ANALYSIS OF NETWORK GOVERNANCE PRACTICES AND SOCIAL RESPONSIBILITY (CSR) IN FIRST MIDDLE SCHOOL

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ABSTRACT

This study discusses network governance in educational institutions in order to show ethical performance (profile), and how to interact and collaborate with stakeholders. The governance cycle of educational institutions is directed at three dimensions, namely improving the performance and performance of the institution (*performance improvement and enhancement*), increased interaction with stakeholders (*improvement in interaction with stakeholders*), and qualitative improvement of the institution's core business *qualitative improvements of the core business* for Satisfaction with the quality of performance and services of schools/educational institutions. Good governance will have a positive impact on improving the quality of character education, and ethical culture so that schools have competitiveness. The results of this study are also direct social responsibility (CSR) educational institutions with ISO 26000 and their contribution to the SDGs that have not been implemented in educational institutions so that they become a reference for educational institutions to realize sustainable, effective and quality governance so that they are competitive.

Keywords: network governance, social responsibility (CSR), competitiveness, HR empowerment, contribution of ISO 26000 and SDGS for the quality and integrity of educational institutions

INTRODUCTION

Governance in institution education is very necessary to be prepared enter increasingly global competition quickly (Lie, 2021). The COVID-19 pandemic that occurred in 2020 to moment. This give something impact new that is acceleration without limits to governance school nor practices learning reactive with a new way, for example *platforms* (Dees, 1998). House study which is useful for Indonesian children at the level education base nor medium. Impact zoning as effort government for schools the more. Empower competitive, in fact raises problem for institution education private, because trigger competition. No healthy who ignore culture ethical institutions, and triggers descent amount participant educate new (Kapucu & Beaudet, 2020). Acceleration technology digitization also requires the readiness of human resources in manage and optimize source-owned power (de Educación, 2010).

Governance proposed network (D. M. Salvioni & Cassano, 2017) on institutions education directed at three dimensions *"Triple Bottom Line"* that is economic, social and environmental covering **enhancement performance and performance institution (*performance improvement and enhancement)*, improvement interaction** with stakeholders interests (*improvement in interaction with stakeholders*), and **improvement qualitative the institution's core business *qualitative improvements of the core business*** For satisfaction quality performance and service school**.** governance caring network cycle management in three dimensions above become variable for analyzing to what extent triple things that are implemented institution and own impact to its *stakeholders* (Kabir, 2019).

Implementation not quite enough to answer social (Corporate Social Responsibility/CSR) and values core subject (Core value) ISO 26000 is very necessary for the enhancement of

governance quality _ sustainable school (D. Salvioni, 2005). Through not quite enough answers social institution education will more optimal face Power competitive as well as intervention regulation government (Listiawati, 2013). Associated core values issue consumers, and engagement community, be focus institution education Catholic, role customer is very helpful in a manner promotive and educative ways new for innovation (Niedlich et al., 2020).

Goals and targets of Sustainable Development (*SDGs*) 2020 include 4 (four) pillars, namely development law and governance, the pillars of development social, economic, and environmental. The educational institutions studied expected can contribute in the implementation of SDGs number 4,13 and number 17 to educate participants educate nor *stakeholders* for the more grown culture care about the environment so increase credibility and quality school (Bappenas, 2020). Answer issue change climate SDGs no.13 is very important implemented to the two institutions studied.

METHODS

Study This use method study qualitative, as method scientific one own characteristics rational (in sense), and systematic own logical process flow (Sudaryono, 2018:66). Study qualitative, governance network is study descriptive analysis carried out by Salvioni and Cassano on institutions education 2015, aims as effort increase effectiveness cycle management school in involve *stakeholders,* as well as show not quite enough answer in management source Power humans to be able to Empower competitive or reform self on value change (D. M. Salvioni & Cassano, 2017).

Method Studies case used as method for compare in a manner descriptive two objects study in the same theme, namely the evaluation system manage network that refers to research Salvioni and Cassano, researchers modify with criteria Power competitive school and responsibilities answer social in connection with the implementation of SDGs and ISO 26000 for answer need stakeholders. Method analysis used is analysis content (content analysis). Primary data was obtained from results interview. Researcher is qualitative with approach studies case (Sugiyono, 2013). This directed to find governance phenomenon, power competitiveness, as well HR readiness to face increasing competition strict after the COVID-19 pandemic, responsibility answer social institutions (ISO 26000) and implementation of SDGs.

Sources interviewed done in a manner *purposive*, that is chosen with various considerations and goals certain. Study This will take nara the source consists from:
   a)   Manager Foundation and Foundation staff of each institution
   b)   Head Schools and representatives of each institution
   c)   Teacher (power educator)
   d)   administrative staff
   e)   Parent-representative student

Technique deep data collection study, remember situation the COVID-19 pandemic which is not possible stare advance direct done through a **questionnaire *google form*, *in depth interview* (interview deep) in** *on line* **with** *zoom meeting* **media***, and analysis documents sent through *e-mail* and *WhatsApp* to subjects and objects studied. Furthermore done

triangulation through questionnaire *google* forms provided researcher after the interview process oral finished For compare validity of information that has given nara source.

Method Analysis

 Method data analysis includes steps as follows:

1. Researcher do an **interview (interview by directly**) with nara source with guide formula content that is analyzed in order to be able to collect and get data.
2. The data obtained in the check return with guide formula content or *reduced through* the *google form/questionnaire* provided to sources, for validity tested.
3. Researcher do **grouping relevant data**, and sorting data that is not relevant, and **record keywords** important For quantified.
4. Researcher make code (encoding), code made based on what was said nara source.
5. After do coding in a manner systematic, the researcher hook with researched content and theme For interpretation in a manner descriptive as findings research.

 Researcher compile report findings the as results end analysis content.

RESULTS AND DISCUSSION

 Based on results findings study this is an interesting thing from second institution this own similarity Not yet implement education environment alive, though in action real activity school Already reflect direction and habit concern to environment. School Not yet Serious do strengthening habit and culture Good to environment, considering that Jakarta is vulnerable floods and earthquakes, education environment is matter important (Bernhart & Maher, 2010).

 SDGs contribution will become matter new for second institution because Not yet there is a Catholic Educational Institution that combines curriculum school refers to CSR and SDGs. Parental involvement in the official forum that was formed school is very important for reduce conflict interests that impact credibility school. Partnership need improved no only regionally however cover international (Naidoo et al., 2018). Notre Dame Middle School started it with collaboration with Notre Dame school in USA, Korea and India, so hone Skills participant educate in speak English and make mark superior school (Heriyanto, 2018). Servant Middle School collaboration done between school in several areas of Indonesia, in Patra and Bintaro, not yet covers internationality (D. M. Salvioni et al., 2012).

Findings between Network Governance Variable, Contributing

Social Responsibility (CSR) and SDGs

School	Governance Network	Social Responsibility (CSR-Core Value ISO26000)	SDGs No.4,13.17
Notre Dame Middle School	✓ Demonstrated improved performance, which was followed by a school digitization system with the support of the Foundation	**On Environmental Core Values** ✦ Institutions have not yet strengthened environmental forums and education for school members	✓ In SDGs no.13 there has never been a socialization of disaster response
Servant Middle School	✓ **Not yet reflecting on the 3 dimensions of *stakeholder engagement*** and institutional core business development, for example in entrepreneurship efforts, parent forums	✦ Community involvement and development does not yet reflect the existence of sustainable partnerships, for example entrepreneurship, cooperatives, etc ✦ Disaster mitigation has not been socialized	Not all PLH has been implemented in subject matter/curriculum ✓ SDGS Partnership No. 17 ✓ Haven't provided a special container for the parent forum

The apprenticeship foundation role is important for support power competitiveness and value superiority school in that field power pull separately, then need make policy new capable arrange integration education environment life, education strengthening character aspects and goals development sustainable (Mitchell et al., 2015). The findings above are very clearly describe How the ways of Notre Dame Middle School and Student Service Middle School do

governance practices network and responsibilities answer social in-service education (Brundtland, 1987).

CONCLUSION

governance _ network in the management cycle at Notre Dame Middle School and Student Servants reflect exists difference implementation in three dimensions, concerns ***performance improvement and enhancement*** second institution own governance clarity rules, SOP, code PDAC ethics and culture so quality school appear in a manner administrative nor technical. On dimensions of ***improvement and interaction with stakeholders,*** both Still need increase involvement *stakeholders* and need form a bridge/forum the interests of *stakeholders* and schools , while on the dimensions ***qualitative improvement of core business***, second institution need the more increase concern to environment, as well culture ethical as Power competitive school through education character that refers to spirituality founder, values character profile student pancasila and character vision school .

Competitiveness school MPK-KAJ Catholics will own more integrity and existence strong with strengthening values culture ethical to be a superiority school. Culture Ethics is also concerned with habituation school for educate aspects not quite enough answer social, moral and responsible answer to environment natural creation God.

HR Empowerment become key important second institution because with the acceleration digital industry revolution 4.0 to 5.0 happened disruption transformation digitalization of models and learning processes in schools. Empowered HR will give contribution For advance institution. Second institution in a manner autonomy nor integrated with the Foundation divide duties and roles of HR so that they are optimal. However need second institution give training and mentoring constantly so that HR does not fall on the mental ***Fixed mindset*** but focused on ***a growth mindset***, p this No easy because every institution faced with various background backgrounds, cultures and ages of human resources vary.

Not quite enough answer social services (CSR-ISO 26000) provide reference to the two institutions to contribute for implement it, because both of them Not yet in a manner structured implement. On environmental core values, issues consumers and engagement community second institution need do change policy, and enter in a work program school period short nor period long, so school own distinguishing feature _ exist with school other.

Contribution of Notre Dame Middle School and Student Service to the SDGs, objective development sustainable should become ambition for implemented in a manner real in practice educative transformative in the future come, so school own characteristic distinctively different, be mark plus for to two institutions. Issue Change Climate No. 13 should become must focus done by both institution this, and partnerships should directed at the network sustainable No only philanthropic or just temporary. Need a second institution for quick form a parent forum to reduce resistance/risk and issues conflict interests. Help all team involved so that no there is jealousy social.

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