# Performance Analysis Towards Excellent Schools

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**Abstract.** The elementary level is the foundation for children to continue their education to a higher level. Therefore, governance is essential. This study measures school performance and factors inhibiting elementary school performance in Ambon City. The results showed that 1) the dimension of performance action; sub-dimensions that have been achieved by the school, namely the school's physical appearance, staff cooperation, and excellent service. The sub-dimensions that have not been achieved maximally, namely the championship rankings that have not been achieved much, especially in accredited schools B and C. 2) The dimension of performance achievement; sub-dimensions that the school has achieved, namely: all schools have been accredited, the average score on the education report is 7; the average student attendance is good; the Drop-Out presentation is minimal; the average repeating classes and repeating subjects is less, and students show civilized behavior or good character. The sub-dimension that has yet to be achieved is the ranking of championships or non-academic activities. 3) The dimension of performance outcomes: The sub-dimension achieved, namely the attendance of graduates who continue their studies to junior high schools, is 100%. The sub-dimensions that have yet to be achieved, namely the level of customer satisfaction and community support for school programs, still need improvement. Therefore, it is concluded that several dimensions still need to be achieved in heading toward a superior school. It is a challenge for the school to improve and repackage the program so that it runs well.

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## 1. Introduction

Good school governance is the dream of all parties. Good school governance has started since the enactment of the decentralization of education. At the school level, the decentralization of education came to be known as School-Based Management (SBM). SBM is the delegation of some of the administered education authority to schools in making decisions, implementing, and evaluating school programs in partnership with stakeholders to support improving school performance (Guha, 2021). In that spirit, each school competes creatively in managing the school to achieve good performance towards a superior school (Qian & Kong, 2018; Parker et al., 2022).

The elementary school level is the foundation for children to continue their education to a higher level, namely junior high school. Thus, elementary school governance is essential. This statistic is important because good school governance will increase good school performance (Leasa et al., 2023). Various empirical studies have found that the performance of schools in Indonesia could be better. One of the fundamental problems is that the competence of school principals is inadequate due to: 1) recruitment to schools is not based on a merit system approach but a spoil system; 2) school principals are not well prepared with the prerequisite training as school principals; 3) training in the position of the school principal is not carried out. The implication could be better governance in various policies and implementation of school programs (Rahabav & Souisa, 2021).

School performance can be seen from the average student learning outcomes in each subject and accumulates in the graduation percentage each year. School performance is more comprehensively seen from the achievements of the 8 national education standards. If the 8 national education standards are used as a reference, then in the aggregate, the performance of elementary schools in Ambon City is categorized as good. It is evident from the results of elementary school accreditation. Based on data from The National Accreditation Agency (BAN) of Maluku Province Middle Schools, there are 207 elementary schools in Ambon City, with details of 24 public and 25 private schools (BPS, 2020).

Based on the results of brief observations at several accredited primary schools, the general symptoms were found that the performance of the primary schools needed to follow the accreditation rating obtained. This condition is understandable because the accreditation of schools, including elementary schools, still emphasizes the complaint aspect in the achievement of documents according to the 8 standard assessment rubrics and has yet to emphasize actual performance. In that context, schools generally only prepare documents according to accreditation requirements. The assessor's assessment targets the adequacy of standard 8 documents and is not based on performance. Unsurprisingly, schools are satisfied when they receive accreditation certificates

and tend to refrain from following up on the results of BAN SM's recommendations for improving school performance.

The practice above has become a habit that holds elementary schools in Ambon City and Indonesia. In this regard, this study is relevant to conduct so that it can be dissected in detail on the performance of the elementary school. The aims of this research were: 1) Measuring the performance of the elementary school in Ambon City; 2) Identifying the problem of measuring the elementary school's performance in Ambon City.

The results assessed here should be related to the time input and the cost input incurred. Therefore, in performance measurement, effectiveness indicators are not only used but also efficiency. Performance is the process or activity of an organization solving problems. Thus, organizational success should be assessed from adaptability and flexibility rather than the benefits achieved and productivity (Notanubun et al., 2019; Ahmed et al., 2022).

In its development, the concept of performance is examined from three perspectives, namely (1) individual performance, in the form of employee contributions according to status and role in the organization (2) teamwork, in the form of contributions made by employees as a whole; and (3) organizational performance is the actual contribution of individual and team performance as a whole (Burnier, 2018).

This study analyzed school performance; Thus, we used organizational performance as the theoretical basis. Organizational performance is defined as the ability of an organization to achieve its goals through efficient and effective utilization of resources (Nosratabadi et al., 2020). Organizational performance is measured by how far an organization achieves results when compared with previous performance with other organizations (benchmarking) and to what extent it achieves the goals and targets set (Medne & Lapina, 2019); Martin et al., 2020; Farida & Setiawan, 2022). In this regard, school performance is the extent to which the school achieves predetermined goals, targets, and standards by efficiently and effectively utilizing the potential of the school's human, physical, and social resources.

The results of studies in Catalonia-Spain, Chile, and Virginia-USA show that the performance of elementary school students is influenced by socio-economic factors, school characteristics, and teacher quality, disrupting students' academic performance, both cognitive and non-cognitive achievement (Clayton, 2011; Candia et al., 2022). In addition, a study in the UK showed that older students placed in classes with older students had higher academic achievement scores than younger students. (Gutiérrez-domènech, 2012). Sixth graders in Latin America perform well in math and reading literacy. It is because one-third of students have a computer at home, and schools provide computers to help with learning. (Román Carrasco & Murillo Torrecilla, 2012). In addition, the results of the Belgian study showed that in improving the performance of elementary school students for the first language (L1), the teacher showed a video. The

results showed that the students' oral communication skills improved when the teacher showed the video. (Colognesi et al., 2023). The information above is a strength in improving school performance, but the school performance related to good governance towards superior schools has not been considered. Therefore, this study highlights that.

In managing school performance, there needs to be a method agreed upon by experts. In general, the measurement of school performance is carried out by comparing the performance of one school to another, namely through the cross-sectional comparative method (Broadbent, 2017; Almoslamani, 2022). School performance can be measured based on parameters (1) educational outcomes both in the field academic as well as development in the personal and social dimensions of students; (2) the quality of the educational process in the school concerned, such as culture or ethos, and the level of satisfaction felt by both staff at the school (service providers) and students (service recipients) towards schools; (3) the capacity or ability of schools to provide the inputs needed for a quality educational process to take place, such as the ability to recruit qualified prospective students, the availability of funds and adequate educational facilities and infrastructure and the ownership of professional teacher staff.

This study measured school performance parameters based on three dimensions: performance action, performance achievement, and performance outcomes. Details can be visualized in Figure 1.
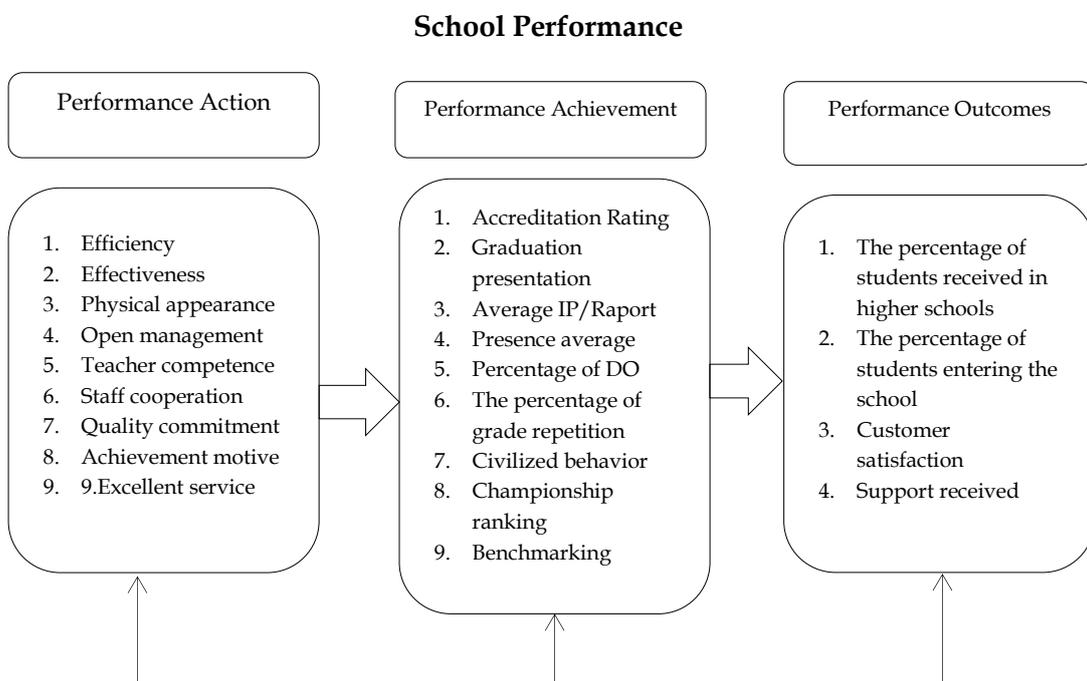
## School Performance

| Performance Action | Performance Achievement | Performance Outcomes |
|---|---|---|
| 1. Efficiency<br>2. Effectiveness<br>3. Physical appearance<br>4. Open management<br>5. Teacher competence<br>6. Staff cooperation<br>7. Quality commitment<br>8. Achievement motive<br>9. 9.Excellent service | 1. Accreditation Rating<br>2. Graduation presentation<br>3. Average IP/Raport<br>4. Presence average<br>5. Percentage of DO<br>6. The percentage of grade repetition<br>7. Civilized behavior<br>8. Championship ranking<br>9. Benchmarking | 1. The percentage of students received in higher schools<br>2. The percentage of students entering the school<br>3. Customer satisfaction<br>4. Support received |

**Figure 1: School performance (Rahabav, 2014)**

## 2. Methodology

### 2.1. Research Design

This research approach was descriptive-qualitative, which is carried out to analyze non-numeric information such as words, expressions, actions, and behavior (Ahmad et al., 2019). A study with qualitative characteristics is a research based on descriptive records such as document reviews and interviews to produce descriptive information.

This research design is classified as a case study. A case study is a detailed study of a person or a social unit over a certain period. Case studies can combine data collection methods such as archives, interviews, questionnaires, and observation. Data/evidence can be qualitative data (words) or quantitative (numbers). Case studies have the advantages of 1) Examination of data, 2) variation in intrinsic, instrumental, and collective approaches, and 3) detailed qualitative reports. In addition, the limitations of case studies are 1) Feels rigid, which allows vague evidence or biased views to influence the direction of findings and conclusions 2) Provide very little basis for scientific generalization because they use a small number of subjects; some are done with only one subject. 3) Case studies are often labeled too long, difficult to conduct, and produce a large amount of documentation (Zainal, 2007; Quintão et al., 2020).

This qualitative research generally uses observation and interview approaches, where respondents are not randomly but selected according to specific criteria (Daniel, 2016). This study used a purposive sampling method to take respondents. The purpose of the purposive sampling method is to investigate and obtain rich information from a case so that it answers the questions posed in a study (Busetto et al., 2020).

### 2.2 Participant

By using a purposive sampling technique, the informants for this study with details of 3 school principals, 3 deputy heads of curriculum, and 3 treasurers from 3 elementary schools, namely 1 Xaverius Elementary School C (accredited A), Public Elementary School 11 (accredited B) and Inpres Elementary School 1 Hative Kecil (accredited C). Informant research was based on the criteria of mastering the substance of the problem under study.

### 2.3 Data Collection Technique

The collection techniques used were assessment rubrics, structured interviews, participatory observation, and documentation studies. Documentation study data taken were accreditation certificates, quality report cards, input data, student output, lesson plans, RKJM (Medium Term Work Plan) documents, RKT (the annual work plan), RKS (school activity plan and budget), bookkeeping, annual performance reports, attendance data, partnership documents with stakeholders, and academic and non-academic achievement data.

### 2.4 Data Analysis

The data analysis technique used was qualitative-descriptive, through three stages of analysis, namely data condensation, data display (presentation of data),

and conclusion drawing/verification (drawing conclusions or verification) (Palinkas et al., 2015).

1) Data condensation is a form of analysis to sharpen, sort, focus, discard, and organize data in such a way as to produce a "final" and verifiable conclusion. The data condensation process is a process to verify the validity of the data. The condensation process is done by selecting, focusing, simplifying, abstracting, and even changing the data obtained through field notes, interview transcripts, documents, and other empirical data.

2) Data display is the process of data analysis and data display. Qualitative data can be presented as narrative text in field notes, matrices, graphs, networks, and charts. The presentation of data will combine information arranged in a coherent and easy-to-reach form, making it easier to re-analyze what is going on and whether the conclusions are correct or vice versa.

In order to test the validity of the data, the authors used the triangulation method. Triangulation was used to test the credibility of the data by checking the data obtained from several sources. The triangulation techniques used were technical triangulation, source triangulation, and time triangulation. We used source triangulation to test the credibility of the data. It was done by checking the data obtained at the sample schools through several data sources (principal, vice principal of curriculum, and treasurer) and then asking for agreement (member check) with the three data sources. Triangulation techniques are used to test the credibility of the data. Technical triangulation was done by checking data from the same source using different techniques. The data obtained from the informants with the assessment rubric was checked using interviews, participatory observation, and documentation studies. Suppose the techniques for testing the credibility of the data are different. In that case, we discussed further with the informants to ascertain which data was considered the most appropriate (correct).

Time triangulation was carried out, considering that it often affects the credibility of the data. For example, the validity of the data collected from the informant during the day is very doubtful because the informant may be tired. Therefore, we test the data's credibility by checking the data's accuracy using assessment rubrics, interviews, participatory observation, and documentation studies in different times or situations. If the results differ, they must be done repeatedly to obtain valid data.

## 3. Result and Discussion
### 3.1 Dimensions of Action Performance (Action Achievements)
The results of the analysis of the sub-dimensions, efficiency revealed that: there is a balance between student inputs and outputs, with graduation rates reaching 90-100% each year. On the other hand, there are still inefficiencies in time, effort, cost, and facilities used. It can be seen from implementing programs that were not realized on time due to limited funds. Funds were not realized over time, misuse of the budget plan, and reduced number of staff participating in several programs due to limited/lack of funds.

The results of the analysis of the sub-dimensions, Effectiveness: The results of the data analysis show that the school program could have been more effective. The school program has yet to be realized according to the time target; performance indicators; are not yet relevant to the RKJM (Medium Term Work Plan), Operational Plan (RENOP), and school vision and mission. The results of studies on documents, RKAS (school activity plans and budgets), accountability reports, and other supporting data show that program implementation could have been more effective.

It is evidenced by the results of an interview with "L" as follows:
*"School programs so far have yet to be achieved effectively because (1) funding is always late; generally, stage 1 is only realized in July. They must complete a report as soon as possible for the search for stage 2 in September and stage 3 in December. The fund disbursement mechanism made it difficult for us to reschedule programs/activities and implement them; (2) there are many activities of the Ambon City Education and Sports Office that are not listed in the RKAS, which require school support or participation; (3) School needs are urgent and time is minimal, so they are forced to adopt policies that are no longer following the RKAS documents so that accountability reports are not late; (4) Our school has no other funding sources than the primary sources of BOS (School operational assistance), BOP (Implementation Operational Assistance) and committee fees which is very limited so that many of the programs listed in the RKAS cannot be realized."*

Sub-dimensional analysis results showed that the physical appearance of the school generally meets all the indicators surveyed, namely the physical condition of the building is generally well-organized, clean, and beautiful school environment; the number of classrooms is proportional to the number of students; adequate laboratory facilities and learning support facilities are available; available sports fields; sufficient toilet facilities are available to serve the needs of school personnel and clean.

The open management sub-dimensional analysis results reveal that the indicators were met, like joint planning involving the committee, participation of all teachers and management in the program, and joint meetings and evaluations. However, the results of a documentation study conducted by the author on the RKAS (School Budgeting Planning) documents, books, and accountability reports on transparency and accountability in the management of activities and funds are not good; broad access to information disclosure for all parties regarding school programs and funds as well as routine internal audits has not been carried out optimally. In this regard, school management needs to be better managed.

The results of the analysis of the Teacher Competency Sub-Dimension, the indicators that have been fulfilled are that teachers have academic qualifications equivalent to S1/D4, teach following the field of science; teachers sufficiently master ICT, able to relate to all parties and have empathy for students (social competence). The teacher has a good personality, so it becomes a model for students to emulate (personality competence). Meanwhile, the indicators that have yet to be maximized are the teacher's lack of mastery of the scientific field

(professional competence); and lack of pedagogic competence. It was acknowledged by "A" as follows:

*"As a teacher, professional competence is an unsolved problem. I continuously deepen professional competence through discussions, reading, and participating in hose training. However, science and technology developments happen so fast that what I learn sometimes needs to be updated. In addition, even though our school has implemented K13 with an emphasis on the 5M approach, most teachers still use lectures. Technically, innovative learning models are de facto written in lesson plans but have not been implemented in learning practice."*

The interview results with "Al" were confirmed by a document study conducted by the author on the teacher's lesson plans. Lesson plans are mostly *copy-paste*. Lesson plans complement the learning administration and are not used as a reference in classroom learning practices. From the authors' observations, it was found that there was an inconsistency between the teacher's lesson plans and actions in class. Based on the description above, teachers in Ambon City have mastered two competency clusters, personal competence, and social competence. In contrast, teachers have not fully mastered professional and pedagogical competence. For this reason, the main thing that teachers need is to master scientific and pedagogic content (Viseu et al., 2016; León et al., 2021).

All indicators have been achieved to analyze the sub-dimensions of staff cooperation: participation in various activities; lack of conflict; mutual reinforcement; mutual trust; and a sense of *l'spirit de corps* among school personnel. The achievement of this dimension is authentic when conducting research. The author found that the sample schools could build human relations among principals, teachers, education staff, and even with students and parents. Staff cooperation is needed so that all policies and programs launched by the school can be appropriately implemented.

All indicators have yet to be achieved to analyze the sub-dimensions of commitment to quality. It can be seen from the absence of a quality committee; the absence of quality standard documents; no SOP (Standard Operating Procedures) on quality; teachers' lack of commitment to teaching professionally; no commitment to make all non-academic activities end with quality; and evaluation and quality improvement have not been carried out continuously. The results of the documentation study conducted by the author at the sample schools strengthen the informants' answers. It is evident from the absence of an internal quality team decision letter and quality standard documents such as school academic regulations, quality guidelines, quality instruments, and SOP regarding quality. There needs to be a teacher's commitment to teaching professionally. For example, it was found that there are still teachers who taught not according to the Lesson Implementation Plan (LPP), taught without teaching aids, used fewer computers, and did not commit to making all non-academic activities that lead to quality, evaluation, and quality improvement had not been carried out continuously. No supporting documents were found, such as assessment results and remedial data.

In an analysis of the sub-dimensions motive for achievement from the respondents' answers, all indicators are in the less category, namely: the teacher is very enthusiastic if he excels; teachers have not set realistic goals and taken calculated risks; teachers still believe in good fortune; teachers do not want to take responsibility for their work results; teachers have not acted as entrepreneurs, most teachers have not chosen challenging assignments and demonstrated more initiative behavior; teachers do not yet want quick concrete feedback on their performance; teachers work primarily for money or power.

The results of the interview with "P" are as follows:
*"As a school principal, I have to admit honestly that the teachers at this school do not have good achievement motives. It is evident from the fact that the majority of teachers lack initiative in their work. They are still waiting for orders. The entrepreneurial spirit that should appear in behaviors such as hard work, the ability to manage time, the ability to withstand pressure, innovation, and creation is lacking in teachers; Most teachers are still motivated to work when given adequate incentives."*

Studies on teacher motivation show that teachers who receive incentives, especially financial incentives, become more effective at work. From the perspective of economic concepts, the primary motivation for humans to work is to earn money. Thus, when rewarded, humans are motivated to do work (Forson et al., 2021). In this regard, without financial motivation, teacher performance will decrease. This constatation is only sometimes valid; because humans are not always motivated to work because of money. Some people are motivated because they want to pursue psychological satisfaction. Teachers with such motivation will be committed to transforming students' academic knowledge and skills (Mintrop & Ordenes, 2017; Bektaş et al., 2020). In that context, schools must create effective management because it supports teacher motivation. If the school system and structure are not supportive, teachers do not play a good role and tend to lose their commitment and professional responsibility (Bashir et al., 2020).

In the analysis of the sub-dimensions excellent service, all surveyed indicators have been achieved, namely: the teacher shows a friendly attitude; the services provided by the teacher are fast; the work procedure is not complicated; the services provided by the teacher are fair to all customers (non-discriminatory); customers feel comfortable when dealing with teachers, and there is satisfaction in the customers. Excellent service is customer-centered (the customer is king), and the teacher positions himself as a servant. Excellent service will be realized in efficient, effective, without discrimination, not bureaucratic, and humane, responsive, and highly responsive services.

**3.2 Dimension of Performance Achievement (Achievement Results)**
Based on the results of the analysis of the accreditation ranking sub-dimensions, the sample schools met the indicators surveyed, namely: schools have accreditation certificates; both schools with accreditation rating A (Xaverius Elementary School C), schools with accreditation B (Public Elementary School 11) and schools with accreditation C (Elementary School Inpres 1 Hative Kecil) Ambon City. According to the analysis of the National Examination Percentage

Passing Sub-Dimensions, all the surveyed indicators have been achieved, namely: comparison of the inputs and outputs number of students is achieved; the average score compared to the school program target (KKM) is achieved; the average score compared to other schools at the district, the provincial level was achieved.

For all indicators surveyed in the analysis of sub-dimension 2, the average of education reports was achieved, namely: the average of education reports; compared to other schools (benchmarking) achieved. The results of this study indicate that students with high achievement motivation also tend to show high achievement. This study's results align with previous studies that there is a significant relationship between achievement motivation and academic achievement. It shows that motivational factors play an essential role in academic achievement. Individuals with high academic achievement tend to have good academic achievement (Shin & Hur, 2020). One factor contributing to motivation is students' attitudes toward the field of study (De Sousa Sabbagha et al., 2018).

Besides that, achievement in the academic field is influenced by economic factors (Koob et al., 2021). Parents' income or socio-economic status influences students' academic performance (Gobena, 2018; Fenanlampir et al., 2021). Another dominant factor, namely teacher competency, significantly impacts student academic achievement. A teacher's performance greatly influences student performance (Getie, 2020; Batlolona & Diantoro, 2023).

In dimensional analysis, the average attendance of all surveyed indicators has been achieved: the number of attendance compared to the effective learning calendar and the number of attendance compared to other schools (benchmarking) is achieved. A documentation study by the author reviewing teacher attendance lists and teaching manuals found that the frequency of teacher attendance in teaching and curriculum targets in the sample schools was generally achieved, except when Covid-19 was generally not reached.

All indicators surveyed in the analysis of sub-dimensions and the percentage of drop-outs were achieved: the number of drop-outs compared to the total population of students, development trend in recent years, and the number of drop-outs compared to other schools (benchmarking). Based on the documentation study, there were no student drop-outs either in the sample schools or in comparison with other schools. There was a balance between the number of student inputs and the number of outputs (no students who dropped out were found).

All the indicators surveyed in the analysis of the sub-dimensions, the percentage of grade repetition, was the number of students who repeat compared to the total student population were not balanced; the development trend in recent years continues to push up; there was no significant difference in the number of students repeating compared to other schools (benchmarking). The repetition rate was only found in 1 sample school, which was 0.10%, while other schools

were not found. This figure occurred in grade 1 due to the impact of covid - 19. The trend of repeating development from year to year does not show an increasing trend (0%).

All indicators in the analysis of the civilized behavior sub-dimensions have been achieved: students were polite in speaking, respectful to teachers and others, and not involved in a brawl or other criminal acts. It is a very encouraging development that the sample schools successfully fostered and developed their students' character.

All indicators in the analysis of the sub-dimensions of championship ranking have yet to be achieved in schools with B and C accreditation, while schools with A accreditation have achieved all indicators, namely: cleanliness champion, sports and other arts champions, and writing contest winners. Based on the results of a documentation study, schools with B and C accreditation generally emphasize academic achievement and pay less attention to non-academic achievements. It is evident from the few winners in the sports and/or arts that were won.

**3.3 Dimension of Performance Outcomes (Final Achievement)**
Indicators measured in sub-dimensions percentage of junior high school enrolment was the amount received compared to outputs; entry route through selection; accreditation rating is the preferred choice. The percentage of entering junior high school in the three sample schools was 100%. It means that all graduates can be absorbed at junior high school. Based on free interviews with informants, it is known that students with accreditation rating A were accepted without testing. Meanwhile, several junior high schools, such as Public Junior High School 1 and 2, Lantera Junior High School, and Xaverius Junior High School, apply an entrance test policy for accreditation B and C. The percentage of students who pass the entrance test reaches 70%. It shows that the students in the sample schools have adequate achievements and can compete with other elementary school graduates to be accepted into junior high school.

Analysis of sub-dimensions indicators measure the percentage of students who are accepted by schools each year: (1) the number received is compared to the number of the previous year; (2) the trend of students' interest each year (up or down) and (3) the average education report. Based on the analysis results of the informants' answers, it was found that the percentage of students accepted at accredited A schools (Elementary School Xaverius C) showed an increasing trend from year to year. It is because the location is very strategic, the competence of teachers is above average, and vocational skills such as computers, English, and Mandarin skills were trained. In addition, the non-academic achievements that have always been achieved by Elementary School Xaverius C were the main attraction. Meanwhile, the other two schools, Public Elementary School 11 and Elementary School Inpres 1 Hative Kecil with Accreditation A at Ambon City show an increasing trend, but lower than Elementary School Xaverius C. The average report on education in the three sample schools is 7.

Indicators measured in the analysis of sub-dimensions of customer satisfaction were (1) a good perception of school products or services; (2) a high interest in using school services. Based on the analysis results, information was obtained that customers are generally satisfied with the services provided by schools with accreditation A. It has triggered high interest in parents using teacher services, for example, requests for additional tutoring. This condition is different from schools with B and C accreditation. Based on a documentation study, the two schools still need to measure customer satisfaction with school products. Therefore, parents' interest in using teacher services to do additional tutoring, for example, needed to be improved. Even for Accreditation C, it did not even happen.

Measuring service quality is fundamental to building and maintaining a moving image and customer relationship. Many organizations try to find customer reactions to service quality because it triggers increased competitiveness, especially in attracting new customers and increasing good customer relationships (Simões et al., 2022).

The quality of service perceived by customers is the forerunner to their level of satisfaction. It is a determinant of satisfaction for an organization, including schools, in improving its quality and competitiveness. Perceptions of service quality can include input, process, and output from the perspective of stakeholders/customers (Alam & Noor, 2020). Therefore, a progressive and influential institution must adapt all its activities to customer expectations. Customers' quality preferences and perceptions about quality must be maintained by management (Mosadeghrad, 2014); (Gemnafle et al., 2018).

For analysis of sub-dimensions of support received, it is known that the sample schools lack support from parents. The support received was still limited to financial support (committees). Meanwhile, other supports such as cooperative partnerships, staff support, and supporting facilities needed to be improved in schools.

**3.4 Identification of Factors Inhibiting School Performance**
Based on the results of the analysis of data collected by the authors from various sources, several factors were identified that hindered school performance, including the following: First, low-quality commitment: Low-quality commitment in the sample schools can be seen from the absence of quality standard documents, the absence of academic regulations, the absence of SOPs regarding quality; there is no teacher commitment to teaching professionally; the school's commitment has not yet been created to make all non-academic activities end with quality; evaluation and quality improvement that has not been carried out continuously.

Second, mismanagement: The symptoms of mismanagement in the sample schools are seen from the discrepancy between the RKAS documents and the realization of activities and funds. Bookkeeping activities were not carried out properly; schools needed to apply the principles of good governance in

managing activities and funds; there were still many policies that deviated from the RKAS; the principles of transparency and accountability needed to be applied consistently.

Third, the competency of the school principal: the principal had yet to show himself as a visionary leader. It was evident from the school's vision, mission, and policies that they needed to be placed on an open and transparent platform. A grand design of the School Work Plan has yet to be found standardized in the systemized documents. Thus, schools still need creative, clear, measurable development directions. It is a logical consequence of recruiting school principals not based on a competency approach but instead on a spoil system approach (nepotism). Therefore, school principals are affiliated with politicians, bureaucrats, and regional elites. The school principals were immediately appointed to positions without being prepared through preparatory training as school principals. Even in the office, they do not receive capacity-building training as school principals.

Inadequate teacher competence: Two less main competencies in the teachers surveyed needed to be stronger professional and pedagogical competence. It was due to the need for more frequency and intensity of education and training conducted by the Youth and Sports Education Office and those carried out in the Teacher Working Group (TWG) or school initiation programs. This condition is still exacerbated by the teacher's commitment to growing in the office through independent learning, which is still felt to be very minimal.

Fourth, the teacher's lack of achievement motives: Teachers lack achievement motives. It is evident from creation, minimal initiation; teachers were less adaptive to changes in science and technology; teachers were still waiting for the principal's orders to carry out work, lack of entrepreneurial spirit, teachers were less able to manage time, were less able to withstand pressure and most teachers were still motivated to work if given money (economic motives).

Fifth, lack of funds: Fund is one of the triggers for school performance that could be more optimal. It is because schools entirely rely on financing activities from BOS (School Operational Assistance), BOP (Educational Operational Assistance), and Committee contributions. Schools have yet to be able to create products that are of public interest. It will encourage people to buy school products which have implications for contributing to school income.

Sixth, lack of community support: Community support is one of the great hopes of schools to support various programs and activities that have been designed. Support can be from financial contributions, thoughts, personnel, or facilities. From the results of the data analysis, informants admit that it still needs to be improved. Community support has been very limited due to 1) misconceptions about the importance of education which has implications for lack of public awareness of children's education; 2) school financial management that is less transparent and accountable; 3) the influence of free education campaigns carried out by candidates for Mayor and Regional People's Representative

Council (DPRD) in each election campaign for the Mayor or Regional People's Representative Council (Rahabav, 2020).

## 4. Conclusion

Based on the analysis and discussion above, several conclusions are drawn: 1) Dimensions of performance action: dimensions that the school has achieved, namely Sub dimensions: Physical appearance of the school, staff cooperation, and excellent service. Sub-Dimensions that have not been achieved to the maximum are sub-dimensions: championship rankings that have not been achieved, mainly in schools accredited B and C. 2) Performance achievement dimensions; sub-dimensions that have been achieved by schools, namely: all schools have been accredited, the average score on education reports is 7; the average attendance of students is good; minimal Drop-Out percentage; The average of repeating classes and repeating subjects is less, and students show civilized behavior or good character. Sub-Dimensions that have yet to be achieved, namely championship rankings or non-academic activities, generally schools with B and C accreditation, still need to be improved. 3) Dimensions of performance outcomes (final achievement): The sub-dimension that has been achieved, namely the attendance of graduates going on to junior high school 100% and student presentations accepted at all schools, show a non-decreasing trend even Elementary School Xaverius, showing an upward trend. The sub-Dimensions that have yet to be achieved, namely the level of customer satisfaction and community support to support school programs, still need to be improved.

Factors inhibiting school performance include a low-quality commitment: mismanagement; insufficient competence of the principal: insufficient competence of teachers; lack of teacher achievement motivation; lack of funds, and lack of community support. Therefore, several dimensions have been achieved and have not been achieved in leading to excellent schools. The limitation of this research is that it only analyzes the performance of excellent schools at the elementary level, and future suggestions can be carried out at a high level, namely junior and senior high school. The school should note the existing dimensions to be able to improve and repackage the program so that it runs well.

## 5. References

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