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Educational Governance: A Literature Review

Tata Kelola Pendidikan: Sebuah Tinjauan Literatur

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Abstract

Educational governance encompasses the institutional structures and operational dynamics through which educational systems assign responsibilities, formulate objectives and strategies, and implement policies and programs. This study aims to conceptualize governance with a specific focus on its application in the educational context. Employing a qualitative and interpretive research approach, the study draws on a comprehensive review of existing literature, particularly scholarly works on educational governance. The paper examines the foundational definitions and theoretical underpinnings of governance and educational governance. The findings suggest that governance within educational institutions constitutes the rational and lawful exercise of administrative authority and decision-making, governed by legal frameworks, standards, and rules that define the relationship between institutional leadership and stakeholders. The study concludes by recommending the integration of educational governance as a core component in the training programs for school directors, emphasizing its role in fostering institutional development and promoting good governance practices within schools.

Keywords: governance; educational governance; good governance; literature review

Abstrak

Tata kelola pendidikan mencakup struktur kelembagaan dan dinamika operasional yang memungkinkan sistem pendidikan untuk mendistribusikan tanggung jawab, merumuskan tujuan dan strategi, serta melaksanakan kebijakan dan program. Studi ini bertujuan untuk mengonseptualisasikan tata kelola, dengan fokus khusus pada penerapannya dalam konteks pendidikan. Dengan menggunakan pendekatan penelitian kualitatif dan interpretatif, kajian ini mengacu pada tinjauan literatur yang komprehensif, terutama terhadap karya-karya ilmiah mengenai tata kelola pendidikan. Artikel ini mengkaji definisi dasar serta landasan teoretis dari konsep tata kelola dan tata kelola pendidikan. Temuan menunjukkan bahwa tata kelola dalam lembaga pendidikan merupakan bentuk pelaksanaan kewenangan administratif dan pengambilan keputusan yang rasional dan sesuai hukum, yang diatur oleh kerangka hukum, standar, dan aturan yang menetapkan hubungan antara kepemimpinan institusi dan para pemangku kepentingan. Studi ini menyimpulkan dengan merekomendasikan integrasi tata kelola pendidikan sebagai komponen utama dalam program pelatihan bagi para

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kepala sekolah, dengan penekanan pada perannya dalam mendorong pengembangan institusional dan penerapan praktik tata kelola yang baik di lingkungan sekolah.

Kata kunci: tata kelola; tata kelola pendidikan; tata kelola yang baik; tinjauan literatur

Introduction

Education is undoubtedly a valuable resource for any country. It is especially important for developing countries and those hoping to break free from the cycle of violence and despotism that plagues much of Africa's painful transition to independence, as well as violent attempts to forge a common identity. Sudan's educational system has a history that reflects the country's identity as well as decades of conflict and government rule. Unfortunately, this history is also characterized by missed opportunities, inequitable policies, and a self-perpetuating tendency to use higher education as a substitute for genuine political processes (Bishai, 2008). One of the most prominent concepts raised at the academic level of management is governance (Hussen & Onia, 2024).

Governance has become an integrated framework of pillars and standards that aims to be adopted to create an institution that enhances transparency, accountability, and participation, as well as the distribution of tasks and responsibilities among administrative bodies legally responsible for managing the institution is balanced, with a role for stakeholders (beneficiaries) in the administrative process (Al-Qasim & Abu Bishara, 2019). It includes the transition from government administration in its traditional sense to a new situation that integrates societal forces such as the private sector, civil society organizations, and governance (Kentab, 2018).

According to Gawdat (2008), it is a comprehensive system that balances indicators of control techniques and measures of effective management performance to ensure that no internal or external party negatively impacts the institution's operations and that the best use of the resources available serves the interests of all parties equally. According to Ghader (2012), it is a collection of protocols and procedures that control and direct organizations, creating a framework that ensures the allocation of rights and responsibilities among shareholders, the board of directors, stakeholders, and other contributors. The structure and procedures of formal and informal decision-making

groups, as well as the interactions within and between these groups and individuals, are all included in governance (Jaradat, N., 2013).

A literature review shows that effective governance is a fundamental element in ensuring sustainability and quality of education, especially in the era of global competition. Governance principles such as transparency, accountability, and participation can create more adaptive institutions responsive to changing demands (Hussen & Onia, 2024). According to Lee (2022), transparency allows institutions to build trust between internal and external stakeholders, thus creating a more productive working environment. On the other hand, accountability provides a clear framework for assessing program success and ensuring collective responsibility. Zheng et al. (2022) assert that accountability in performance evaluation improves operational efficiency and becomes a strategic tool to strengthen collaboration between individuals within the institution. However, the literature notes that these principles are often only formally adopted without real implementation integrated into organizational structure and culture, particularly in education context.

As a result, this paper is deemed necessary for use in an educational setting. This study aims to pave the way for further research into educational governance. As a result, the purpose of this paper was to define the concept of governance, specifically educational governance.

Research Methods

The research methodology used in this study was qualitative and interpretive, with a review of a few chosen papers. The selected papers are gathered through extensive literature review from academic papers representing an output of previous studies conducted by various researches concerning governance applications in education institutions. The information used in this paper was collected from earlier research, papers, and studies on governance applications, particularly those pertaining to educational institutions. Relevant websites on the Internet, such as scientific publications, periodicals, studies, and scientific research, have published these studies. Based on theoretical research, data analysis for this paper is carried out using certain components gathered from governance applications in educational institutions, such as

the concept of governance and educational governance, the specifics of which are covered below.

Results and Discussion

The Concept of Governance

The term "governance" dates back at least to the fourteenth century and has evolved to encompass a wide range of meanings, including the act or methods of governing offices or power. The term "governance" was previously used in a broad sense of government, but it is no longer appropriate in today's world because governance entails more than simply upholding the rule of law. To put it another way, it is a participatory system where those elected to represent the people are driven to do their best to address the issues facing the populace and improve the quality, satisfaction, and enjoyment of their lives. Therefore, "governance" can simply mean using administrative, political, and economic power to run a nation's affairs. Governance encompasses all of the good and bad ways societies distribute power and manage public resources, i.e., governance is how power is wielded (Mehraj & Shamin, 2020).

Governance has become a significant agenda item in both developed and developing countries as a consequence of the direct and indirect influence of globalization. A new facet of governance has emerged with the development of information and communication technology (ICT), and the concept of "e-governance" has emerged. ICTs are evolving faster than ever before, facilitating development and good governance. All advanced countries, in general, and developing countries in particular, accept it as a powerful solution for the delivery of services and associate it with good governance (Salam, 2013).

Governance, according to Gawdat (2008), is a comprehensive system that compromises indicators of control techniques and measures of effective management performance that stop any internal or external party from negatively affecting the institution's operations and thereby ensuring the optimal use of the available resources to serve all parties interests evenly. Governance covers the structure and processes of decision-making groups, both formal and informal, and hence the relationships within and between these groups and individuals (Jaradat, N., 2013).

Adesida (2001), holds that governance has two components: political and economic; the political aspect is concerned with how a country is governed, and interact with one another. Governance is concerned with how power is exercised, how open the political process is in terms of how decisions are made, and how much influence citizens have in decision-making and decision-making processes, as well as the management of public affairs. The economy is another aspect of governance that focuses on how societal resources are managed (public sector management) and the role of government in the socioeconomic development process; it provides the context for corporate governance by constructing the laws that govern the formation of corporations and the regulatory system for the conduct of corporate affairs.

Mehraj and Shamim (2020) define governance as the process of governing, which includes interactions between various formal and informal institutions, as well as attempting to influence policies and decisions that affect public life. The success of governance depends on the government's reinvention and the revitalization of non-governmental sectors with a social purpose.

In addition to good governance, other formal and informal institutions, a public-private interface, legal and regulatory reforms, decentralization of economic functions, and community empowerment must all be included in the definition of governance as it relates to long-term human development. In order to facilitate good governance, non-governmental organizations (NGOs), the private sector, and the government particularly community-based organizations, should work collaboratively and coordinate

Idowu, (2020) argues that governance remains a major and critical issue on the continent. Good governance governs state affairs and sets the pace for citizens and capital development even though, the continent broke free from the influence of colonialism several decades ago, it has yet to chart a path for an absolute and functioning governance system of its own.

Educational Governance

Governance in educational institutions is the rational exercise of administrative powers over education and the decision-making process by relying on laws, standards,

and rule which determines the relationship between the management of the institution on the one hand and stakeholders on the other (Lewis & Gelander, 2009). The practice of Good governance in educational settings encourages the efficient delivery of educational services and expands the value of public education. It also aids in the reduction of inequalities in educational provision when properly targeted. Besides this, good educational governance could prevent corruption, which is a natural consequence of poor governance and directly impacts the education sector's performance (Lewis and Gelander, 2009).

Educational governance is the process by which decisions are made in educational systems. It refers to the institutions and dynamics that allow educational systems to assign duties and responsibilities, establish goals and designs, and carry out educational policies and programmes. Many countries are working to ensure effective education policy planning, implementation, and delivery in today's increasingly complex social environments (Burns & Köster, 2016).

According to Quan (2019), educational governance is the process of common management of educational public matters, and it represents a new type of democratic type. It's a significant strategy for moving forward. He also argues that the primary objective of education governance is "good governance," and the long-term objective is "good education," or the development of an effective, equal, free, and organised educational pattern.

The governance of higher education institutions covers many areas, including human resource management, funding, education quality, assurance internationalization, academic and scientific planning (Delgado, 2012). Education is becoming more complex as more information about student achievement and schools becomes publicly available, requiring education policy and practice to be evidence-based rather than based solely on traditional practices (Burns and Köster, 2016). Many large-scale social and economic changes, such as the emergence of low-skill jobs due to advances in technology, greater expectations due to greater accessibility to higher education, student population decline due to demographic changes, or greater interdependence and worldwide movement of people, are also creating new challenges that necessitate new governance frameworks and processes (Burns and Köster, 2016).

Bourne and Peterkin (2017) argue that governments are increasingly challenged to fund higher education institutions due to declining resources and increased responsibilities. Good governance in higher education institutions has been regarded as essential in achieving sustainable development, as one of its missions is to promote research that could reveal good findings for the community. Therefore, higher education leaders should work in an open system within the context of the society or culture in charge of it, with ultimate responsibility for the society, and the objectives must be aligned with the demands of the larger social context.

According to Shin and Jones (2022), governance has become a popular and well-studied concept in higher education due to its broad definition, which includes relationships between institutions and the state, the development of system-level policies, the influence of external stakeholders, and institutional decision-making arrangements and structures. As a result, the concept is understood to encompass multiple levels of power and authority, as well as numerous agents and actors. It is increasingly used as a catch-all term for analyzing major policy changes and reforms in higher education, such as funding, quality assurance, and accountability.

Although higher education institutions have specific goals to achieve, the methods and caliber of these goals can vary based on the socioeconomic standing of the nation and its educational regulations. The modern university, according to stakeholders in higher education, can be "compared to a three-legged stool, with each leg representing one of three missions: teaching, research, and a third mission." The university's engagement with societal needs or its contribution to socioeconomic development is the focus of this third mission (Rubens et al., 2017).

The concern about higher education quality has emerged as a significant global trend that has attracted the interest of various stakeholders and stakeholders of the higher education system, including policymakers, higher education institution management, accrediting organisations, the government and its funding agencies, faculty and staff members,families, employers, and students. This is primarily because of the increased awareness on a global scale of the potentially crucial role that high-quality education may play in processes of development (Siegfried et al., 2007).

Since universities are far more complex than businesses, good governance is especially crucial in this sector. To manage relationships among these stakeholders and maintain sustainability, higher education governance necessitates providing a framework for a vastly diverse group of stakeholders. Good governance also informs and promotes decision-making processes, enabling educational institutions to thrive and grow, and allowing universities to be sustainable in the long-term (Rathod, 2020).

Although they are a relatively new idea, systematic approaches to guaranteeing and enhancing the quality of Sudan's educational system have lately emerged as one of the most talked-about subjects among higher education policymakers (Abdalla, 2016). Higher education policymakers have acknowledged the need to alter educational procedures and have created a framework for quality assurance that all Sudanese colleges and universities can use to greatly raise educational standards. The need for such a framework has been fueled by a number of internal and external factors, such as growth in enrollment, a decrease in public funding, increased competition among universities, a concentration of accountability among stakeholders, the emergence of alternative higher education providers, and the complexity of knowledge (Abdalla, 2016). Students have become key participants in the shared governance concept and, as a result, in higher education institution decision-making, students are the institutional clients and the institution's focus (Borg, 2019).

Educational governance for the Twenty-First Century, according to Manna and McGuinn (2013), comprehensively evaluates the strengths and weaknesses of what remains of the old in education governance, examines how traditional governance forms have evolved and indicates how regulating arrangements might be further altered in order to achieve better educational outcomes. The digital era has significantly contributed to the demand for new paradigms in higher education institutions by giving rise to new platforms for conducting business using technological tools, which explains the emergence of distance learning in higher education institutions. As a result, e-governance implementation is regarded as critical in the education sector. Risteska, Mickovska, and Kraja (2010) consider that good educational governance should be included as a module in school director training that supports promoting educational development by implementing good governance in the schools. This supports a study

conducted by Al Khalifa in (2022), which aims to identify the level of application of faculty members' perceptions of governance principles in Sudanese universities' educational colleges. The findings showed that the principles of governance are applied at a moderate level in Sudanese educational institutions, and there are no statistically significant variations in the extent to which the principles of governance are applied in Sudanese educational institutions that can be ascribed to variables (gender, academic degree, and years of service). Based on the study results, the researcher recommended that the faculties enhance the principles of governance and encourage staff to apply the principles of governance.

Conclusion

The idea of governance and educational governance were covered in this essay. Because of the importance of governance in educational settings for enhancing instruction and learning and supporting efficient management procedures, the researcher set out to carry out this study. These improved decision-making by increasing accountability, transparency, and participation. They also balanced the tasks and responsibilities among the administrative bodies legally in charge of running the institution, giving stakeholders a say in the administrative process.

In order to ensure that the best use of the resources available to serve the interests of all parties equally, this paper concludes that governance is a comprehensive system that compromises measures of effective management performance and indicators of control methods that prevent any internal or external party from adversely affecting the institution's activities. The structure and procedures of formal and informal decision-making groups, as well as the interactions within and between these groups and individuals, are all included in governance.

Moreover, governance in educational institutions is the rational exercise of administrative powers over education and the decision-making process by relying on laws, standards, and rule which determines the relationship between the management of the institution on the one hand and stakeholders on the other. Hence, educational governance refers to the process by which decisions are made in educational systems. It refers to the institutions and dynamics that enable education systems to assign duties

and obligations, establish objectives and designs, and implement educational policies and programs.

In order to develop administrative processes that permit participation in decision-making and the allocation of tasks and responsibilities, the paper suggested that the concept of governance be adopted. The necessity of raising awareness of school principals' and teachers about the importance of applying educational governance and its role in improving the administrative process by relying on laws, standards, and rules. Besides, good educational governance should be included as a module in school director training that supports promoting educational development by implementing good governance in the schools.

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Author Contributions

The author was solely responsible for the conception, design, methodology, data analysis, and writing of the manuscript, and approved the final version for publication.

Conflict of Interest

The author declares no conflict of interest related to this study.

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