parties may not coordinate community governance procedures or problem-solving strategies, cooperation and resource mobilization may be necessary for many stakeholders to launch community-based initiatives. From this angle, community governance is defined as the exercise of power, responsibility to the community represented, stewardship when it comes to financial matters, leadership, and direction and control exercised within the community. Good governance and bureaucratic reform (state administration) are the two main ideas for enhancing the circumstances surrounding the organization of national and state life in Indonesia. These ideas are not particularly new, but they will continue to be crucial to the country's government administration for the foreseeable future. The experience of several other nations demonstrates that bureaucratic reform is a critical first step toward achieving the nation's development. Through bureaucratic reform, the government administration system is structured to be not only effective and efficient but also able to become the backbone of national and state life.

Drawing lessons from a range of foreign case studies, national leadership and dedication are critical to the success of bureaucratic change. It is impossible to implement bureaucratic reform, as was the case in Indonesia, without dedication and national leadership. It turns out that since the beginning of Indonesia's new era of regional autonomy, leaders have emerged in several regions, including Jembrana Regency and Sragen Regency, who have the commitment and leadership to implement bureaucratic reform in their respective regions, despite the lack of adequate commitment and national leadership towards the implementation of bureaucratic reform at the national level-each. Bureaucratic reforms carried out by several regions have proven capable of having a very significant impact on the implementation of development in their regions.

The public, business, and societal sectors must all work together to promote equality and participation. To counterbalance public sector governance, the ideas of business and community governance have grown quickly during the 1990s. Given that communities will become more and more crucial in bringing about beneficial changes, it is critical to start this process with community-based research, one of which is community governance research. Theoretically, community governance is described as management and decision-making done at the community level by a collection of community stakeholders, either jointly or on behalf of the community (Vicky et al., 2005). Departing from these conditions, this article attempts to discuss the problem of community governance in Indonesia which exists in several regions. Through this article, it is hoped that it can provide an overview and perspective regarding community governance as well as the successful implementation of education to achieve community governance in Indonesia.

## **Understanding Community Governance**

The word “governance” derives from the verb “steering”, which has the same meaning as “control, guide, and manipulate” in ancient Greek or Latin. The exercise of power within a defined framework is known as governance. According to the Global Governance Committee, governance is the assortment of many approaches used by individuals, public organizations, and private enterprises to manage the same issues. Conflict is resolved through the process of governance. In addition to written rules and charters, governance also includes the authority to enforce various forms of informal agreements. The institutions and people must approve of this and grant authority for it (Zhihui & Yuan, 2016).

According to Kooiman (2007), governance is defined as an understanding of interaction in which two or more actors or entities engage in a mutually beneficial relationship. According to Stoker (1998), the term “governance” refers to the emergence of a style of governing in which the lines separating the public and private sectors are blurred (Ann & Ewalt, 2001). This blurring of boundaries is consistent with the need for contemporary states to become more active participants in political mechanisms and the understanding of the significance of issues about empathy and public sentiments, which in turn creates opportunities for social and political mobilization (Stoker, 2004).

As a result, creating networks between the government and the populace through participation is crucial to the legitimacy of policies being sustained. A collaborative approach to identifying a community’s desired future and creating and executing plans to make it a reality is known as community governance Pillora et al. (2012). In place of the phrase “social capital,” Bowles & Gintis (2002) propose the word “community governance,” arguing that it more accurately describes the characteristics of effective governance and concentrates attention on the actions of groups rather than the possessions of individuals.

Although networks of interested parties may not coordinate community governance procedures or problem-solving strategies, cooperation and resource mobilization may be necessary for many stakeholders to launch community-based initiatives. According to this viewpoint, community governance is defined as the following: the exercise of power, responsibility to the community it represents, financial stewardship, leadership, and internal direction and control (Armstrong & Baron, 2004). Governance pertains to the establishment of establishments, protocols, and customs for addressing matters of public concern. This has to do with how choices are made and how people are allowed to participate in the process. The facts of the present call for a governance concept.

Community governance, which is connected to concepts like local governance, social governance, network governance, and participatory governance, is sometimes used

to refer to community engagement, involvement, and decision-making in public concerns. Community governance is a crucial idea that requires more explanation. A group of community stakeholders managing and making decisions at the community level by themselves, alongside the community, or on its behalf is known as community governance. One characteristic that sets community governance apart from other types of government is its emphasis on “the community” as opposed to businesses, organizations, local governments, or the public sector (Totikidis et al., 2005). One of the pillars or actors of governance is community governance; many scholars contend that, when compared to government (state) and corporate governance (private) actors, community governance has the longest history. The phrase “community governance” refers, according to Clarke & Stewart (1998), to the process of making decisions at a scale that is acceptable to and recognized as legitimate by the community.

### **Limitations of Community Governance**

The secret to developing a community-based program’s institutional framework that works is to fully utilize community input. As a result, creating institutions rooted in the community is a component of social engineering initiatives. Institutions are positioned as the ideal setting for the creation of stronger social capital, law enforcement, education, and a positive democratic culture in the framework that supports institutional development (Shirley, 2008)

Community leadership, community empowerment, and community ownership are the three components of community government; each has conceptual bounds and supplementary dimensions (Kushandajani, 2014). According to Sudarmo (2019), the community’s capacity for governance consists of three key elements: (1) its capacity for informal organization; (2) its readiness to draw lessons from past experiences and unknowns to predict future events; and (3) its ability to work under time constraints. The implementation of intelligence distribution to solve shared problems requires a willingness to share information and communication that ensures transparency, responsiveness, and accountability to each other and adaptation to complex environmental situations. Clear and real through networks, (4) willingness to share roles among a diversity of actors/stakeholders as human resources and other non-human resources available, and (5) implementation of intelligence distribution.

The consensus among national and local government practitioners and policymakers is that there is no “one size fits all” approach to ultra-local community governance. No pattern should be applied everywhere because needs and situations vary depending on the area. Adjacent neighborhoods within the same area can gain by using an alternative strategy. Our findings and observations indicate that this adaptable strategy is generally sound. But for it to be successful as a tactic for collective empowerment and as a service to the public, we must be clear about the kinds of opportunities that are available on a local and national level. Commentators

have voiced particular concerns over community governance frameworks' democratic credentials and accountability, as well as their potential relationship with democratic local governance. Helen Sullivan and Chris Skelcher (2002) outline many major problems and cover a wide range of topics related to collaboration in public services. They identify five levels at which collaborative capacity is necessary: strategic capacity, governance capacity, operational capacity, practice capacity, and community and citizen capacity. They also address common obstacles to forming collaborative partnerships that are anchored in organizational practices and culture (Sullivan & Skelcher, 2002). In responding to inquiries concerning partnership accountability, they stray far from representative democratic procedures and highlight the ambiguity that might exist regarding the accountability of appointed and unelected partnership organizations. Concerns about legitimacy and responsibility can also affect community leaders who participate in consultative organizations and cooperative agreements.

### **History of Community Governance**

In his book *Society and Community*, German sociologist Ferdinand Tönnies provided the first in-depth discussion of the concept of community in 1887. Communities, according to him, are local social groups that have similar cultural traits and shared values. A community is a group of individuals who have come together in a particular place to achieve various goals that they share. A community is, in the words of American University of Chicago sociologist Robert M. Parker, "a collection of groups that occupy a more or less specific area". "Community is not only a collection of people but also a collection of organizational systems". By translating Ferdinand Tönnies' writings in the 1930s, Fei Xiaotong popularized the term "community" in China. According to his 1984 definition, a community is "a large group formed from a collection of several social groups or social organizations in a particular area that are interrelated in life". According to Fang Ming, "a community refers to a social group or social organization that gathers in a certain geographical domain" in his book *New Community Theory*. It is a social entity built upon a collection of customs and laws.

Government has given way to governance in the history of public administration science. This shift is because, in managing the public sector, government actors (the state or the government) no longer have the final say; instead, they must collaborate with non-government actors, such as the private sector and the community (civil society). The definition of "governance" extends beyond the concept of activity; it also refers to management, direction, execution, development, and governance (Sedarmayanti, 2003). All of the systems, procedures, and establishments that enable individuals and community groups to represent their interests, assert their legal rights, carry out their responsibilities, and resolve conflicts are collectively referred to as governance.

Governance terminology became more prominent with a study carried out by the (Worldbank, 1998). In this study, governance terminology was defined as “the exercise of political power to manage a nation’s affairs”. Since the World Bank’s publication, governance terminology has become popular and has been used as a criterion in development assistance to developing countries. In contrast to the terminology of government which only covers the institutional-formal form of the state and bureaucracy, the term governance also includes the dynamic process of government management, relationships between institutions and organizations within the government, as well as the relationship between the government and the public sector, civil society and private initiatives. The terminology of governance is thus a tradition, institution, and process of determining the implementation of state power that involves the community in decision-making and is based on the public interest.

## **B. Methods**

In essence, research procedures are a systematic approach to gathering data for certain applications and goals (Sugiyono, 2018). A qualitative descriptive method is employed in this research project. The word “descriptive” is derived from the verb “describe,” which in English means to explain or characterize something, such as a set of circumstances, conditions, events, actions, etc. Descriptive research, thus, refers to a study that looks at situations, states, or other items that have been mentioned; the findings are then given in the form of a research report (Arikunto, 2013). The quality of the research will be influenced by the data source, which makes it a crucial component of this study. This research uses secondary data, secondary data is data obtained from a second source or secondary source of the data needed (Bungin, 2017). The sources used to obtain data in this research are journals and books that support research studies, namely about community governance in the field of education.

## **C. Results and Discussion**

Management, or governance, is an integral component of education. Administration and educational governance are closely related to one another. Administration plays a crucial role in even the governance of education. When it comes to implementing education, the administration not only provides support but serves as the backbone, particularly when it comes to achieving the goal of orderly governance of education itself. This study examines several topics, including (1) creating a common concept and vision inside the community; (2) increasing engagement in the community; (3) fostering the growth and development of cooperative behavior within the community; and (4) fostering collaboration with outside parties. The realization of community empowerment can be seen from (1) community efforts to access capital for environmental, social, and economic activities; and (2) community efforts to build program implementation resources. The realization of community ownership

can be seen from (1) community efforts to foster awareness and responsibility for the program; (2) encouraging the growth of the value of mutual support within the community; and (3) developing the value of respect for differences and diversity in the community.

The fundamental tenets of good governance—transparency, participation, and accountability as the primary components and duties—cannot be divorced from government. 1) Transparency; while putting educational governance into practice, it must ensure that planned activities are carried out. The implementation of this governance is the responsibility of school principals and teachers. Transparency may foster trust among people; for instance, it can be demonstrated by the open usage of the school budget, which all parties involved in the school—teachers, committees, and parents—must be aware of. For this reason, transparency is essential. 2) The practice of including as many different stakeholders as possible in the formulation of policies is known as participation. Input from a variety of sources during the policy-making process can assist policymakers in taking into account different viewpoints, concerns, and potential solutions. Policymakers can learn new information, incorporate public expectations into the policy-making process, and foresee potential social tensions by participating in the process. 3) Accountability, which refers to the transparency of the institutional apparatus's accountability, structure, and function to enable stakeholders and policymakers to administer the institution efficiently. The existence of an accountability mechanism provides an opportunity for stakeholders to ask for explanation and accountability if there are things that are not by the consensus in the implementation of governance.

If a few of the aforementioned initiatives have been put into practice in the field of education, community governance at the school can be considered effective. When establishing educational governance, several factors need to be taken into account, including the health of educators, pupils, and other staff members as well as the facilities, infrastructure, expenses, and even factors from outside the school setting. Generally speaking, educational governance places a strong emphasis on implementing school management and guiding instructional staff. One of the responsibilities of the school principal is to develop the teaching staff, which is crucial in determining the overall quality of the institution as learning and teaching—the two fundamental facets of education—are best left in the hands of educators. The training of teachers can take many different forms, including conferences, seminars, and regular meetings. It is strongly linked to the principal of the school's primary responsibility, which is supervision. One of the responsibilities of the school principal in terms of educational governance is supervision. The school principal must create a plan before beginning any supervision, particularly academic supervision, as this is the first step in executing supervision. Supervision is an essential component of efforts to raise school quality through the achievement of eight national education standards. The operational stages of organizing, carrying

out, and overseeing school programs are handled by the school principal to accomplish this (Noor & Rahmatillah, 2020).

Better-run local governments typically produce better decisions. For instance, compared to local governments with poorer governance ratings, those with good governance have a higher percentage of high-quality teachers and are more equitably distributed. In the end, the study concludes that improved decision-making is linked to improved academic results. Character education reflects good, open, and responsible school government. Exemplary behavior is morally reinforced for pupils in addition to serving as an example for them. Hence, in an overall good, transparent, responsible, participative, and fair school governance system, all school personnel—especially the principal—are the primary controllers. So educational services in schools become increasingly high quality, increasingly showing the school's identity as a sign that the school is different from others. If school governance is good, then the quality of education in schools will also be good. The quality of education is not measured by the achievements achieved by the school but by how the principles of school governance have become the property and share of all school members.

Gie (2000) states that governance or management personnel have three roles, namely: 1) Serving the implementation of operative work to achieve the goals of an organization; 2) Providing information for the top leadership of the organization to make decisions or take action appropriately; and 3) Helping the smooth development of the organization as a whole. In the school environment, governance or management staff are multifunctional. First, personality competencies, such as having integrity and noble character, work ethic, self-control, self-confidence, flexibility, thoroughness, discipline, creativity, innovation, and responsibility, are required of administrative staff or school administration staff to implement community governance in the field of education, according to Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2008. Second, social competence includes teamwork skills, providing exceptional customer service, organizational awareness, efficient communication, and fostering professional connections. Third, technical competency comprises the following tasks: managing finances, personnel, buildings and infrastructure, school-community relations, correspondence and record-keeping, student administration, curriculum administration, special services administration, and information and communication technology use. Fourth, managerial competency (specifically for the head of school management staff) includes the ability to support the management of national education standards, prepare work programs and reports, organize staff, develop staff, make decisions, create a conducive work climate, optimize resource utilization, develop staff, manage conflicts and compiling reports.

The school principal is one of the challenges in school governance because not all teachers are proficient in information technology, not all teachers are involved in



creating instructional materials and learning strategies, there are not enough facilities or infrastructure in the school, and student parents' financial constraints prevent them from supporting distance learning. The use of IT personnel and school operators, teacher aid and training, BOS funding, and the provision of facilities in the form of a free internet quota are the ways to address these issues and challenges (Noor & Rahmatllah, 2020). Education governance covers various aspects such as curriculum and learning, facilities and infrastructure as well as education financing.

### **Curriculum and Learning**

Curriculum management is the process of overseeing educational activities that call for certain tactics to maximize student learning outcomes. To ensure that the learning process proceeds smoothly and that educational objectives are met, curriculum management must be guided and include standards for students to meet (Herlyana & Afriansyah, 2019). The planning stage and the implementation stage are the phases that are managed in this curriculum. Implementing community government effectively requires a well-structured and targeted curriculum in schools.

### **Facilities and Infrastructure**

In general, the aim of managing educational facilities and infrastructure is to provide professional services in the field of educational facilities and infrastructure as part of the implementation of an effective and efficient educational process. Specifically, the targets are as follows:

1. Purchase infrastructure and educational facilities using a methodical, thorough planning and procurement process. Stated differently, the goal of managing educational buildings and infrastructure is to ensure that all of the equipment that schools receive is of the highest caliber, fits their demands, and has effective resources.
2. Try to utilize infrastructure and facilities accurately and effectively.
3. Make sure that all school staff members have access to the inventory at all times by maintaining the infrastructure and facilities of the institution.

### **Education Financing**

Management of education financing refers to the administration of all financial resources, including capital acquisition or collection efforts and educational program activities that either directly or indirectly support the delivery of education (Riski, 2019). Planning, implementation, and evaluation are the three roles of management, and Anwar (1991) defined education funding management as the same as financial management. The School Revenue and Expenditure Budget Plan and its evolution form the foundation of the governance that has been established in the funding of

education. At least two tasks are involved in school financial planning: creating a budget and a budget plan.

Though there are still challenges or inadequacies, governance is currently being implemented in the education sector with good results. But the school has put it into practice; for instance, curriculum management has been done so in compliance with relevant laws. Implementation of transparent governance in schools, namely achieving high-quality transparency, through direction-based governance. The direction of service quality alignment in schools is determined by the interaction between participation and direction. Moreover, accountability and direction are related in that all school components are held accountable for carrying out their assigned responsibilities.

Guidance-directed coordination is the form in which direction and coordination are related. Relationships between school administration and implementation take the shape of transparent governance and implementation of learning activities and programs. Participation and implementation are related in that participation must be carried out regularly. Moreover, there is an integrated approach to implementing accountability in the interaction between implementation and accountability. According to Dewi (2018), there is a relationship between implementation and coordination through proactive and fruitful coordination. If all activities in the school are running, both in the areas of curriculum, facilities infrastructure, and finances, such as the BOS funding program, which has been implemented by teachers, then the community governance of this school is categorized as good. The implementation of school community governance can be seen from current school activities. If the school's community governance is good, it can improve the quality of the school.

#### **D. Conclusion**

From the results and discussion of this article, it can be concluded that the educational process and its governance are very dependent on administration. In education, administration is not just a support, but also the main support for its implementation, especially in realizing orderly governance of education itself. Governance cannot be separated from the basic principles of good governance, namely transparency, participation, and accountability. The implementation of community governance in the education sector is seen in the sustainability of the curriculum, facilities, and infrastructure as well as education financing. The stages carried out in managing this curriculum are the planning stage and the implementation stage. Community governance can be implemented well if the school curriculum is structured and focused. Community governance in the field of facilities and infrastructure can be seen through a careful and comprehensive planning and procurement system, efficient use of facilities and infrastructure, and ensuring the maintenance of these facilities and infrastructure. The governance that

has been implemented in education financing is based on the School Revenue and Expenditure Budget Plan and the development of the School Revenue and Expenditure Budget Plan School financial planning includes at least two activities, namely preparing a budget and developing a school budget plan.

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