

Table 4. Hypothesis Test Result

No.	Hypothesis	Loading	T-Value	Conclusion
1.	GovP (KSI1) has a positive (+) influence on SPfm (ETA1)	0,74	7,79	hypotheses are accepted
2.	ConC (KSI2) has a positive (+) influence on SPfm (ETA1)	0,18	2,44	hypotheses are accepted
3.	ScIm (KSI3) does not have positive (+) influence on SPfm (ETA1)	0,17	1,72	hypotheses are not accessed
4.	PApr (ETA2) does not have positive (+) influence on SPfm (ETA1)	0,08	1,77	hypotheses are not accessed
5.	GovP (KSI1)) does not have positive (+) influence on PApr (ETA2)	0,04	0,67	hypotheses are not accessed
6.	ConC (KSI2) has a positive (+) influence on PApr (ETA2)	0,38	3,29	hypotheses are accepted
7.	ScIm (KSI3) has a positive (+) influence on PApr (ETA2)	0,77	6,21	hypotheses are accepted
8.	SPfm (ETA1) has a positive (+) influence on LRes (ETA3)	0,40	3,57	hypotheses are accepted

5. Discussion

5.1 Government Policy Toward School Performance

The positive influence of government policy variables (KSI1) on school performance variables (ETA1) can be understood, because of the school's dependence on learning support facilities and funding from the government (central, provincial, district). According to some school principals interviewed, the implementation of education was not enough with the physical construction of schools and the fulfillment of other equipment (beds, study tables, wardrobes, etc.), but also other aspects, especially routine funds for the interests of school operations, student activities, daily food needs of students, and so on. Dependence on government budgets is faced by public schools because they provide free education, in contrast to private status schools that can attract certain funds from parents of students for the education of their children.

In state dormitory schools, due to the absence of allocation of funds from the provincial and / or district governments to pay for irregular teacher fees, the school must take teacher salaries from special allocation funds (DAK) and school operational assistance (BOS) programs. In both programs there was no allocation of funds for teacher honoraria, but the school was forced to do so to meet the shortage of teachers in certain subjects. This shortfall can be caused by the insufficient number of teachers from the beginning, but it can also be caused by the number of teachers entering retirement.

Implicitly, a budget that is too late for students' food needs, for example, will be a serious problem for dormitory schools. Likewise, the delay in decreasing funds for the DAK / BOS program will disrupt teaching and learning activities, especially in paying teacher salaries. At present the problem in a number of dormitory schools is student dormitory buildings that have suffered severe damage and endanger students. This situation has been going on for several years, but there are no signs of renovation. Within the scope of repairs to this dormitory building, the law that divides the management of primary and junior secondary education is under the authority of the district government and the level of secondary schools with the authority of the provincial government, still creating coordination problems from both.

Explicitly, the implementation of policies issued regarding the administration of dormitory schools affected the performance of the educational institutions themselves. Dunn (2000), Kraft and Furlong (2017) suggest that theoretical policies require practical implementation. Policy implementation determines whether an organization will succeed or fail to achieve the objectives outlined in the previous policy. Therefore implementation dormitory school policies are closely related to their implementation to achieve directed targets.

In the context of dormitory schools in the province of Papua, the policy is related to the authority and administrative capacity of each government (central, provincial, and regional) to take various actions, starting from the determination of goals and objectives, analysis of formulation and policy strategies, decision making, planning, programming, drilling, mobilizing people, carrying out operational activities, monitoring and evaluating.

5.2 Continuance Commitment Toward School Performance

The positive influence of the continuation commitment variable on school performance variables is related to the

teacher's desire to stay or not work in a dormitory school. There is a tendency for teachers in dormitory schools to change jobs when they get a new place to work. This desire is not only expressed by honorary teachers, but also permanent teachers (ASN). In private dormitory schools motivated by spiritual religion, the continuing commitment to keep working is quite high.

The reason stated by teachers who want to change jobs is that teaching in dormitory schools is considered more severe than in conventional schools. The teacher must work hard to teach students from the interior, given the relatively low average ability. In fact, it is often found that students who have graduated from elementary school from the interior who continue to junior high school cannot yet read, so teachers need to provide special treatment to receive subject matter. Another case is the number of students who go home for a long time, but they do not want to go back to school to continue their education, so the teacher must persuade him to go back to school.



One of the dormitory buildings in Papua province has been severely damaged and endangered residents, when will it be renovated?



The desire to move to work was further expressed by honorary teachers. So far they continue to carry out their duties, even though the salary / wages are relatively small, only around Rp. 300,000 - Rp. 600,000 per month (\$ 1 USD = Rp. 14,000), because expectations are accepted as ASN employees. However, the government has suspended receipt of ASN employees for several years, leading to a pessimistic attitude from honorary teachers. In the past two years the recruitment of ASN employees was indeed opened by the government, but in small numbers.

In the case of dormitory schools in Papua, the motivation of employees who want to resign from work is a job that is considered to provide less opportunities for career advancement, especially hopes of being appointed as permanent teachers of civil servants, plus a low salary, etc. This is in line with the opinion of Mathis and Jackson (2006), that small career opportunities, less competitive salaries and benefits, differences in performance rewards, workloads and responsibilities, are some of the reasons an employee wants to resign from his workplace. A similar opinion was expressed by Mc'Kenna (2002) regarding the reasons for employees to resign, including: less attractive work challenges; difficult career development, salary / wages that are considered unfair,

unfavorable working relationships, and a weak work environment or culture.

5.3 School Image Toward School Performance

School image variables do not have a positive effect on dormitory school performance. This is understandable, because dormitory schools have not placed aspects of the school's image on student acceptance. The principle of organizing dormitory schools is the fulfillment of the right to education and increased participation of Papuan children from coastal and inland areas. Education is one of the strategies to develop Papuan human resources, so that it can participate in the regional development process and improve the welfare of family life.

Explicitly, the focus of dormitory schools has not been oriented towards achieving the results of quality education, providing good education services, improving school brands, etc., but prioritizing preventing dropouts, successfully completing education, and increasing education participation of Papuan children. Efforts to build a school image by improving the quality and education services to attract intelligent students, such as those conducted by schools in other parts of Indonesia, have not been seen in dormitory schools in Papua. Especially when faced with the availability of teachers who are still incomplete (the majority are still honorary teachers), and the lack of teaching and learning facilities, it is difficult for schools to emphasize the image of the school as a quality educational

Kotler (2011) suggest that image is a perception of an organization or product. Positive organizational or product images will encourage positive perceptions of the public, so that it will bring benefits to the organization, product use, and public loyalty (users). According to Gronroos (1990), there are four roles of organizational image, namely: the role of telling hope, the role of filters that influence perceptions of organizational activities, the role of fulfilling the expectations of users, and the role of management. Based on that, improving the image of the organization and products related to quality requires good organizational performance. Internal actions that improve organizational performance are needed if the image wants to be improved, because the image is formed from the organization carrying out its operational activities that have a main foundation for the service aspect.

Based the above opinion, dormitory schools in Papua province have not emphasized from the point of producing quality products and services, so they still ignore aspects of improving the image of the school. Emphasis is on efforts to maintain and increase the education participation of Papuan children. Moreover, schools face various shortcomings of educational instruments in terms of dormitory buildings, educational facilities, teachers, and so on. It is not surprising that the research respondents gave a negative perception of the role of the image of this school in the performance of dormitory schools.

5.4 Parent Aspiration Toward School Performance

Parents' aspirations are variables that have no positive influence on school performance. From the field, it was found that the attention of parents from native Papuan children from coastal and inland areas to education was very low. Parents are more likely to involve children in family economic activities, such as helping gardening / farming, looking for tubers, scraping sago, caring for pets, catching fish in rivers, and others. Children function as production units to support daily family life. Entering children into dormitory schools directly reduces family consumption needs.

The government has issued a policy to implement free education for the primary and junior secondary levels and prohibits collecting fees from parents. In dormitory schools run by the government, each level of education (SD - SMA) is funded by the government (province and district). Unless dormitory schools (private) are still allowed to ask for funds from parents, both for the initial registration of school entry and monthly fees for children's education. However, the source of the budget for private dormitory schools is also obtained from foundations which are usually domiciled at home and abroad. In this dormitory school, children's participation in schools is more driven by traditional leaders and / or religion (missionaries), not parents' encouragement. It is not surprising that research respondents tended to provide unpleasant answers to the influence of parents' aspirations on boarding school performance.

From the field it was found that parents whose children were educated in primary and junior secondary schools in dormitory schools often did not know about the rules of compulsory education. Parents do not consider children's education as a mandate of the state constitution, but are considered to originate from school. In fact, some children who receive education funding through a smart Indonesian program (PIP) are better understood to come from schools, not the government. Not surprisingly, government policy does not have a positive influence on the aspirations of parents.

In the input-process-output theory, it is stated that parental participation also supports the success and failure of

the implementation of education in schools (Usman, 2014). In addition to the family's socio-economic background, parents' aspirations often determine the child's success in completing their education. Hurlock (1999) argues that aspiration is the desire for something higher with progress as its goal. Hong and Ho (2005) found that parents' aspirations largely determined children's continuity and academic performance (Sehee Hong & Hsiu-Zo Ho, 2005). Head (2017) shows that the understanding of most parents about the importance of education in the villages studied is still very minimal. Parents often sacrifice their children's education for children working in fields that are considered more important than their children's education. This description reinforces the results of the analysis of the absence of a relationship between the aspirations of parents and the performance of dormitory schools.

5.5 School Performance Toward Student Learning Results

On the other hand it is also shown that school performance has a positive influence on student learning outcomes. On that basis it appears, that the performance of high or low school dormitory directly affects the quality of high or low student learning outcomes. The implication, attention to the performance of dormitory schools is a serious action that must be taken, if you want to produce quality and competitive human resources. Schools must be able to develop competent Papuan human resources, in the sense of mastering and utilizing science and technology, creative, critical thinking, collaborative, and communication.

Field findings indicate that dormitory schools still achieve learning outcomes that far exceed expectations. School performance is still not supported by adequate facilities, starting from school facilities, dormitories, number of teachers, laboratory equipment textbooks, availability of information and communication technology and the low ability of teachers to utilize, lack of opportunities for Papuan children to pursue higher education and assistance education fund. Dormitory schools in the Papua province must be able to answer the challenges of forming student competencies that are in line with the development of the 21st century.

6. Conclusion

Two important notes from this study are the positive influence of government policy variables and teacher continuity commitment on dormitory school performance. The government still seems to be less consistent in implementing policies, both those related to education and non-education aspects. The first is related to the maintenance of the physical condition of school buildings, dormitories, teacher residences, and supporting facilities for other learning activities, while the second is related to the completeness of teachers and staff, the availability of dormitory managers, to the fulfillment of students' daily meals. All of them require synergic work coordination in accordance with their respective authorities and responsibilities, thus impacting on school performance.

Another variable is continuance commitment. Especially honorarium teachers, the majority of respondents tend to switch if they get a new place to work. The desire to change jobs is strengthened by the issuance of government regulation Number 49 of 2018 concerning Management of Employee Governments with Employment Agreements (PPPK). In this regulation, it is stated that it does not allow the existence of honorarium teachers, but with a minimum one-year contract (contract). The Minister of Education and Culture of the Republic of Indonesia has also stressed that schools are prohibited from recruiting honorarium teachers. Recruitment of PPPK teachers is done through objective selection based on competencies, qualifications, institutional requirements, and other requirements. Schools that have been receiving honorarium teachers whose funds are taken from the DAK / BOS program, like it or not, should encourage their teachers to take part in the PPPK selection. Schools will experience difficulties if the teacher does not pass the selection, because they have to give up work relations with the honorarium teacher, in addition to the teacher's own desire to change jobs.

On the basis of that first aid recruitment is recommended to prioritize the honorarium teacher by not implementing a system of employment agreements (contracts). The honorarium teacher does not need to undergo selection, but must take part in training held by the government for a certain period of time. After training and being declared eligible, the teacher runs a probationary period in a certain time (for example: two years). This assessment determines whether or not gurus are accepted as permanent non-ASN workers. In carrying out their work, this type of teacher has the right to get a salary / wage in accordance with applicable regulations (recommended based on regional minimum wages), the right to take competency tests to get an educator certificate and teacher professional allowance, family health services, leave rights, teaching skills improvement training, and others. This treatment can prevent the honorarium teacher's desire to leave teaching assignments and move to a new workplace.

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