

The Role of the School Principal in Realizing Good School Governance at SDN 007 Mamahak Besar, Mahakam Ulu Regency: A Policy Implementation Study of Permendikdasmen No. 7 of 2025

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ABSTRACT

Objective: This study aimed to analyze the principal's role in implementing Good School Governance (GSG) and identify its supporting and inhibiting factors following the implementation of the Regulation of the Minister of Primary and Secondary Education No. 7 of 2025. **Method:** Employing a descriptive qualitative design at SDN 007 Mamahak Besar in Mahakam Ulu Regency, data were gathered through in-depth interviews, field observations, and document analysis involving the principal, teachers, parents, committee members, and supervisors, and analyzed through data reduction, data display, and conclusion drawing. **Result:** The findings indicate that the principal effectively executes multidimensional roles—as a leader, manager, facilitator, supervisor, decision-maker, and community liaison—enhancing GSG through operational transparency, budget accountability, stakeholder participation, resource efficiency, and responsiveness, although full implementation remains constrained by severe geographical isolation, limited infrastructure, unstable internet connectivity, and administrative weaknesses. **Novelty:** This study provides unique empirical evidence on how the newly enacted 2025 national leadership regulation is operationalized within a remote and resource-constrained elementary school setting (3T region), bridging the critical gap between centralized education governance policies and the contextual realities of rural educational institutions.

INTRODUCTION

Education is a strategic instrument for developing high-quality human resources and serves as a fundamental foundation for national progress. Through the delivery of quality education, a nation can enhance the intellectual capacity, character, skills, and competitiveness of its society, thereby enabling it to address the challenges of scientific and technological advancement as well as continuously evolving social dynamics [1], [2]. In the Indonesian context, this objective is explicitly stated in Law Number 20 of 2003 on the National Education System, which posits that education aims to develop the potential of learners to become individuals who possess faith, noble character, competence, creativity, independence, democracy, and responsibility. Consequently, improving educational quality depends not only on the quality of the learning process but also on the effectiveness of school governance as a public organization providing services to the community.

As public organizations, schools are required to implement a management system that is professional, transparent, accountable, participatory, effective, and responsive to stakeholder needs. Sound school management serves as a critical prerequisite for delivering quality educational services, as it determines the effectiveness of resource utilization, school program execution, and the creation of a conducive learning

environment [3], [4]. From a public administration perspective, school governance extends beyond mere administrative aspects; it reflects how effectively a school builds public trust through open, responsible, and service-quality-oriented organizational management.

The implementation of Good School Governance (GSG) cannot be separated from the leadership of the school principal as the primary actor in educational delivery. Principals occupy a strategic position as educational leaders responsible for directing school policies, managing resources, cultivating organizational culture, conducting academic supervision, and fostering partnerships with teachers, school committees, parents, and the community[3], [5]. This role has been further reinforced by the Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia (*Permendikdasmen*) Number 7 of 2025 concerning the Assignment of Teachers as School Principals, which positions principals as instructional leaders and educational organization managers directly accountable for improving educational service quality.

The concept of Good School Governance represents an adaptation of good governance principles within the educational sector, emphasizing transparency, accountability, participation, effectiveness, efficiency, and responsiveness in school management [6], [7]. Applying these principles is believed to foster more professional school governance, enhance educational service quality, strengthen stakeholder collaboration, and build public trust in educational institutions. Thus, the successful implementation of Good School Governance heavily relies on the principal's ability to execute leadership functions effectively and adaptively in response to organizational needs.

Nonetheless, implementing Good School Governance across various educational units continues to face numerous challenges. Several schools still exhibit weak transparency in program and budget management, low stakeholder participation in decision-making processes, and suboptimal accountability in executing educational programs. These conditions undermine organizational effectiveness and potentially hinder the improvement of educational service quality [6], [8]. Such issues become increasingly complex in remote schools, where leaders confront limited infrastructure, restricted access to information, inadequate resource support, and challenging geographical conditions.

These challenges are similarly observed at SDN 007 Mamahak Besar in Mahakam Ulu Regency, located in the hinterland of East Kalimantan Province. Based on preliminary observations in this study, several obstacles in school governance remain evident, including suboptimal organizational coordination, limited administrative capacity, incomplete academic supervision, low stakeholder participation, and inadequate educational support facilities. The geographically isolated environment presents unique challenges for the principal in implementing Good School Governance principles. This situation highlights that the successful adoption of good governance is driven not only by existing regulations but also by the principal's capacity to translate policy into leadership practices tailored to the school's unique characteristics.

While numerous prior studies have examined school leadership and the implementation of Good School Governance, most have addressed these two dimensions separately, focusing either on leadership effectiveness or general school governance implementation. Empirical studies specifically analyzing the role of school principals in fostering Good School Governance through the implementation of *Permendikdasmen* Number 7 of 2025—particularly in remote primary schools like those in Mahakam Ulu Regency—remain relatively limited. Yet, remote geographical contexts present distinct challenges compared to urban settings, necessitating a more contextualized approach to leadership and governance.

To address this gap, this study aims to describe and analyze the role of the school principal in realizing Good School Governance at SDN 007 Mamahak Besar, Mahakam Ulu Regency, through the implementation of *Permendikdasmen* Number 7 of 2025 concerning the Assignment of Teachers as School Principals, while also identifying the enabling and inhibiting factors in its execution. This study is expected to offer empirical contributions to the field of public administration regarding educational leadership and provide actionable insights for improving school governance, particularly in remote primary education units.

RESEARCH METHOD

This study employed a descriptive qualitative approach to examine in depth the leadership role of the school principal in realizing Good School Governance through the implementation of the Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia (*Permendikdasmen*) Number 7 of 2025 concerning the Assignment of Teachers as School Principals. This approach was chosen as it enables the researcher to understand leadership phenomena based on the experiences, perceptions, and practices of key actors within a naturalistic context [9]. The research was conducted at SDN 007 Mamahak Besar, Mahakam Ulu Regency, East Kalimantan. The research focus encompasses the core principles of Good School Governance, namely transparency, accountability, participation, effectiveness, efficiency, and responsiveness.

Research informants were selected using a purposive sampling technique, which involves selecting informants who are deemed to possess the deepest understanding of the phenomenon under study [10]. The informants comprised one school principal, five teachers, two administrative staff members, one school treasurer, two school committee members, two parents of students, two students, and one school supervisor. Data were collected through semi-structured interviews, non-participant observations, and documentary analysis of planning documents, financial reports, meeting minutes, school programs, and other relevant supporting documentation.

Data analysis was conducted interactively through the stages of data condensation, data display, and conclusion drawing and verification [11]. To ensure data trustworthiness, the study established credibility, transferability, dependability, and confirmability using source triangulation, technical triangulation, member checking, persistent observation, thick description, and research process audits [12].

RESULTS AND DISCUSSION

1. The Role of the School Principal in the Context of Good School Governance

Based on the synthesis of research findings, the role of the school principal within the framework of Good School Governance is analyzed through core indicators reflecting the fundamental principles of educational management, including transparency, accountability, participation, effectiveness, efficiency, responsiveness, and equity in educational delivery.

1.1 Implementation of Transparency in Realizing Good School Governance

Table 1. Findings on Transparency Aspects in School Governance

Transparency Aspect	Main Findings	Empirical Evidence
School Program Information Disclosure	Information regarding school programs and activities is communicated to teachers, administrative staff, the school committee, and parents via meetings, direct communication, notification letters, announcement boards, and WhatsApp groups.	Principal interviews, observation
Budgetary Management Transparency	Budget formulation and utilization are discussed jointly by the principal, treasurer, and teachers, and subsequently presented to the school committee in meeting forums.	Principal and treasurer interviews, documentation
Information Dissemination Mechanism	Information dissemination is adapted to geographical conditions and limited internet connectivity, making direct communication the primary medium.	Principal and administrative staff interviews
Documentation of Information Disclosure	The school has established an information dissemination mechanism; however, public disclosure to the broader community and documentation of transparent practices remain limited.	Observation, documentation, interviews

Source: Results of research data analysis (2026).

Research findings indicate that the principle of transparency has been implemented through the open disclosure of information regarding school programs, educational activities, and budgetary management to teachers, administrative staff, the school committee, and parents. Information dissemination is conducted through meetings, direct communication, official notification letters, announcement boards, and WhatsApp groups, with face-to-face communication serving as the primary medium due to limited internet connectivity in the school area.

Budgetary transparency is demonstrated through joint discussions on fund allocation plans involving the treasurer and teachers prior to their presentation to the school committee. This mechanism provides stakeholders with the opportunity to understand budgetary priorities while offering input regarding school needs. Furthermore, observation and documentation results reveal that administrative staff

support information disclosure through administrative management, drafting of official correspondence, and the distribution of information to the school community.

Nevertheless, the implementation of transparency remains sub-optimal. Information disclosure regarding budget utilization is still dominated by internal school forums, whereas broader public disclosure and systematic documentation of transparent practices – such as formal financial reports and meeting minutes – remain limited. These findings suggest that while transparency has become an integral component of school governance, further reinforcement is required in terms of public information dissemination and administrative documentation.

1.2 Implementation of Accountability in Realizing Good School Governance

Table 2. Synthesis of Research Findings on Accountability Implementation at SDN 007 Mamahak Besar

Accountability Aspect	Main Findings	Empirical Evidence
Program Accountability	Every program is planned, executed, documented, and concluded with a formal accountability report.	Principal interviews, documentation
Financial Management Accountability	Financial management strictly adheres to the RKAS, is supported by transaction receipts, undergoes verification, and is compiled into fund realization reports.	Treasurer interviews, documentation
Administrative Accountability	School administrative documents, archives, meeting minutes, activity reports, and institutional data are managed as evidence of institutional accountability.	Administrative staff interviews, documentation
Stakeholder Accountability	Program accountability is delivered to teachers, the school committee, and the education office through evaluation meetings and coordination forums.	Principal and committee interviews
Accountability Constraints	Report documentation is not fully organized, several documents suffer from delayed collection, and program evaluation is not yet systematically data-driven.	Treasurer, committee, and administrative staff interviews

Source: Results of research data analysis (2026).

Research findings indicate that the implementation of the accountability principle at SDN 007 Mamahak Besar is realized through accountability mechanisms governing program execution, financial management, school administration, and reporting to various stakeholders. Based on interviews with the school principal, every school activity originates with planning, is executed in accordance with established programs, is supported by empirical evidence of execution, and concludes with the compilation of a formal accountability report. Additionally, the principal conducts teacher supervision,

school program evaluations, and coordination with the school committee and the education office as part of the oversight mechanism in school administration.

Accountability is also reflected in school financial management. Interviews with the school treasurer reveal that all budgetary utilization adheres to the School Activity Plan and Budget (*Rencana Kegiatan dan Anggaran Sekolah / RKAS*). Every financial transaction is recorded and substantiated by supporting documentation, including general cash books, subsidiary cash books, bank subsidiary ledgers, tax subsidiary ledgers, receipts, invoices, bills, purchasing lists, official minutes, and fund realization reports. Prior to being compiled into a final accountability report, all expenditure evidence undergo verification to align the activity plan, budget realization, procured items, and transaction receipts.

Regarding the administrative dimension, accountability is reinforced through archive and document management conducted by administrative staff. Managed documents comprise student data, teacher records, incoming and outgoing correspondence, attendance rosters, meeting minutes, activity reports, event documentation, RKAS, fund usage reports, classroom administrative records, and mailing archives. The availability of these records serves as administrative evidence supporting the principal's accountability for program execution and school governance.

School accountability is further communicated to the school committee through evaluation meetings, activity report presentations, general budget usage reports, and coordination forums discussing program achievements, operational constraints, and follow-up plans. The school committee noted that accountability mechanisms function through direct communication and formal forums; however, report documentation remains predominantly oral, highlighting the need for reinforcement through more systematic and easily archivable written reports.

Although accountability implementation has been operationalized, the study identified several areas requiring further enhancement. Identified constraints include delays in collecting transaction receipts, inconsistent document archiving, high-precision demands in report preparation, and a program evaluation system that is not yet fully data-driven. Cross-informant findings demonstrate that administrative reinforcement, archive digitization, and more structured report writing are imperative to elevate the quality of accountability in school governance.

1.3 Implementation of Participation in Realizing Good School Governance

Table 3. Synthesis of Research Findings on Participation Implementation at SDN 007 Mamahak Besar

Participation Aspect	Main Findings	Empirical Evidence
Teacher Involvement	Teachers are actively involved in school program formulation, decision-making, as well as the execution and evaluation of school activities.	Principal and teacher interviews

Role of the School Committee	The school committee participates by providing input, policy considerations, and supporting the implementation of school programs.	School committee interviews
Parental Engagement	Parents participate through continuous communication with the school, attendance at meetings, and supporting student learning activities.	Parent interviews
Stakeholder Collaboration	The school establishes collaborative synergies with school supervisors and the community to support educational delivery.	Supervisor interviews, documentation
Participatory Communication Formats	Participation is facilitated through meetings, discussions, coordination, and informal communication between the principal and the school community.	Interviews, observation

Source: Results of research data analysis (2026).

Research findings indicate that the principle of participation has been implemented through the active engagement of various stakeholders in school governance. Teachers participate in program formulation, activity implementation, and school evaluation through meetings and coordination forums led by the school principal. Furthermore, the principal provides opportunities for teachers to voice ideas, inputs, and solutions regarding various challenges faced by the school.

The school committee contributes by providing advisory input on school programs and supporting the execution of activities aligned with school needs. On the other hand, parents participate through continuous communication with the school, attendance at meetings, and support for both learning activities and student development. Collaborative synergy is also established with the school supervisor, who provides guidance and strategic input for school program implementation.

Overall, the research findings demonstrate that stakeholder participation has become an integral component of school governance. This involvement is sustained through both formal and informal communication mechanisms, thereby supporting the collaborative execution of school programs.

1.4 Implementation of Effectiveness and Efficiency in Realizing Good School Governance

Table 4. Synthesis of Research Findings on Effectiveness and Efficiency Implementation at SDN 007 Mamahak Besar

Effectiveness and Efficiency Aspect	Main Findings	Empirical Evidence
Program Planning	School programs are formulated based on priority needs and contextualized to school conditions.	Principal interviews, documentation

Resource Utilization	Teachers, administrative staff, facilities, and budgetary funds are utilized in accordance with assigned duties and program requirements.	Teacher and administrative staff interviews
Program Execution	School programs are executed according to schedule, with periodic evaluations conducted to ensure goal attainment.	Principal interviews, observation
Budget Management Efficiency	Budgetary utilization strictly adheres to the RKAS while prioritizing urgency and organizational needs.	Treasurer interviews, documentation
Execution Constraints	Limitations in infrastructure, transport accessibility, and internet connectivity pose challenges to optimizing program execution.	Interviews, observation

Source: Results of research data analysis (2026).

Research findings indicate that the principles of effectiveness and efficiency are implemented through the formulation of school programs based on identified needs and priority scales. The school principal coordinates program implementation by delegating tasks to teachers and administrative staff according to their respective competencies, ensuring that every activity is executed in a targeted manner to support the attainment of school goals.

Regarding resource management, the school optimizes the utilization of available budgets, infrastructure, and human resources in accordance with existing conditions. The allocation of school funds strictly adheres to the RKAS and is directed toward activities that foster learning quality enhancement and institutional development. Periodic evaluations of program implementation are conducted to assess goal attainment levels while serving as a basis for continuous improvement in subsequent periods.

Nevertheless, the study reveals that program implementation effectiveness remains impacted by the school's geographical conditions, infrastructure constraints, and unstable internet connectivity. While these factors pose operational challenges to certain programs, the school strives to optimize its existing resources to ensure that activities proceed in alignment with planned targets.

1.5 Implementation of Responsiveness in Realizing Good School Governance

Table 5. Synthesis of Research Findings on Responsiveness Implementation at SDN 007 Mamahak Besar

Responsiveness Aspect	Main Findings	Empirical Evidence
Response to Complaints and Aspirations	The principal opens communication channels for teachers, students, parents, and the committee via meetings and direct interaction to accommodate complaints, needs, and aspirations.	Principal, teacher, committee, and parent interviews

Resolution of Learning and Discipline Issues	Instructional issues are addressed through teacher coaching and evaluation, whereas student discipline matters are resolved via student counseling and communication with parents.	Principal, teacher, parent, and student interviews
Response to Administrative and School Service Needs	Administrative staff deliver services to teachers, students, and parents, while escalating issues requiring policy decisions to the principal.	Administrative staff interviews
Response to Infrastructure and Funding Needs	Urgent needs are prioritized based on urgency, budget availability, and alignment with the RKAS. Unmet needs are coordinated with the school committee and education office.	Treasurer and principal interviews
Responsiveness Constraints	Follow-up actions on infrastructure needs cannot always be delivered promptly due to budget and facility constraints, alongside the lack of a systematic complaint tracking system.	Interviews, observation, documentation

Research findings indicate that the principal's responsiveness is demonstrated through openness in accommodating complaints, needs, and aspirations from teachers, students, parents, the school committee, and administrative staff. Aspirations are voiced through formal meetings, direct communication, and informal coordination. Issues related to learning are addressed through teacher coaching and instructional evaluation, whereas student discipline matters are resolved via student counseling and communication with parents. Regarding infrastructure and financial requirements, the school establishes priority scales based on urgency and budget availability, while coordinating with the school committee or the education office when needs cannot be immediately satisfied internally. Furthermore, administrative staff support school responsiveness by delivering administrative services to the school community and escalating administrative grievances to the principal for further action.

Nevertheless, the study reveals that responsiveness to infrastructure needs cannot always be delivered promptly due to budgetary constraints and facility limitations. Additionally, follow-up actions on grievances are still predominantly handled through direct verbal communication and are not yet supported by an adequate documentation system. Consequently, complaint logging, tracking follow-up progress, and evaluating grievance resolution still require further systemic reinforcement.

2. Supporting and Inhibiting Factors

Table 6. Synthesis of Enabling Factors in Good School Governance Implementation

Enabling Factors	Empirical Findings
Principal Commitment and Leadership	The principal demonstrates commitment to coordinating school programs, fostering communication with the school community, and driving Good School Governance principles.

Stakeholder Collaboration	Teachers, administrative staff, the treasurer, the school committee, and parents actively participate in program planning, execution, and evaluation.
Support from School Committee and Supervisors	The school committee provides policy considerations, while supervisors conduct periodic coaching and academic supervision.
Transparent Communication	Coordination is maintained through meetings, direct communication, and messaging channels, accelerating information flow and problem resolution.

Table 7. Synthesis of Inhibiting Factors in Good School Governance Implementation

Inhibiting Factors	Empirical Findings
Infrastructure Constraints	Several learning and administrative support facilities remain inadequate, thereby impacting program execution.
Geographical Conditions	The school's remote geographical location restricts transport accessibility and the distribution of educational services.
Limited Internet Connectivity	Unstable internet access hinders online communication, digital-based administration, and school reporting.
Administration and Documentation	Archive management and the documentation of activity outcomes and follow-ups still require systematic reinforcement.

Research findings indicate that the implementation of Good School Governance at SDN 007 Mamahak Besar is supported by the principal's commitment to coordinating school administration, fostering open communication, and involving teachers, administrative staff, the school committee, parents, and school supervisors in various school programs. Inter-stakeholder collaboration serves as a critical driver reinforcing the principles of transparency, accountability, participation, effectiveness, efficiency, and responsiveness. Furthermore, the support provided by the school committee and supervisors through constructive input, supervision, and ongoing coordination contributes significantly to enhancing school governance.

Conversely, the study also identified several inhibiting factors. Infrastructure constraints, the school's isolated geographical location in a remote region, and unstable internet connectivity pose notable obstacles to program execution and educational service delivery. Additionally, administrative management and activity documentation still require systematic reinforcement to ensure that reporting, evaluation, and follow-up processes are conducted more structuredly. Nevertheless, the school continuously strives to mitigate these challenges through coordination with the school committee, supervisors, and the education office while optimizing available organizational resources.

The research findings indicate that the implementation of Good School Governance at SDN 007 Mamahak Besar manifests through the application of five core governance principles: transparency, accountability, participation, effectiveness and efficiency, and

responsiveness—all integrated into the principal's leadership practice. These findings demonstrate that the principal operates not merely as an administrative functionary, but as a leader who coordinates resources, builds open communication, and fosters a collaborative work culture. Consequently, the realization of Good School Governance in this study emerges from leadership capable of continuously integrating managerial functions, academic supervision, and stakeholder empowerment. This outcome aligns with the Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia (*Permendikdasmen*) Number 7 of 2025, which underscores the principal's strategic role as an instructional leader, manager, supervisor, and cultivator of school quality culture. Furthermore, this finding reinforces [13] perspective that effective school leadership is determined by the principal's ability to synthesize leadership, management, and organizational development within educational institutions.

The operationalization of transparency, accountability, and participation in this study demonstrates that school governance is built upon open information disclosure, clear accountability mechanisms, and active stakeholder engagement. Transparency is realized through the open dissemination of information regarding school programs and budgetary management to teachers, the school committee, and parents. Accountability is reflected in the compilation of activity reports, administrative management, and financial reporting compliance in accordance with prevailing regulations. Meanwhile, participation is evidenced by the active involvement of teachers, the school committee, supervisors, and parents across the planning, execution, and evaluation phases of school programs. These findings corroborate the foundational principles of good governance articulated by the UNDP [14], which posits that transparency, accountability, and participation constitute the cornerstone of effective public sector management. The results also align with Hallinger's [15] empirical work, showing that effective school leadership is cultivated through collaboration, openness, and participatory decision-making, thereby elevating the overall quality of school governance.

Additionally, this study reveals that effectiveness, efficiency, and responsiveness are driven not solely by resource availability, but crucially by the principal's capacity to optimize existing organizational assets. Despite facing severe infrastructure constraints, unstable internet connectivity, and geographic isolation, the principal successfully established priority scales, delegated tasks according to the competencies of teachers and administrative staff, and conducted periodic program evaluations. The principal's responsiveness is further reflected in their ability to address the needs of teachers, students, parents, and administrative staff through direct communication, coaching, coordination, and prompt problem resolution within their authority. These empirical insights reinforce the views of [16], who emphasize that adaptive school leadership plays a vital role in enhancing organizational capacity through effective resource management and a swift responsiveness to changing needs within the school community.

The enabling factors for Good School Governance implementation identified in this research comprise the principal's leadership commitment, inter-stakeholder collaboration, support from the school committee and supervisors, and transparent

communication. These four elements complement one another in establishing a participatory and accountable governance framework. The principal's commitment serves as the primary catalyst driving program coordination, task allocation, and broad stakeholder involvement in decision-making processes. On the other hand, support from the school committee and supervisors reinforces oversight functions while providing strategic input into program execution. These findings indicate that successful Good School Governance relies not only on individual leadership capacity but also on the depth and quality of stakeholder collaboration. This aligns with scholarship affirming that collaborative leadership enhances governance effectiveness by distributing responsibilities and strengthening organizational culture [17].

Alongside these enabling factors, the study identified several critical inhibiting factors. Infrastructure limitations, geographic isolation in a remote area, unstable internet connection, and administrative management that still requires systematic reinforcement pose ongoing obstacles to school administration. These conditions prevent certain programs from operating at peak capacity, particularly initiatives dependent on administrative digitization, public information disclosure, and external stakeholder coordination. These findings highlight that the successful adoption of Good School Governance is governed not only by internal school dynamics, but also by external environmental support and broader government policy. Thus, building leadership capacity must be paralleled by the provision of educational infrastructure, equitable access to information technology, and the strengthening of school administrative systems to enable effective governance, especially in remote educational units.

Overall, this study offers an empirical contribution demonstrating that the implementation of Good School Governance in primary schools cannot be understood as the isolated execution of discrete governance principles. Rather, it operates as an interconnected system heavily moderated by the quality of school leadership. The integration of transparency, accountability, participation, effectiveness, efficiency, and responsiveness allows schools to build governance structures that are more adaptive to stakeholder needs and educational policy imperatives. These findings extend the literature on Good School Governance by illustrating that in the context of remote primary schools, the principal serves as a vital bridge connecting policy mandates, resource allocation, and stakeholder collaboration. Therefore, these findings provide a valuable baseline for local governments and educational institutions to formulate contextualized strategies for strengthening school leadership and educational governance.

CONCLUSION

Fundamental Finding : The successful implementation of school governance is supported by the principal's commitment, inter-stakeholder collaboration, active support from the school committee and supervisors, and transparent communication. Conversely, infrastructure constraints, remote geographical conditions, suboptimal internet access, and administrative management limitations serve as the primary factors

inhibiting its execution. **Implication** : These findings emphasize that strengthening Good School Governance relies not solely on the principal's leadership capacity, but also requires policy support, infrastructure provision, and enhanced stakeholder collaboration. Consequently, this study serves as a strategic reference for local governments, education offices, and educational units in improving school governance quality, particularly in remote primary schools. **Limitation** : This research is limited to a single primary school using a qualitative approach; thus, the findings cannot be generalized to other school contexts with differing characteristics. Additionally, this study focuses on the perspectives of internal and external school stakeholders without quantitatively measuring the direct relationship between principal leadership and the level of Good School Governance implementation. **Future Research** : Therefore, future research is recommended to involve a larger sample of schools across diverse geographical settings, employ a mixed-methods or quantitative approach to test the influence of principal leadership on Good School Governance implementation, and explore the roles of digital transformation, organizational culture, and educational policies in fostering adaptive and sustainable school governance.

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