

Reframing School Leadership through Good Governance: Implications for Educational Brand Image

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Abstract:

This study aims to analyze the implementation of Good Governance principles in the leadership of school principals as a strategy to strengthen the brand image of elementary educational institutions. The study focuses on how the principles of transparency, accountability, participation, and management effectiveness are applied in school management to build public trust and enhance the institution's reputation. The approach used is a qualitative case study design, allowing for in-depth data collection on leadership and governance practices. The research findings indicate that the implementation of Good Governance is reflected in the strengthening of human resources, improvements to facilities and infrastructure, optimization of institutional accreditation, management of student achievement, improvement of graduate quality, and the use of social media as a means of public communication. The implementation of transparent and participatory governance not only impacts the improvement of the internal quality of schools but also contributes significantly to the formation of a positive image in the eyes of the public. This study confirms that a school's brand image is built through the integration of managerial quality, academic performance, and consistent communication strategies, thereby supporting the sustainability and competitiveness of educational institutions on an ongoing basis.

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INTRODUCTION

In recent years, basic education institutions have faced the challenge of increasingly fierce competition in attracting public trust (Nuraenun, 2024; Verona et al., 2023). Schools are no longer chosen solely on the basis of geographical proximity, but also on the basis of reputation, quality of service, and the institutional image formed in the public sphere (Aprilianti et al., 2023; Herawati et al., 2020). This phenomenon demonstrates that brand image has become a strategic asset in the education sector, including at the public elementary school level. On the other hand, various governance issues, such as a lack of budget transparency, weak stakeholder participation, and low accountability in administrative services, remain a concern in school management (Suryani & Sari, 2024). This situation influences public perception of the quality of educational institutions. In this context, principal leadership is required to be oriented not only toward academic achievement but also toward strengthening professional, transparent, and participatory governance (Khalid et al., 2021; Maolana et al., 2023). Therefore, the application of the principles of Good Governance is relevant as a normative and strategic framework to strengthen public legitimacy while building a competitive school image.

Several previous studies have confirmed that good governance contributes to improving the performance of public organizations through the principles of transparency, accountability, effectiveness, and responsiveness of service. In the context of education, studies Munir et al., (2023) This study shows that professional governance influences the quality of school administrative services. Other research highlights that the transformational leadership of school principals is positively correlated with the work motivation of educational staff and the satisfaction of parents (Variyani et al., 2024). In addition, studies on educational brand image confirm that a school's reputation is formed through a combination of academic quality, public service, and consistent institutional communication (Zulhannan & Musyarrofah, 2024). However, most research still separates the discussion of school leadership, governance, and brand image as standalone variables. The conceptual relationship that integrates Good Governance as a framework for reframing school leadership in shaping the brand image of education has not been comprehensively elaborated, particularly in the context of public elementary schools.

Building on this gap, this study offers a new perspective by repositioning school leadership through a Good Governance approach as a strategic foundation for brand image formation. While previous research has tended to position brand image as the result of educational marketing strategies or academic achievement alone, this study emphasizes that institutional image is rooted in the quality of governance perceived by stakeholders. This reframing views the principal not merely as an administrative manager or instructional leader, but as a governance actor who ensures transparency, participation, accountability, and the effectiveness of school policies. Thus, brand image is understood not as a symbolic construct built through promotion, but as a concrete reflection of consistent and integrated governance practices. This approach makes a conceptual contribution by linking educational leadership theory and Good

Governance within the framework of institutional reputation, resulting in a more integrative and contextual analytical model.

Based on these arguments, this study aims to analyze how the principles of Good Governance reconstruct school leadership practices and their implications for the formation of an educational brand image. Specifically, this study explores the dimensions of transparency, accountability, participation, and effectiveness in principal leadership, and how these dimensions shape public perceptions of the institution's quality. The main argument of this study is that the success of building a sustainable brand image cannot be separated from credible governance that is responsive to stakeholder needs. By integrating leadership and governance perspectives, this study is expected to provide theoretical contributions to the development of educational management studies as well as practical implications for elementary schools in designing reputation-strengthening strategies based on good governance. Through this approach, brand image is positioned as a structural outcome of leadership oriented towards the principles of Good Governance.

RESEARCH METHOD

This research uses a qualitative approach with a case study design to explore in depth how the principal's leadership based on the principles of Good Governance has implications for the formation of brand image at SDN 2 Gunung Malang. The qualitative approach was chosen because this research seeks to understand the meaning, processes, and social dynamics that occur in the real context of the school, rather than simply measuring the relationship between variables quantitatively. The case study was used because the research focus lies on a particular institution that is seen as having unique contextual characteristics. Through this design, the researcher can comprehensively explore leadership practices, governance patterns, and the perceptions of school residents and the community towards the institution's image. The research was conducted in a natural setting, so the data obtained reflect factual conditions without any manipulation of treatment.

The research subjects included the principal as key informant, as well as teachers, education staff, school committee members, and parent representatives as supporting informants. Informants were selected using purposive sampling, based on their knowledge, experience, and direct involvement in school leadership and governance practices. Data collection techniques were conducted through three main methods. First, participant observation, in which researchers directly observed managerial practices, decision-making processes, and interactions among school members in the context of institutional services and management. Second, in-depth interviews to explore the informants' views, experiences, and interpretations regarding the application of the principles of transparency, accountability, participation, and effectiveness in school leadership. Third, documentation consisted of an analysis of official documents such as activity reports, work programs, financial reports, school publications, and internal policy archives relevant to brand image formation.

Data analysis is carried out interactively with reference to the model. Miles et al., (2014), which includes data reduction, data presentation, and conclusion

drawing/verification. In the reduction stage, the researcher selects and categorizes data based on themes related to the dimensions of Good Governance and brand image perception. Furthermore, the data is presented in the form of descriptive narratives, thematic matrices, and inter-concept relationship patterns to facilitate interpretation. The final stage is carried out through inductive conclusion drawing by considering the consistency of findings between data sources. To ensure data validity, this study applies source and method triangulation techniques, and conducts member checking with informants to ensure interpretation accuracy. With these procedures, the study is expected to produce a valid and in-depth understanding of reframing school leadership through the principles of Good Governance in building an educational brand image.

RESULTS AND DISCUSSION

This section presents research findings regarding the stages of brand image formation and strengthening at SDN 2 Gunung Malang, which were constructed through Good Governance-based leadership practices. The results indicate that brand image is not formed instantly, but rather through a systematic process involving strengthening human resources, improving institutional accreditation, improving infrastructure, achieving student achievement, and the quality of graduates produced. These five aspects are interrelated and shape the community's collective perception of school quality. These findings confirm that the image of an educational institution is a reflection of effective, transparent governance, and oriented towards continuous quality improvement. The following description explains each stage in more depth based on data from observations, interviews, and research documentation.

Table 1. Stages Brand Image

BRAND IMAGE	DESCRIPTION
1. Improving HR (Human Resources)	develop individual skills, knowledge and competencies, both in academic and non-academic fields.
2. Institutional Accreditation	to determine the extent to which an educational institution meets the established standards.
3. Improvement of Facilities and Infrastructure	efforts to improve and update facilities that support the learning process in schools, such as classrooms, equipment, and other infrastructure.
4. Student achievement	the results achieved by students in the learning process, both in academic and non-academic fields.
5. Quality of Graduates	the level of ability, knowledge and skills possessed by students after completing their education at a school.

Human Resource Development

The research results show that human resource (HR) development is a primary focus in efforts to strengthen school quality at SDN 2 Gunung Malang. HR development is not only interpreted as enhancing teachers' academic competencies, but also encompasses strengthening character, discipline, and managerial skills within the school environment. Based on observations, the principal actively encourages teachers

to participate in training, share best practices in internal forums, and improve the quality of classroom learning. These efforts are carried out in stages, adapting to the school's conditions and limitations.

An interview with the school principal, Walid Hadad, revealed that one of the main challenges faced was the limited number of teaching staff and the low level of discipline among some students. This condition was influenced by the school's geographical location in a rural area and limited external support. Nevertheless, the principal stated that he continued to instill the value of discipline in students through daily habits, regular guidance, and a persuasive approach to teaching and learning activities. Based on the researcher's observations, these efforts were evident in the implementation of more structured school rules and more consistent monitoring of student attendance and engagement in class.

In addition, the school established a teacher assistant program involving volunteer teachers (*sokwan*) to address the teaching staff shortage. This program aims to maintain the continuity of the learning process so that it continues effectively despite the limited number of teachers. Senior teacher Mardiyana stated that every problem at the school is resolved through deliberation and the development of a mutually agreed-upon work program. Documentation of internal meetings demonstrates a clear division of tasks and a collective commitment to supporting human resource quality improvement. Overall, these findings indicate that human resource development at SDN 2 Gunung Malang is carried out through a collaborative and phased approach, aligned with the school's capacity.

Institutional Accreditation

Institutional accreditation is a crucial aspect in building the brand image of SDN 2 Gunung Malang. The school community understands accreditation as a form of official recognition of the institution's eligibility and performance in providing education. Based on school documentation, accreditation status serves as a reference in various administrative processes, including the issuance of diplomas and compliance with national education standards. In practice, accreditation also serves as an indicator that school management, teacher performance, and educational staff, as well as the learning process, have been assessed in accordance with applicable regulations.

Based on the interview results, the principal stated that the accreditation process provides a comprehensive overview of the school's actual condition, from management aspects and learning quality to the availability of facilities and infrastructure. The accreditation evaluation document shows an assessment of eight national education standards, which serve as the basis for measuring school quality. These results are used as material for internal evaluation to determine necessary improvement steps. The researcher's observations also indicate efforts to improve administration, organize curriculum documents, and increase the readiness of learning materials as part of the follow-up to the accreditation results.

However, based on the latest data, SDN 2 Gunung Malang still holds a B-accreditation status. Several informants, including one of the teachers, Putri Widiya,

stated that this status is a shared concern because it is considered to influence public perception. The school views improving accreditation as a goal that needs to be achieved through gradual improvements in various aspects of education delivery. These findings indicate that accreditation serves not only as a form of administrative evaluation but also as part of the school's efforts to strengthen its image and public trust in the quality of its educational services.

Improvement of Facilities and Infrastructure

The research results show that facilities and infrastructure are one of the aspects that receive attention in the management of SDN 2 Gunung Malang. Based on field observations, available facilities include classrooms, student desks and chairs, a blackboard, textbooks, and several computers used for administration and learning. The infrastructure includes the school building, yard, sanitation facilities, electricity network, and areas supporting student activities. In general, the condition of the facilities is considered adequate to support the learning process, although there are still some areas that require maintenance and gradual updates.

School documentation and interviews with Didik Sulaiman, the Vice Principal for Facilities and Infrastructure, indicate that facility management involves inventory records and routine checks. However, facility utilization is not yet optimal, as the majority of users are elementary school-aged students who still require guidance on maintaining and utilizing the facilities properly. Therefore, the school regularly provides education to students on how to use school facilities to prevent premature deterioration.

The following is a summary of the condition of facilities and infrastructure based on the results of observations and research documentation:

Table 2. Condition of Facilities and Infrastructure at SDN 2 Gunung Malang

No	Facility Type	General Conditions	Utilization Information
1	Classroom	Pretty good	Actively used for KBM
2	Student Tables and Chairs	Good-Enough	Some need treatment
3	Books and Teaching Tools	Enough	Used according to curriculum needs
4	Computer Devices	Limited	Used for specific administration and learning purposes
5	Sanitation Facilities	Enough	Used together, requires regular maintenance
6	Yard and Play Area	Good	Supporting extracurricular activities

In addition to managing physical facilities, interviews with Hernaningsih, the Vice Principal for Public Relations, revealed that the use of social media is also part of efforts to strengthen the school's image. The school uses platforms like WhatsApp and Facebook to share information about activities, student achievements, and document school programs. Researchers observed that social media is used to share activity documentation and respond directly to community inquiries.

Overall, the research findings indicate that the management of facilities and infrastructure at SDN 2 Gunung Malang is carried out through inventory, gradual

maintenance, and education for students regarding facility use. The involvement of the principal, vice principal, teachers, and students in maintaining the facilities is part of the management practices that are implemented within the school environment.

Student Achievement

Based on field findings, student achievement at SDN 2 Gunung Malang is evident in both academic and non-academic achievements over the past few years. Academically, students participate in various competitions, including the National Science Olympiad (OSN). One notable achievement was qualifying for the East Java Provincial level, a source of pride for the school. Meanwhile, non-academically, students actively participate in extracurricular activities such as sports and inter-school competitions. Observations indicate that the school provides space for students to develop their potential according to their interests and talents.

Yogi Sumarta, a Physical Education teacher, stated that the students' performance was quite good and showed positive progress. He emphasized that achievement is not only measured by academic ability, such as in mathematics or other core subjects, but also by student success in sports and extracurricular activities. He stated that winning competitions such as soccer, volleyball, and other sports is also a form of achievement worthy of appreciation because it reflects the students' hard work, discipline, and enthusiasm.



Figure 1. SDN Gunung Sekar 2 Appreciates Students Who Passed the East Java Provincial OSN

The image above shows an appreciation activity for students who passed the National Science Olympiad (OSN) at the East Java provincial level. In the image "SDN Gunung Sekar 2 Appreciates Students Who Passed the East Java Provincial OSN," the school is seen openly giving awards to high-achieving students. The interpretation of this image shows that the school is not only focused on achieving results, but also building a culture of appreciation and recognition for student efforts. The appreciation activity is carried out in the school environment with the involvement of teachers and other students, which indirectly strengthens learning motivation and fosters collective

pride.

Based on interview data and documentation, student achievement at SDN 2 Gunung Malang reflects the school's efforts to develop students' cognitive abilities, attitudes, and skills in a balanced manner. The school evaluates learning through various forms of assessment, including written tests, attitude observations, and skills assessments in practical activities and competitions. These findings indicate that student achievement does not stand alone but is part of the ongoing learning dynamics at the school and contributes to the community's positive perception of the quality of education at SDN 2 Gunung Malang.

Graduate Quality

Graduate quality is a key indicator in building a positive image for SDN 2 Gunung Malang in the public eye. Based on interviews and school documentation, graduate quality is understood as the student's abilities after completing their education, encompassing academics, attitudes, and basic skills. Several parents stated that graduates' track records are a consideration when choosing a school, particularly regarding students' ability to continue their education to the next level. Therefore, graduate quality is viewed not only as the final outcome of the learning process but also as a representation of the school's overall quality.

The principal stated that improving graduate quality is achieved through strengthening the learning process, character development, and mentoring final-year students in preparing for assessments and selection for secondary school entrance. Based on documentation, some SDN 2 Gunung Malang graduates have been accepted into public secondary schools in the surrounding area. This is one indicator of the success of the educational process. Furthermore, the school emphasizes the instilling of discipline, responsibility, and cooperation as part of character building for students.

Observations show that efforts to improve graduate quality focus not only on academic achievement but also on students' readiness to adapt to new environments. Final-grade teachers routinely provide additional tutoring and reinforce basic material. Furthermore, the school strives to maintain transparency in the learning outcome evaluation process by regularly providing student progress reports to parents.

Overall, the research findings indicate that the quality of graduates at SDN 2 Gunung Malang plays a crucial role in shaping public perception of the school. Students' success in continuing their education and demonstrating positive attitudes and behaviors in their community further strengthens the school's image as an institution committed to quality education.

DISCUSSION

The results of this discussion show that the formation of a school brand image does not stand as a mere promotional strategy, but rather as a result of integrated leadership governance through strengthening human resources, institutional accreditation, management of infrastructure, student achievement, and quality of graduates (Hasanah et al., 2024). In the perspective of transformational leadership

theory Khashayar et al., (2019) The principal acts as an agent of change, not only managing administration but also building a collective vision, encouraging teacher competency development, and instilling a culture of discipline and collaboration. The gradual and participatory strengthening of human resources reflects capacity building practices within educational organizations, where quality improvement begins with individual development and teamwork(Wahyudin et al., 2023).

From the accreditation side, this finding is in line with the concept of public accountability within the framework of good governance, which places national education standards as an instrument of quality legitimacy.(Fawaid et al., 2025). Accreditation not only functions as an administrative evaluation, but also as a quality control mechanism that influences public perception(Aini et al., 2024; Chalely et al., 2024; Qushwa & Baharun, 2024). Accreditation status serves as a trust marker, which, in brand image theory, plays a role in shaping the public's cognitive perception of an institution's credibility. Continuous improvement efforts demonstrate an orientation toward continuous improvement, as emphasized in educational quality management.

Management of facilities and infrastructure reflects the dimensions of effectiveness and efficiency in school governance(Utami et al., 2023). Educational resource management theory asserts that an adequate physical environment contributes to comfortable learning and academic performance. Inventory, maintenance, and education regarding facility use demonstrate stewardship leadership practices, where leaders are responsible for maintaining the sustainability of organizational assets(Adeoye et al., 2025). The use of social media as a means of public communication also aligns with the concept of reputational management, which is the effort to build an image through information transparency and digital interaction.

Student achievement, both academic and non-academic, strengthens the performance-based branding dimension within educational institutions. Achievements in provincial-level competitions and the culture of appreciation demonstrated in award ceremonies reflect the creation of a school climate that supports intrinsic motivation, as explained in self-determination theory(Masnan et al., 2024; Wang et al., 2023). Public recognition of student success serves as a symbol of quality that reinforces the community's positive association with the school.(Schmitz et al., 2023)This shows that brand image is formed through real experiences and evidence of achievement, not just institutional narratives.

The quality of graduates represents the ultimate outcome of the entire governance process. Within the framework of outcome-based education, the quality of an institution is reflected in students' readiness to continue their education and demonstrate good character(Ghufuron et al., 2023; Sholeh et al., 2024). Transparency in evaluation and academic and character development indicates the application of the principles of responsibility and participation in good governance(Fatmawati et al., 2024). Conceptually, this finding confirms that reframing school leadership through the principles of good governance has direct implications for strengthening brand image, where a positive image is built from consistent quality, accountability, and tangible performance perceived by stakeholders.

CONCLUSION

Based on the discussion above, it can be concluded that strengthening a school's brand image is formed through a synergy between improving human resources, achieving accreditation, improving infrastructure, optimizing social media, and strengthening transparent and participatory governance. This strategy not only impacts positive public perception but also strengthens the institution's legitimacy as a professional, adaptive, and quality-oriented educational institution. The contribution of this research lies in the affirmation that an elementary school's brand image is not built instantly through promotion alone, but rather through the integration of internal quality (human resources, graduates, achievements) and consistent external communication. Thus, the school's image becomes a tangible reflection of accountable and sustainable management practices.

The implication is that developing a school's reputation needs to be positioned as part of a holistic, quality-based management strategy. Principals and all stakeholders need to strengthen a collaborative culture, maintain consistent public communication, and ensure that improvements in facilities and student achievement go hand in hand with character development and the quality of graduates. This approach can serve as a practical model for other schools in building public trust, increasing competitiveness, and ensuring institutional sustainability amid increasingly critical public demands for the quality of educational services.

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