

## The Principles of Good University Governance at Islamic Muhammadiyah University of East Borneo

**Anik Puji Rahayu**

Faculty of Teaching Training and Education, Mulawarman University of East Borneo, Indonesia

**Lambang Subagiyo**

Faculty of Teaching Training and Education, Mulawarman University of East Borneo, Indonesia

**Sestuningsih Margi Rahayu**

Faculty of Teaching Training and Education, Mulawarman University of East Borneo, Indonesia

**Hasbi Sjamsir\***

Faculty of Teaching Training and Education, Mulawarman University of East Borneo, Indonesia

### Abstract

Good university governance is expected to increase the public image which leads to promote credibility and public participation in the role of university. The objectives of this research were to find 16 principles of Good University Governance at Islamic Muhammadiyah University of East Borneo. The qualitative approach with Case study type were used in this research. Key informant is Dean Faculty of health science, Dean secretary and head of study program. The others research Informant are Vice Quality assurance, Vice research and community service institutes, and Lectures. The data were collected through depth-interview, participation observation, and document study. The data analysis were analyzed with interactive model by Miles and Huberman model. The research finding were : 16 principles of Good University Governance at Islamic Muhammadiyah University of East Borneo. There were nine principles be done optimal have been implemented, namely transparency, fairness, efficiency, effectiveness, win-win situation, responsiveness, performance, productivity and quality culture, however there were seven principles less optimal. The seventh principles which had been implemented less optimally were independence, relevance, accountability, responsibility, performance and academic capacity.

**Keywords:** Good university governance; Sixteen principles; Islamic muhammadiyah univ.



CC BY: [Creative Commons Attribution License 4.0](https://creativecommons.org/licenses/by/4.0/)

### 1. Introduction

Good university governance is expected to increase the public image which leads to promote credibility and public participation in the role of university. According to Strategic Objective implemented in the 2015 to 2019 period, it is also implemented Strategic Objective Performance Indicator to describe the achievement level of this strategic objective indicator university ([Permenristekdikti No.13 tahun, 2015](#))

It is also important to conduct controlling process or evaluation of education management simultaneously in order to improve the quality of education. This was based on the previous research of Good University Governance by Irma Suryani in 2015 which revealed that the role of university as a part of educating people has been significantly important within society. In fact, Indonesia is considered having low quality of education which is proved by its lower rank than that of other best worldwide universities and the high level of unemployment. The implementation of good university governance is one of many efforts to improve the quality of education. Good University Governance (GUG) concept is a university and higher education system that establishes objective, implement, organize institution in terms of physical, finance, human resource and achievement ([Suryani, 2015](#)).

The other research on the Effectiveness of Internal Audit and the Implementation of Good University Governance in University revealed that the demand of society towards the quality of university nowadays encourages every institution to improve both its academic quality and service. There are five fundamental principles of Good University Governance; they are: 1) transparency; 2) independency; 3) accountability; 4) responsibility; 5) fairness which can be properly implemented ([Iryani and Arsanti, 2013](#)).

[Hery et al. \(2013\)](#) conducted at BINUS University investigated the optimization of Good Governance principle on academic field to actualize Good University Governance based on eight principles namely *academic freedom, shared governance, clear rights and responsibilities, selection at merit, financial stability, accountability, regular testing of standards, and importance of close cooperation* ([Hery et al., 2013](#)).

Considering the importance of Good university Governance, this research aims to know the extent of the implementation of Good university Governance (GUG) in order to improve the university management based on sixteen principles of Good University Governance which cover transparency, independency, fairness, relevancy, efficiency, effectiveness, accountability, responsibility, creativity, M-M situation, tangibility, empathy, responsiveness, productivity, academic ability and quality. In addition, a detailed principle of Good university

Governance will be helpful to provide systematic as well as detailed observation towards the optimal implementation of GUG (Tampubolon, 2001).

Besides highlighting the importance of Good University Governance, to increase education index as well as higher education training, two elements are required to be considered by the Ministry of Research, Technology and Higher Education; they are direct core element, that is useful to build innovation and skillful labor in university and indirect core element, that covers research and development, supported by elements of qualified institution and human resource. The government makes an effort to improve the quality of instruction and the relevancy of university in order to produce qualified and highly competitive graduates in private universities. Permenristekdikti No. 19 year 2015 concerning the Development Program of Private University has been issued (Permenristekdikti No. 19 tahun, 2015).

The research about Exploring impact of accreditation on higher education in developing countries: a Vietnamese view. This study investigates the viewpoints of higher education managers, staff, lecturers and students on the impacts of accreditation in institutional quality management. These views are explored via a case study approach involving semi-structured interviews with key stakeholders at a leading university in Vietnam. The study's results suggest that accreditation influences most of the university's management activities, including programmes, teaching activities, lecturers, supporting staff, learners and facilities. We argue the influence of accreditation contributes significantly to enhancing the university's quality of teaching, learning, research and management. Recommendations for improvement in the use of accreditation results are proposed (Ngoyen and Tha, 2017). Moreover, Zulkifli (2017) stated that management needs include hard and soft applications, both conventional and advanced, such as artificial intelligence such as fuzzy logic, neural network and genetic algorithms that can improve the productivity of a managed supply chain system.

The research about the influence of organisational identification on employee attitudes and behaviours in multinational higher education institutions. In order to operate effectively and efficiently, most higher education institutions depend on employees performing extra-role behaviours and being committed to staying with the organisation. This study assesses the extent to which organisational identification and employee satisfaction are antecedents of these two important behaviours. Key objectives of the research were to identify possible antecedents of organisational identification and to discover whether the consequences of organisational identification vary among the employees of multinational universities at home and foreign campuses. We developed a model that was tested using structural equation modelling, which assesses the influences of organisational identification on employee satisfaction, extra-role behaviours and turnover intentions. All of the paths in our model were significant, but employee identification, satisfaction and extra-role behaviours were lower at foreign branches than at the home campuses of universities, and turnover intentions were higher. These results suggest that higher education institutions need to implement different human resource strategies at home and foreign branches, with a focus on improving organisational identification at the foreign subsidiaries (Wilkins *et al.*, 2018).

The research about Changing university governance and management in the U.K and Elsewhere under market conditions : Issues of quality assurance and accountability. UK This paper considers university governance and management in the UK in the context of neoliberal, public sector reforms. It is argued that the current pressure to reform university governance in the UK is related to this new style of relationship of the State and the University. The shift is shown in the terms of higher education funding and the government's regulatory mechanisms to audit university performance to ensure public accountability. The paper notes distinctive features of the recent changes in the legal and regulatory framework of university governance. The analysis concludes with some critical and comparative comments on the prevailing impact of managerial university governance in the UK. determine whom they involve and how and to whom they render account. That is, external relations of power (for example between the State and Universities) will often write, or re-write, the rules and regulation and the institutional architectures which define and illustrate (Kim, 2013).

There is a rapid development of either state or private universities in East Kalimantan, including health major. There are ten institutions of health education in East Kalimantan which have shown significant progress. Faculty of health in East Kalimantan has become the favorable major for high school and vocational high school graduates and in the future, the university graduates are assumed to have jobs easily and opportunities of opening medically independent practice. Due to lots of institutions of health education, the competition among those institutions is getting higher to recruit freshmen. The more qualified education in an institution which is also accompanied by good governance, the more people will acknowledge it. The institution also becomes an ultimate choice compared to the other educational institutions. Institutions of health education with a great quality are believed to have more qualified aspects to develop than the other institutions with lack of quality.

One of the universities in East Kalimantan which owns Faculty of Health Sciencess is Muhammadiyah University of East Kalimantan. With reference to SK. DIKTI Number 463/KPT/I/2017 on 28 August 2017, Muhammadiyah University of East Kalimantan was established as a part of health institution previously named Muhammadiyah Nursing Academy of Samarinda in 1995, Muhammadiyah Institute of Health Sciences of Samarinda in 2009 and Muhammadiyah University of East Kalimantan in 2017. The rapid development of this university cannot be seperated from the management system of good university governance, plus the acceleration in institutional education from level three diploma, institute to university for a decade.

In general, the education management at Muhammadiyah University of East Kalimantan particularly Faculty of Health Sciencess has collective collegial characteristic that is relevant to its main role and function as decision or policy making that will be carried out or delegated to the subordinates, lecturers, and other academic staffs. Muhammadiyah University of East Kalimantan exists and develops rapidly because of the support of society and

academic community. They have a slogan “*They must support education without making a profit in Muhammadiyah*” which becomes their internal source of power and gives religious meaning when managing role, function and responsibility as Muhammadiyah members. The regulatory development process of governance management at Muhammadiyah University of East Kalimantan, which has been carried out for six months, can become a benchmark of the implementation of university governance or known as Good University Governance.

In this case, the university has made some efforts to improve the implementation of governance management as mandated by the government. Although it is expected that the university governance can be well-developed, in fact, there are some obstacles faced by Muhammadiyah University of East Borneo such as technical problem, inadequate knowledge and comprehension of management of university governance in each unit during the transition period.

The university governance at UMKT is specially accompanied by Muhammadiyah University of Solo and some of the human resources of Muhammadiyah University of Solo are also the leaders of Muhammadiyah University of East Kalimantan. The management of the university governance currently believes the smooth system of organization which is seen from how the subordinates acted in compliance with the superiors. It still distracts the focus of the concrete concept and detail of governance management that should be carried out by Muhammadiyah University of East Borneo. This condition also illustrates accelerative working culture due to the local, domestic and global competition demand. In addition, this condition clearly observes that the management of the applied governance has not achieved an optimal result yet even though it is reported having rapid development, and therefore solutions to cope with the problem are required to be implemented by Muhammadiyah University of East Borneo during the transition period. The solutions made are based on the implementation of 16 principles of Good University Governance that is significantly optimal for every organization and the education management system.

## 2. Research Problem and Research Objective

The logical consequence that must be undertaken by Muhammadiyah University of East Borneo is reformation of good university governance with clear autonomy and more modern development. Independently autonomous university is an indicator of good university governance which means that the more autonomous an institution, the demand of good university governance is more powerful. The management of good university governance is essential to improve the public image, strengthen belief and participation of the public towards the role of the university (Permenristekdikti No. 19 tahun, 2015) (tentang *Rencana Strategis Kemenristekdikti tahun 2015-2019*)

The implementation of good university governance cannot be separated from accountability program and activity that has been planned and undertaken, as well as the indicators of work performance (Sulistiyani, 2004), moreover Sjamsir and H. (2017) in, Sapril *et al.* (2018), added that teachers’ work performances is influenced by the school management roles such as leadership role, managerial role, curriculum and instructional role.

Accountability issue of university nowadays draws serious attention because society demands more qualified education. The resonance is as great as the demand of reformation in every area. It proves that the tendency of society at present is different from the tendency of society in the past.

Three Pillars of Higher Education in accordance with National Standard of Higher Education at Muhammadiyah University of East Kalimantan has whether or not been optimally implemented and is an effort to increase society’s level of satisfaction. A university is no longer an ‘Ivory Tower’ that is untouchable by society but it has a role in providing assistance to society. UMKT is a new private university having the same role with the other universities to provide real assistance to society. Some roles expected by society from universities are to give qualified education, develop research, transfer knowledge, culture and technology and promote economy within society. Continuous improvement enables university to always increase its quality to become highly competitive.

The focus of this study : How is the sixteen principles of Good University Governance at Muhammadiyah University of East Borneo implemented?. This study aims to find out the sixteen principles of Good University Governance at Muhammadiyah University of East Borneo.

## 3. Research Methodology

The research approach employed was qualitative with a case study design. The instrument of the research was the researcher herself. The key informants were the Dean of the Faculty of Health Sciences and the Secretary of the Dean. Meanwhile, the informants in this research included the Head of Quality Assurance, the Head of the Institute for Research and Community Services, Heads of Bureaus, Heads of Study Programs, Lecturers, the Head of Library, the Heads of Laboratories, the Academic Administration Division, students, graduates, community members and stakeholders. The data were collected by conducting in-depth interviews, participatory observation and documentation study. The total number of the informants was 36. The sampling technique employed was snowball sampling. The data analysis technique was the interactive analysis model according to Miles dan Huberman. Data validation was done by using credibility, dependability, transferability, and confirm ability (Miles and dan Huberman, 2007)

The data analysis procedures were data collection, presentation and condensation, as well as conclusion/verification. Furthermore, the in-depth interview was considered as done when the answers had been saturated or the data saturation occurred (redundant). The results of the interview were cross-checked among the informants through the participatory observation and documentation (data collection technique triangulation) (Moleong, 2014).

## 4. Result and Discussion

The research findings concerning the Muhammadiyah University of East Borneo revealed the following : The implementation of the governance at the Faculty of Health Sciences of UMKT had covered 16 principles of *Good University Governance*. 9 principles had been implemented optimally, namely transparency, fairness, efficiency, effectiveness, win-win situation, responsiveness, performance, productivity and quality culture. Meanwhile, the other 7 principles which had been implemented yet not optimally were independence, relevance, accountability, responsibility, performance and academic capacity. One of the efforts in improving the quality of education could be done by implementing *Good University Governance*. The concept of *Good University Governance* (GUG) is a system of university and the university determines the purpose, implements, govern their institution physically, financially, as well as in human resources and achievement.

The other one result of interview from 14 informan to says are :

*"Everything about institution will be conveyed through social media groups so that everyone knows, there is no distance and it is never covered up about information about the university's development to the bottom line "(I.W.DKM.FFR.07.02.2018).Semua*

*"The leaders in the health faculty are all comfortable and good, even the Chancellors are all ordinary. If there is a problem, when determining an attitude or decision, always ask the subordinates "(I.W.DKep.FR.06.02.2018).*

*"The employee recruitment system is in accordance with what is stipulated by the Muhammadiyah, there is a SOP in LJM, there is no nepotism in the recruitment system and is currently implemented in an online system "(I.W.DKM.NAT.07.02.2018).*

*"The existing curriculum is in accordance with national competencies or IQF because in its preparation it has been carried out by professional organizations and all study programs just follow, plus 28 credits of compulsory subjects at the UMK FIKes, namely Al-Islam and kemuhammadiyah, entrepreneurship, environmental health and IT*

*"All of us at the UMK FIKes feel comfortable, because all the lecturers or anyone who is new or old is treated equally, the leader is fair enough to give assignments or rewards for anything, very friendly to employees, does not differentiate, less than 10 students. Research and community service for each lecturer one for each semester, the teaching load for 8 SKS lecturers per semester can also be carried out according to the target "(I.W.KKM.SS.22-02.2018)"*

*"We have the principle that working is worship, then pursue your afterlife, then you will get the world, in this organization you may not ask for a position but if given a mandate, it is mandatory to carry out. We have an obligation to do our best and let others judge it "(I.W.SD.MMD 07.02.201)."*

TheTable of the Implementation Conclusion sixteen Principles of Good University Governance at Muhammadiyah University of East Borneo

No	16 Principles the good Univerity Governance	Implementation
1	Transparansi	Transparansi optimal
2	Independen	Independen less optimal
3	Fairness	Fairness optimal
4	Relevansi	Relevansi less optimal
5	Efisiensi	Efisiensi optimal
6	Efektifitas	Efektifitas optimal
7	Akuntabilitas	Akuntabilitas les optimal
8	Responsibilitas	Responsibilitas less optimal
9	Creatifitas	Kreatifitas less optimal
10	Situation M-M	Situasi M-M optimal
11	Tangibility	Tangibility less optimal
12	Empati	Empati dilaksanakan optimal
13	Responsiveness	Ketanggapan optimal
14	Produktifitas	Produktifitas optimal
15	Performance and academic capacity	Kemampuan akademik less optimal
16	Quality Culture	Budaya Mutu optimal

## 5. Conclusions

The governance implementation at the Faculty of Health Sciences of UMKT had covered 16 Principles of Good University Governance. 9 principles had been implemented optimally whereas the other 7 less optimally. The research finding are: 16 principles Good University Governance at Muhammadiyah University of East Borneo is 9 principles be done optimal have been implemented, namely transparency, fairness, efficiency, effectiveness, win-win situation, responsiveness, performance, productivity and quality culture and 7 principles less optimal. 7 principles

which had been implemented less optimally were independence, relevance, accountability, responsibility, performance and academic capacity.

## References

- Hery, H. M., Aries, W. and Ignatius, E. R. (2013). Accounting and finance department, faculty of economic and communication, BINUS University. Optimalisasi Penerapan Prinsip Good Governance Bidang Akademik dalam upaya mewujudkan good university governance.
- Iryani, L. D. and Arsanti, S. (2013). *Efektifitas Internal Audit dan pelaksanaan Good University Governance pada perguruan tinggi*. Jurnal Ilmiah Manajemen dan Akuntansi Fakultas Ekonomi Universitas Pakuan Bandung (JIMAFE). 1: <https://scholar.google.co.id/citations?user=K3THxRgAAAAJ&hl=en>
- Kim, T. (2013). *Changing university governance and management in the U.K and Elsewhere under market conditions Issues of quality assurance and accountability*. Social Sciences Academic Area Group SSE: Halsbury Building H220 Brunel University West London Uxbridge.
- Miles, M. B. and dan Huberman, A. M. (2007). *Analisis data kualitatif buku sumber tentang metode baru*. UI Press: Jakarta.
- Moleong, L. J. (2014). *Metodologi penelitian kualitatif*. Remaja Rosda Karya: Bandung.
- Ngoyen, H. C. and Tha, T. T. H. (2017). Exploring impact of accreditation on higher education in developing countries a Vietnamese view. *Journal Tertiary Education and Management*, 12: 1-14. Available: <https://doi.org/10.1080/13583883.2017.1406001>
- Permenristekdikti No.13 tahun (2015). Tentang program pembinaan perguruan tinggi swasta.
- Permenristekdikti No. 19 tahun (2015). Tentang rencana strategis kemenristekdikti tahun 2015-2019.
- Sapril, Haruna, Saraka and Sjamsir (2018). Secondary school teachers' performances at sandaran sub-district of east kutai district east kalimantan Indonesia. *The Journal of Social Sciences Research, Academic Research Publishing Group*, 4(5): 80-83. Available: <https://arpgweb.com/journal/7/archive/05-2018/5/4>
- Sjamsir, H. and H., G. B. (2017). The implementation of 7 Ps (Marketing Mix) Strategies in building network of partnership towards an independent the early childhood institution. Available: <http://journal2.um.ac.id/index.php/jmsp/article/view/1871>
- Sulistiyani, A. T. (2004). *Memahami good governance dalam perspektif sumberdaya manusia*. Gava Media: Yogyakarta.
- Suryani, I. (2015). STIE gema widya bangsa program studi akuntansi fakultas ekonomi universitas komputer Indonesia good university governance dalam. *Jurnal Riset Akuntansi*, 7(2): Available: [http://ak.unikom.ac.id/themes/frontpage/file/4.Irma\\_JRA\\_okt2015.pdf](http://ak.unikom.ac.id/themes/frontpage/file/4.Irma_JRA_okt2015.pdf)
- Tampubolon, D. P. (2001). *Perguruan tinggi bermutu paradigma baru manajemen pendidikan tinggi menghadapi tantangan Abad ke-21*. Gramedia Pustaka Utama: Jakarta.
- Wilkins, S., Butt, M. M. and Annabi, C. A. (2018). The influence of organisational identification on employee attitudes and behaviours in multi national higher education institutions. *Journal of Education Policy and Management*, 40: Available: <https://www.tandfonline.com/doi/abs/10.1080/1360080X.2017.1411060>
- Zulkifli (2017). Assessment supply chain performance and risk of agricultural commodities in South of Sulawesi. Available: <https://ijsrm.in/index.php/ijsrm/article/view/747>