

Prosiding Pak Atang 3

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Submission date: 27-Feb-2021 09:11AM (UTC+0700)

Submission ID: 1519343430

File name: Makalah_BUILDING_GOOD_UNIVERSITY_GOVERNANCE-2017.docx (62.03K)

Word count: 10836

Character count: 61320

**BUILDING GOOD UNIVERSITY GOVERNANCE TO PROVIDE
QUALITY SERVICE TO SOCIETY
ON FACULTY OF ECONOMIC AND BUSINESS OF PASUNDAN UNIVERSITY**

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I. INTRODUCTION

Success is a dream or often called the goal of any healthy organization or wants to be healthy. Organization is an entity that is very diverse both in terms of the law, objectives, scope of activities and segments of the community served. In accordance with the goal, then a healthy organization must continuously improve the quality of the performance to the satisfaction of the community served. The success of an organization can be achieved if the quality of service can give satisfaction to the people it serves that also called customer. Thus, an organization must be able to create a system and manage the system in order to be able to increase service quality continuously.

Many elements or components of the University must be consolidated and empowered, so that the University is able to develop the quality of services continuously, to successfully realize the vision and mission that has been set. Strategic elements that must be consolidated, empowered or improved are the quality of academic programs, the quality of human resources, quality of infrastructure, and a supportive academic environment. But the will to improve the quality of these elements, must be supported with a method to realize the system of good or high quality governance.

Based on the regulation of higher education, including: the Decree of the Minister of National Education of Republic of Indonesia No. 234/U/2000 on Guidelines for the Establishment of Higher Education (and updated by the Regulation of the Minister of Education and Culture No. 95/2014), the Higher Education Law No. 12 of 2012, and Government Regulation No. 4 of 2014 on the Implementation of Higher Education, that the minimal amount of lecturer in each program of study is as the following table:

Types of University	Academy	Polytechnic	College/Institute/University			
			Diploma Program	Undergraduate Program	Graduate Program	Postgraduate Program
Lecturer Qualification	Diploma Program	Diploma Program	Diploma Program	Undergraduate Program	Graduate Program	Postgraduate Program
Magister	6	6	6	6	-	-
Doctor	-	-	-	-	6	4
Professor	-	-	-	-	-	2

Reaffirmed in the Director of Institutional and Cooperation Letter No. 4798/E.E2.3/KL/2015 dated June 23, 2015, that the lecturer continues to be one of the aspects that must be reported by each study programs in higher education through the Higher Education Data Base. Fulfillment of the minimum number of lecturer in each program of study is one indicator of healthy and adhere to the principle college. And informed that the study programs that have a number of lecturers minimal ≤ 6

on the Database of Higher Education as of July 31, 2015 will be given a Warning Letter issued by *Kopertis*¹ three (3) times, with between two (2) consecutive months.

During the process of issuance of Warning 1-3, universities are allowed to improve the condition of a minimum number of lecturers, thus meeting the requirements of regulations and legislation in force. If on January 31, 2016, the number of lecturers minimal of study program has not changed, and remains ≤ 6 , the status of the study program in Higher Education Data Base will be on non-active. Meanwhile, the study program that have a minimum number of lecturers = 0 in the Higher Education Data Base as of July 31st, 2015 will be in the non-active status. During the provision of warning letters and sanctions the status of non-active for the study program, then ²² nomination of accreditation to BAN-PT², certified teachers, as well as grants and scholarships by the Directorate General of Higher Education for the study p³⁸rogram will not be processed or will be delayed until there is improvement of data and the status of the study program in Higher Education Data Base.

To reactivate the status of the study program in the Higher Education Data Base, study programs must meet the applicable rules concerning minimal number of lecturers, and can only be done through the renewable data and status of the study program in the Higher Education Data Base, complemented by the results of the verification conducted by each *Kopertis*.

There are 3 orga³¹nizations most dominant and influential in assessing the quality of higher education, namely (1) the Times Higher Education World University Rankings (abbreviated as THE), since 2004, British origin, (2) Academic Ranking of World Universities (ARWU) - since 2003, Chinese origin, and (3) QS World University Rankings (QS) - since 2004, British origin. THE and QS world first (2004 - 2009) cooperate in research and publication. Then split up because THE collaborated with Thomson Reuters, while QS cooperation with US News, until finally the 2014 US News publishes its own global university rankings.

Those three organizations issuing the ranking of best university in the world and is recognized for its effect has been established for a long time (2003/2004), the indicators used are very strict, the data obtained through research, cooperative by the world's leading magazines, and some countries (e.g. Russia) asking them to rank in the country. THE, QS and ARWU indeed proved popular in Google. All three entered the first page of Google search engine, even THE and QS is the order of 1 and 2.

The methodology used by QS World are the following indicators:

1. Academic Reputation (40%)
Academic reputation is measured using a global survey, the responses from academics around the world, in which academics were asked to identify the best work of the institution they trust its expertise.
2. Employer Reputation (10%)
Employer reputation for indicator knowing how the university is viewed in the job market. Based on a global survey, asking employers to identify universities/colleges produce graduates that they deem best.
3. The ratio of Student / Faculty (20%)
It is a simple measure of comparison of the number of academic staff relative to the number of students.
4. Excerpts Research per faculty (20%)

¹ ³⁷ *Kopertis (Koordinasi Perguruan Tinggi Swasta)* = Private College Coordination

² *BAN-PT (Badan Akreditasi Nasional Pendidikan Tinggi)* = National Accreditation Board for Higher Education

Indicators to assess university research results. Collected using Scopus, the world's largest database of research abstracts and citations.

5. The ratio of International faculty (5%)
6. The ratio of International students (5%)

Two of these indicators (item 5 and 6) is to assess the success of the university attracting students and lecturers from other countries, or the proportion of international students and lecturers.

Here are the latest results of QS World University Rankings of Top Universities in the World 2014/2015.

For the Top 10 best universities in the world in 2014/2015, out of 891 universities in the world are:

1. Massachusetts Institute of Technology (MIT) -USA, score 100
2. University of Cambridge-United Kingdom, score 99.4
3. Imperial College London-United Kingdom, score 99.4
4. Harvard University-USA, score 99.3
5. University of Oxford United Kingdom, score 99.2
6. UCL (University College London) -United Kingdom, score 99.2
7. Stanford University -USA, score 98.3
8. California Institute of Technology (Caltech) -USA, score 97.1,
9. Princeton University-USA score 96.6
10. Yale University-USA score 96.5

In the list of 891 universities in the QS World, it turns out there are 8 universities in Indonesia, namely the universities that had been seen as the best university in Indonesia, namely:

1. Rating 310 University of Indonesia, Jakarta, score 40.9
2. Ranked 461 Bandung Institute of Technology (ITB), Bandung
3. Rating 551 Universitas Gadjah Mada (UGM) in Yogyakarta
4. Rating 703 Airlangga University (Unair), Surabaya
5. Rating 719 Bogor Agricultural University (IPB), Bogor
6. Rating 725 Diponegoro University (Undip), Semarang
7. Ranking 767 Sepuluh November Institute of Technology (ITS), Surabaya
8. Rating 826 University of Brawijaya (UB), Malang

Comparison of the score University of Indonesia (score 40.9) with the ranked 200th (score 53.9) are not too far away. But the ranked 100 score is as high as 70.5, so there is a very little chance of universities in Indonesia entered the rank of top 100 universities in the world.

Since the reform was initiated, a variety of fundamental changes in governance corrected, education is no exception. Government for 32 years under the rule of the New Order is highly centralized, has significant changes into a decentralized government. The issuance of Law No. 22 of 1999 on Regional Government which then undergoes refinement into Law Number 32 Year 2004 regarding Regional Government as the juridical basis of changes in the system of government in Indonesia. Among the authority or affairs that also decentralized the authority or business education.

Strategic issues continued voiced by various groups in this country which are the demands on good governance and accountability. Later on also developed the demands of good corporate governance for non-governmental sectors, especially in public companies and the like. Both of these

during the new order were barely audible, now it evolved into the focus of public attention, especially among the educated and the college.

Based on the ³⁹ Open Budget Index (OBI) launched in 2012 by the International Budget Partnership (IBP), on January 23, 2013, showed an increase in budget transparency index score of Indonesia from 51 in 2010 to a score of 62 in 2012. Secretary General of Indonesia Forum for Budget Transparency, Yuna Farhan explains, a score of 62 indicates the transparency of the budget Indonesia is ranked the highest in Southeast Asia. And confirmed that when compared with the countries of Southeast Asia, Indonesia was the most highest in the year 2012 with a score of 62. Philippines with a score of 48, Malaysia 39, Thailand and Timor Leste each with a score of 36, Vietnam 19, Cambodia 15, and Myanmar 0. Source: OBI, Cikini, Central Jakarta, Sunday (03/02/2013).

Indonesia's score is above the average score of the 43 of the 100 countries surveyed. But compared with the year 2010, the Philippines was the highest. And in 2012, Indonesia became the highest in Southeast Asia.

II. ISSUES AND CHALENGGES

PROBLEMS :

1. Academic Reporting:
 - If Study Program, for 4 consecutive semesters does not do reporting, then the Study Program will be given a warning letter from *Kopertis* as much as 3 times, with between 3 months
 - If Study Program, for 6 consecutive semesters does not do reporting, then the Study Program will be deactivated
 - If the University, aggregately during 6 consecutive semester does not do reporting, the University will be deactivated
2. Lecturer-Student Ratio:
 - Study Program has a lecturer-student ratio of 1: >30 (Science Study Programs) or 1: >45 (Social Study Programs) but if it's 1: ≤300 then the Study Program will be warned 3 times with a 3-month waiting period. When in the second half does not change, then the Study Program will be deactivated
 - When Study Program has lecturer-student ratio of 1: ≥300, then the Study Program will immediately deactivated
 - When the University aggregately have a lecturer-student ratio of 1: ≥300, the University will be immediately deactivated
3. Consequences of Deactivated Study Program:
 - Does not allow to accept new students for the new academic year
 - Does not obtain the services of the Ministry, in the form of scholarships, accreditation, maintenance of NIDN, lecturer certification, grants, and other activities in the Ministry
 - Does not gain access to Higher Education Data Base (PDPT)
4. Consequences of Deactivated University:
 - Does not allow to accept new students for the new academic year
 - Does not obtain the services of the Ministry, in the form of scholarships, accreditation, maintenance of NIDN, lecturer certification, grants, and other activities in the Ministry
 - Does not gain access to Higher Education Database
 - Does not allow to graduate when there is a dualism of leadership and/or cases of qualifying of untrusted leaders

GLOBAL EDUCATION CHALANGES :

The chalanges on higher education today, are :

1. The development of technology, especially Information and Communication Technology changes the method and scope of learning
2. Internationalization & Globalization:
 - Trade in goods and services cross country
 - Mobility of students and lecturer cross country
3. Increased competition between countries and between institutions
4. Internationalization and globalization change the working environment : required new skills, multi-language, communication skills, negotiation, understanding the culture and rules between countries
5. Qualification standards and the compatibility of cross-country qualification
6. Quality of labor (determined by the quality of education and training)
7. The need for higher qualifications to enter the field of modern work.
 - Increase demand for higher education which is more qualified
8. Employment changes are very dynamic in the country, moreover, cross-country.
 - Needs continuous learning/life-long learning (new skills, new technology, new business environment)

INTERNAL CHALANGES :

The Internal chalanges on higher education today, are

1. The degradation of character, identity, culture of the nation as the result of global influence and bias information
2. Public expectations on University as a key to improvement and strength of moral
3. Public demands quality and relevance of higher education, as well as the availability, equality of access to higher education
4. Limited public (government) funding and must compete with other sectors
5. Internal Challenges (2)
6. The quality and relevance of higher education
 - a. The high number of unemployed graduates
 - b. Relevance of the University's research and works for society
 - c. The competitiveness of college
7. Access and equity
 - a. Higher education is not cheap, who is funding?
 - b. Guarantee learning opportunities for economically disadvantaged communities (equality of access)
 - c. Efficiency and productivity college
 - d. Resource efficiency
 - e. Low resource sharing
 - f. Low productivity

III. DIRECTION AND STRATEGI

Steps to be taken in establishing a quality college is as follows :

1. Quality Management (Competitiveness)
 - a. All activities and functions are executed to obtain the output with predetermined quality

- b. Quality management approach/paradigm: the output orientation and the process orientation
- 2. Higher Education Governance
 - a. Transparency
 - b. Accountability
 - c. Responsibility
 - d. Independency
 - e. Fairness
- 3. Higher Education Quality
- 4. Ditjen DIKTI Regulations:
 - a. UU nomor 12/2012 tentang Pendidikan Tinggi
 - b. Permendikbud nomor 49/2014 (SN Dikti), 50/2014 (SPM Dikti), 87/2014 (Akreditasi)
 - c. Higher Education Database
 - d. Higher Education Service Agency
 - e. Fixed and Non Fixed Lecturers
 - f. NIDN, NUPN, NIDK
 - g. Linearity
 - h. Academic Position
 - i. The ratio of lecturers and students
 - j. Deactivation of study Program / university
 - k. Revocation of operating licenses of study Program / university
- 5. Criteria of Healthy University
 - a. Has the license for the establishment of Study Program from Ministry of Education and Culture and accredited by BAN-PT;
 - b. Have the University Status;
 - c. Have a Higher Education Strategic Plan;
 - d. Owning and running a standard in academic and non-academic;
 - e. Report activity learning process throughout the course of each semester to the Ministry of Education and Culture Ditjen DIKTI's Higher Education Data Base.
 - f. Criteria of Healthy University (2)
 - g. Does not organize learning activities in a study program without permission from the Ministry of Education and Culture, including long distance class;
 - h. Does not organized activities such as face-to-face learning for more than 8 hours per day for a student;
 - i. Organized by the foundation, association, organization, or other similar non-profit legal entity that has been approved by the competent authority (for private universities), and
 - j. Not in an institutional conflict, both internally and externally college.

IV. SOLUTION

After seeing that bureaucracy had only used as a political tool for the ruling regime, the people now have difficulty to appreciate what is done by government officials, bureaucrats or other elements contained in the public bureaucracy. Hence the principal task of decision-makers within a few years after the reform movement is regaining public trust while proving that the whole political process and the policy making that happen will benefit the people. In other words, the accountability

of public bureaucracy and good governance (good governance and good corporate governance) will be a crucial point for the direction of the development of democracy in Indonesia.

The implementation of an institution of higher education needs to begin to be explored in deeper. It became urgent after the practice that creates new challenges in organizing a college. These new challenges are aspects that were not taken into account by public universities in Indonesia, including how to cultivate sources of new funding productive, financial management, greater freedom in formulating the curriculum and other matters related with academics, public accountability and so on.

New ideas began to emerge about how the concept of the organization of higher education institutions that are considered to be ideal for facing new challenges. The concept is, regardless of its form, seems to have to pay attention to involvement and meeting the needs of all stakeholders (interested parties) were associated with higher education institutions, considering the ideal role of higher education for a nation that is so vital in producing best generation and observed that the college environment is a community that is relatively critical (or need to be trained to be critical) of the issues around it.

The one concept that is currently mainstream in the administration of the college is the concept of good university governance. This concept is actually a derivative of the concept of governance more generally, which is good governance. This paper is designed to try to give a discourse in trying to understand the concept of good university governance, with long-term expectations that the campus community is able to be moved to try to understand and critically involved in providing inputs to the implementation of better universities.

4.1.GOOD GOVERNANCE CONCEPT

One important aspect to measure today college success is good governance, a functioning system to direct and control an organization. Governance concept was developed as a form of disillusionment with the concept of government that positions the Nation (government) in a position that is too dominant. In the concept of government, the Nation is a public institution that has coercive power legally representing the public interest.

The term "government" and "governance" are often considered to have the same meaning, namely how to implement the authority in an organization, institution or country. Government is the name given to the entities that hold the power of government within a country. The term "governance" is already known in the literature administration and political science since Woodrow Wilson introduced the study field about 125 years ago. But during that governance is only used in the context of corporate organization and management of higher education institutions.

The most fundamental difference between the concept of "government" and "governance" lies in how the organization of the political authorities, economic and administrative management of the affairs of a nation. The concept of "governance" connotes a more dominant role for government in organizing various authorities earlier. While governance implies a nation how to distribute power and manage resources and the various problems faced by the community. Indeed, the concept of governance should be understood as a process, not as structure or institution. Governance also shows inclusivity. If the government is seen as "them", then the governance is "us".

From the economic concept of education, Elchanan Cohn (1979) states that education is promoted as an industry. In the United States, education is one of the industry giants in the context of the 1975-1976 school year involving at least 3 million teachers, 60 million students in formal schools, and take up costing more than 12% of US GNP. Education industry employs a lot of manpower. In addition to teachers and staff, the education sector also absorbs the other 6 million workers. Number of teachers (teaching profession) occupies a significant portion in absorbing la⁴⁰. Total cost of regular schools in terms of the current budget, capital investment and interest has increased from US \$ 4.8 billion in 1957-1960 to US \$ 108.4 billion in 1974-1970 and 1974-1975. Educational investment has increased from 6.2% of GNP in 1950 to 12.3% in 1975. Between the years 1960 to 1975, College total revenues increased more than 6 times. Higher Education revenue comes from government sources, parent/student donations, individual donations and the help of private companies. Because of the educational process involving the use of a scarce resource, it is necessary to have economy ideas, concerning: (a) the identification and measurement of the economic value of education; (b) the allocation of resources in education; (c) teachers' salaries; (d) the education budget; (e) the management and planning of education.

Specifically the application of economic concepts in education referred to by the economics of education. Economic education is an activity about how people and societies choose with or without money to utilize productive resources that are scarce to create the kinds of training, development of knowledge, skills, thoughts, character and others, especially through formal education within a period of time and distribute them, present and future in the community. In essence, the economics of education relates to (1) the implementation of education, (2) the distribution of education among individuals and groups in need, and (3) the costs incurred by the public or individuals for educational activities, and what kinds of activities are needed.

Aristo, A.D. (2005) promoted the discourse of a similar concept for the college, which is good university governance. Both of these concepts, the concept of good corporate governance and good university governance is actually a derivative of the concept of governance more generally, which is good governance.

Education is recognized as an investment in human resources. Education contributed greatly to the development of social and economic life through increased knowledge, skills, prowess, attitude and productivity. According to economists in education, it is vital for the efficiency of education and the availability of competition. On the basis of economic principles that education institutions will compete to give the best to teach things that are useful.

In the process, education requires sacrifices that are directly in contact in the educational process, including the costs. The cost will be directly in contact with the components of the quality of education to be achieved. Education expenses include: expenses for regular activities and development expenditure (termed as capital). In the world of education, there is also known as direct costs (by school, student or student's family as additional costs for room, board, clothing, transportation, books, stationery, sports equipment, etc.), and indirect costs (for example: the cost of lost opportunity as revenue lost by the students because of the school, the tax exemption that generally enjoyed by non-profit institutions and others).

In the future, based on economic analysis that a college education as an industry, it should have to be able to ensure that good corporate governance can be applied to any aspect at all levels in higher education institutions.

Marcello Bianchi, Chair, OECD Corporate Governance Committee stated that the Achievements in Asia over the last 15 years include:

- a. The emergence of a corporate governance infrastructure,
- b. More widespread global implementation of the standards embodied by the OECD Principles of Corporate Governance,
- c. A high level of awareness and use of the OECD Principles as a best practice benchmark

Dan Country assessments using the OECD Principles are Bangladesh, 2009 ; China, 2010 ; Hong Kong, China, 2003 ; India, 2004 ; Indonesia, 2004 and 2010 ; Korea, 2003 ; Malaysia, 2001, 2005 and 2012 ; Pakistan, 2005 ; Philippines, 2006 ; Thailand, 2005 and 2013 ; Viet Nam, 2006.

John Fielden (2008) states that the most important role of the State in tertiary education is to set a vision and a strategy. This can involve seeking answers to major questions such as:

- a. What is higher education for.
- b. What are the principal goals that it should achieve in our country.
- c. What targets should be set in terms of participation in higher education.
- d. How will these targets be achieved – by what form of institution, by what mode, over what time.
- e. What is the role, if any, of the private sector and the community.

Strategic planning studies in higher education have for example been carried out in Pakistan, Bangladesh, Malaysia, New Zealand, Tanzania, South Africa, the United Kingdom and some states in the U.S. One feature of such strategies is that they frequently set out a vision for higher education for the future, for example:

Pakistan: “Transformation of our institutions of higher education into world class seats of learning, equipped to foster high quality education, scholarship and research, to produce enlightened citizens with strong moral and ethical values that build a tolerant and pluralistic society rooted in the culture of Pakistan.” (Pakistan Ministry of Education 2002)

United Kingdom: “Higher education is fundamental to the social, economic and cultural health of the nation. It will contribute not only through the intellectual development of students and by equipping them for work, but also by adding to the world’s store of knowledge and understanding, fostering culture for its own sake, and promoting the values that characterize higher education: respect for evidence; respect for individuals and their views; and the search for truth. Equally, part of its task will be to accept a duty of care for the wellbeing of our democratic civilization, based on respect for the individual and respect by the individual for the conventions and laws which provide the basis of a civilized society.” (United Kingdom National Committee of Inquiry into Higher Education 1997)

South Africa, all of its strategies since 1994 have been driven by the need to transform its society from one dominated by apartheid; thus the Education White Paper in 1997 summarized the key challenges facing the higher education system as being “to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs and to respond to new realities and opportunities” (South Africa Department of Education 1997).

Singapore has a very targeted and concise vision of its long term future: “to develop a self sustaining education eco-system offering a diverse and distinctive mix of quality education services to

the world, thus becoming an engine of economic growth, capability development, and talent attraction for Singapore” (Economic Review Committee 2003).

Indonesia: The College is a unit of formal education with the mission of searching for, finding, and disseminates scientific truth through education and learning, research and community service; with the mission of searching for, finding, and disseminate scientific truth can be realized if the college is managed by a governance good college. (Prof. Dr. Johannes Gunawan, SH., LL.M. Directorate General for Institutional and Cooperation, July 2015).

Research by Saint (2009) revealed that Indonesia fall into the category of high autonomy and accountability are moderate. These conditions should encourage the university to improve its performance through freedom to managing resources prowess and the university quickly respond to ever-changing market demands.

Research by Isnaeni Nurhayati (2014) in her research explained that the University seeks to create institutions with the autonomy to obtain a flexibility to control and on the other side trying to ensure that the university has accountability for public funds, as well as providing quality education in return for public support, and produce graduates, research and services that are relevant to the needs of society and the economy. Good governance through autonomy and accountability will lead to good management, good performance, good management of public money, good engagement with the public ultimately achieve a good result

Fielden (2008. One attempt to achieve the successful achievement of the university's strategic plan is to create an institutional creativity and combined with internal forces will create institutional performance improvement). To realize the achievement of quality assurance and fulfillment of the coverage of college goal will require good governance. Autonomy and accountability is a component of Good University Governance..

John Fielden (2008) suggested that One of the key elements in a higher education law is the definition of the legal status of public universities. There is a spectrum of positions ranging from tight control over them by the state to Reviews their enjoying full independence and autonomy. The typology in Four Models from Control to Autonomy.

Four Models from Control to Autonomy

11 Institutional Governance Model	Status of public universities	Examples in
A. State Control	Can be agency of the MOE, or a	Malaysia
Semi-Autonomous	11 Can be agency 27 the MOE, a state-owned	New Zealand,
Semi-Independent	11 statutory body, a charity or a non profit	Singapore
Independent	A statutory body, charity or non- profit corporation with no government participation	Australia, United

4.2. PRINCIPLES OF GOOD GOVERNANCE

Before the discourse of good governance dominates towards governance reform in Indonesia, terminology such as 'less-government', 'entrepreneurial government' and the likes has become the dominant discourse. Books written by David Osborne and Ted Gaebler (1994) entitled Reinventing Government, which, in principle, to introduce entrepreneurship in the government, has become a training module that is followed by tens of thousands of bureaucrats in Indonesia.

In 2004, the decentralization of government began to proclaim. This system encourages local governments to have a more active participation in local development. And the adoption of Law of Public Information (KIP³) in 2008 created the impetus bigger and stronger for the government to be more open. Open Government make more intelligent government to solve problems and serve the community. The spirit of openness is also likely to encourage the Indonesian Government to merge into one of the pioneering global movement of Open Government Partnership (OGP) in September 2011. Only in the period of approximately 1 year, OGP movement has been supported by 58 countries representing more than 2 billion people in the world. OGI program and action plan in 2012 which counted to 38, intended to answer 3 of 5 Main Challenges of OGP, namely the improvement of public services, improving the integrity of the government apparatus, and the management of public resources effectively and transparently.

A survey of Fidelity analysts, who cover around 1 000 stocks across the Asia-Pacific, found that 21% of major companies within Asia are applying a global corporate governance standard to their operations. The application of corporate governance is on the rise in Asia. There has been continuous improvement in corporate governance among Asian companies since the Asian financial crisis. (Investor Daily, Corporate Governance Improves in Asia, 3 February 2011).

So what about the higher education institutions? Higher education in practice run by higher education institutions are intended to be a community of intellectuals of a nation. Intellectual community is then expected to be a community that is able to produce innovations and ideas in dealing with the problems faced by the nation. With great roles and expectations is then higher education community members then got a respectable position in society. Examples can be seen on the livelihood of the people of China and Egypt in ancient times, which bachelor title is the title that got a high position in society. In both nations, we also look at the college into a basis for the development of culture and technology, for example the literary culture in China.

From the functional aspect, good governance can be reviewed in terms of whether the manager has function effectively and efficiently in order to achieve the goals set. World Bank defines "the state power is used in managing resources for economic and social development of society". UNDP gives the definition of "the exercise of political, economic, and administrative authority to manage a nation's affairs at all levels". According to this definition, good governance has three legs (three legs), namely: economic, political, and administrative. Economic governance includes decision-making processes (decision-making process) that facilitate economic activity in the country and the interaction between economic organizers. Economic governance has implications for equity, poverty and quality of life. Political governance is the decision-making processes for policy formulation. Administrative governance is the system of implementation of the policy process. Therefore, the institutions of good governance includes three domains, namely: **State** (country or government), **private** sector (private or business) and **society** (community), where the three

³ KIP (Keterbukaan Informasi Publik) = Public Information

interacting ³² carry out their respective functions. State function creates a ¹⁰ political and legal environment conducive. Private sector function to create jobs and income ¹⁰. Society positive role in social interaction, economic, and political, including inviting community groups to participate in economic activities, social and political (LAN and BPKP, 2000).

In order to realize the public accountability, universities ³⁵ should actively establish internal quality assurance system (academic paper, BAN-PT). To prove that the system ³⁵ internal quality assurance (SPMI) has been carried out properly, the college must be accredited by an external quality assurance agency in this case the National Accreditation Board of Higher Education (BAN-PT) or the Independent Accreditation Agency (LAM). With the quality assurance system that is good and right, the college will be able to improve the quality, enforce autonomy, and develop themselves as academic institutions and moral strength in a sustainable society.

RISTEK-DIKTI⁴ provision of government has set criteria for a healthy college:

- a. Organizers have validity Legal Entity Higher Education for Private Universities (foundations, associations, religious organization, community organizations).
- b. Study programs and universities have establishment permission and have been accredited.
- c. ⁴ Conducting of Education, Research and Community Service in accordance with Ministry of Education and Culture No. 49/2014 on National Standards of Higher Education ³⁶
- d. Has the Internal Quality Assurance System (SPMI) ³⁴ the systemic activity of higher education quality assurance organized autonomously to control a ⁴ improve the quality of higher education in a ⁴ planned and sustainable, according to Ministry of Education and Culture No. 50/2014 on Quality Assurance System of Higher Education.
- e. Have Statute and the Master Plan for Higher Education Development.
- f. Not being in internal conflicts, both among Administering Agency or Administering Agency with colleges, or between the various parties in college.
- g. Not doing learning activities outside the domicile, as set out in Ministry of Education and Culture No. 20/2011 on the Implementation of Study Program Outside the Universities ²² Domicile, and not hold classes compressed into two days per week.
- h. Report all data and information about higher education as well as the implementation and outcomes of SPMI on Higher Education Data Base.

OECD and the World Bank similize good governance with the implementation of development management of solid and responsible, in line with the ³ democracy and efficient market, avoidance of misallocation of funds and investments are scarce, the prevention of corruption both political and administrative, run budgetary discipline and creating legal and political frameworks for the growth of entrepreneurial activity/entrepreneurship. UNDP provides a definition of good governance as synergetic and constructive relationship between the state, private sector and society. UNDP gives the characteristics of good governance, namely: Participation, Rule of Law, Transparency, Responsiveness, Consensus Orientation, Equity, Effectiveness and Efficiency, Accountability, and Strategic Vision (LAN and BPKP, 2000).

Good corporate governance in higher education is needed to encourage the creation of efficiency, transparency and consistent with legislation. Implementation of good corporate

⁴ RISTEK-DIKTI (*Riset, Teknologi dan Pendidikan Tinggi*) = Research, Technology and Higher Education

⁶ governance needs to be supported by three pillars are interconnected, the state and its apparatus as regulators, business community (including universities) as market participants, and society as stakeholders and users of the products / services of the business.

The role of higher education institutions focusing on transfer or conservation of science (knowledge) and is expected to be a community that uphold the values that are considered ideal or idealized nation. He is expected to be a community that is able to protect himself from cooptation environmental values outside that might corrupt or contain ugliness. This is what underlies the need for the status of independence or autonomy of universities. In addition, a freedom or independence is also required to support the establishment of innovation or development of thinking and science.

In a more modern understanding, the role of universities has additional in terms of roles and social position in the community. Facing the quick transformation of economic, technological and social conditions, higher education required to better balance its role as a center of intellectual and maintain in order to stay relevant to the surrounding social conditions or social conditions of the people who shelter it. The output of universities are expected not only human resources qualified and ready to work, but more than that, become agents of a nation that could manage and direct the changes in the nation.

On the basis of such objectives, the management of an institution of higher education may not be equated with the management of a country or corporation. There are certain corridors associated with the noble values, both in terms of academic and social values that should be kept inside. While other things in its implementation should be placed as a means or a tool to support the achievement of the basic objectives.

This is the basis for the emergence of good university governance in the administration of an institution of higher education. Simply put, good university governance can be viewed as the application of the basic principles of the concept of "good governance" in the system and the process of governance in higher education institutions, through various adjustments to be made based on the values that should be upheld in the administration of higher education in particular and education in general. Base on the development objectives of education and academic science, the development of human beings. The other is placed as a tool or a means, not an end basis.

The basic principle which must be implemented by each pillar (Kunami, 2007), are:

1. State and its instrumentalist create legislation that support a healthy, efficient and transparent business climate, implementing regulations and consistent law enforcement.
2. The business world as a market participant to apply good corporate governance as a basic guideline implementation effort. The role of the business community (including universities) are:
 - Implement consistent business ethics so as to manifest a healthy, efficient and transparent business climate.
 - Behaving that show compliance with the business community in implementing the legislation.
 - Preventing corruption, collusion and nepotism.
 - Improving the quality of management structure and its working patterns based on the principles of good corporate governance on an ongoing basis.

- Implement the ombudsman function to be able to accommodate information about the irregularities that occurred in the company. Ombudsman functions can be carried out together in a group or a particular economic sector.
- 3. Society as users of products and services as well as the business world affected parties of the existence of the company (stakeholders), showing care and social control objectively and responsibly.

The principle of good corporate governance, namely: transparency (Transparency), autonomy (independence), accountability (accountability), accountability (responsibility), equality and fairness (fairness). (The National Committee on Corporate Governance (KNKCG), Guidelines of Good Corporate Governance (GCG), 1999-2001)

a. Transparency

The basic principle: to maintain objectivity in doing business, companies must provide material and relevant information in a way that is easily accessible and understood by stakeholders. Companies must take the initiative to reveal not only the problem that required by legislation, but also important for decision-making by shareholders, creditors and other stakeholders. Provisions in the Code, it is mentioned that:

1. The company should provide information in a timely, adequate, clear, accurate and comparable and easily accessible to stakeholders in accordance with their rights.
2. Information to be disclosed include, but are not limited to, vision, mission, business objectives and corporate strategy, financial condition, composition and compensation management, controlling shareholders, stock ownership by members of the Board of Directors and the Board of Commissioners and their family members in the company and Other companies that have a conflict of interest, risk management systems, surveillance systems and internal controls, GCG systems and implementation as well as the level of compliance, and important events that may affect the company's condition.
3. The principle of openness adopted by the company does not reduce the obligation to comply with the provisions on confidentiality in accordance with the regulations, professional secrecy and personal rights.
4. The company's policy must be in writing and proportionally communicated to stakeholders.

b. Accountability

The basic principle: the company (including university) has to be accountable for its performance transparently and fair. Therefore, the company should be properly managed, scalable, and in accordance with the company's interests while taking into account the interests of shareholders and other stakeholders. Accountability is a necessary precondition to achieve continuous performance. In the Code Provisions mentioned:

1. The company should establish details of the duties and responsibilities of each organ of the company and all employees that are in line with the vision, mission, business targets and strategy.
2. The company must ensure that all the organs of the company and all employees are competent in accordance with the duties, responsibilities, and its role in the implementation of good corporate governance.
3. The company must ensure that an effective system of internal control in the management of the company.

4. The company must have a measure of performance for the entire company that is consistent with the values of the company, the main objectives and strategies of the company, and has a reward and punishment system.
5. In carrying out its duties and responsibilities, each organ of the company and all employees must adhere to business ethics and code of conduct that has been agreed upon.

c. Responsibility

The basic principle: the company (including university) has to comply with statutory regulations and fulfill its responsibility to society and the environment that can be maintained in the long-term sustainability of the business and gain recognition as a good corporate citizen. In the Code Provisions mentioned:

1. Organ companies have adhered to the principle of prudence and ensure compliance towards the laws, statutes and regulations of the company (by-laws).
2. The company should carry out social responsibility by, among others, care about the community and the environment, especially around the company by making adequate planning and implementation.

d. Independency

The basic principle: To expedite the implementation of the principles of good corporate governance, the company must be managed independently so that each organ of the company does not dominate the other and cannot be interfered with by other parties. In the Code Provisions mentioned:

1. Each organ company must avoid domination by any party, is not affected by particular interests, free from conflict of interest and any influence or pressure, so that decisions can be made objectively.
2. Each organ company must carry out the functions and duties in accordance with the statutes and regulations, not dominating or shifting the responsibility to each other to realize an effective internal control system.

e. Fairness

The basic principle: in carrying out its activities, the company must always consider the interests of shareholders and other stakeholders based on the principles of equality and fairness. In the Code Provisions mentioned:

1. The company should provide an opportunity for stakeholders to provide input and opinions in the interests of the company as well as open access to information in accordance with the principle of transparency within the scope of their respective positions.
2. The Company shall provide fair and equitable treatment to stakeholders in accordance with the benefits and contributions made to the company.
3. The company must provide equal opportunities in career recruitment and perform their duties in a professional manner regardless of ethnicity, religion, race, gender, and physical condition.

4.3. IMPLEMENTATION OF GOOD GOVERNANCE TO PROVIDE QUALITY SERVICE TO SOCIETY

In University in general, governance includes the elements of planning, execution, control, and continuous quality improvement. Planning is the process of setting policy, regulation, programming, and budgeting, as well as formulate how or procedures to implement them. Planning

also covers the determination of the time frame, and the stages of achievement expected. Included in the planning element is how all the resources involved implementing the policy. Implementation is the realization of the planning process. In this phase all resources optimally should be engaged to carry out the plan. In the implementation phase, the monitoring activities are very important, as controlling efforts towards the implementation of the policy, and perform a direct attempt to ensure that policies can be fully implemented as planned. Quality improvement is an effort to improve the quality management system of University, after the evaluation of policy implementation. Quality enhancement conducted continuously.

The principle of ⁶ good corporate governance, namely: transparency, independence, accountability, responsibility, and fairness. These principles are needed in universities to achieve continuous performance by taking into account of stakeholders.

In the implementation, ¹ principles or basic characteristics of good governance is still relevant to be applied in the concept of good university governance. In its implementation, a higher education institution must comply with the principles of participation, consensus orientation, accountability, transparency, responsive, effective and efficient, equality and inclusiveness, and the enforcement/supremacy of law. ⁴ What is different is the value and purpose that animates. Managerial principles that should be applied to support the functions and basic higher education ²² objectives. In addition, another difference is in terms of stakeholders associated with the provision of education and higher education.

The specialty of higher education institutions compared to other institutions lies in its basic functions, namely in terms of education, teaching and discovery efforts or innovations (research). These functions are then defining the role of universities in society. Discourse which then often arise in the administration of the college and then it is on academic excellence and management colleges, including in terms of financing. The answers from ⁴³ both this discourse then depend on how the understanding of a country in the implementation of good university governance.

Good university governance itself is not a standard concept in its application, except in the case of basic managerial principles. These applications can vary, according to the conditions and ideologies that embraced by a nation or society. For example, good university governance in the United States are usually applied by giving full autonomy, both in terms of academic and managerial and financing, to the higher education institution as long as it can be justified. Consequently, the government influence is relatively weak and vice versa, the authority of the executive managers and the board of the university is strong. This is in contrast to most European countries, where good university governance applied by the granting of autonomy in academic terms but not entirely in terms of managerial and financing, so that the influence of the State ⁴ in terms of managerial become quite large. Some countries such ⁴ as Austria even bear the full cost of higher education so that the students in the college do not have to pay tuition fees. While the countries of Southeast Asia are generally still searching for the best form and struggle between the two extremes earlier.

¹⁴ Supposedly in universities must be grown awareness that the demands on the implementation of good corporate governance are not only an obligation, but rather a necessity. Along with tighter competition situation, the college must continue to strive to realize good university governance as a system that is attached to the dynamics of college.

⁷ The purpose of the policy of good corporate governance in higher education is that parties that play a role in running the university management understand and perform the functions and role of appropriate authority and responsibility. Parties whose role includes the Board of Trustees (BoT),

Senate, Rector and the Vice Rector, the Committee (if any), Bureau Chief, Dean and the Vice Dean, The Structural Officials, Faculty, Head of Unit and Employees.

To illustrate the application of governance in higher education, can be expressed as the following matters:

1. Transparency

Higher education as an industry is responsible for the information disclosure obligations as well as providing information to the stakeholders so that the corporate (college) position and management can reflect the real conditions and expectations of higher education in the future.

a. Transparency of Decision-Making Process

Some aspects of the implementation of the transparency that can be done by universities, among others through the development of information infrastructure in the form of intranet, knowledge management, which is a means of delivering a wide range of employees in the form of text information, or ideas. Thus every employee can access the information. Ideas or innovations are good and can be realized, will be recognized by the management. University can also develop means of communication between management and employees via Rector SMS, who is expected to be utilized by each employee as a means to provide direct input to the rector if there are irregularities in the field or to a means of providing input for the progress of the institution. Clipping print media on line is updated every day for internal information needs.

b. Transparency To Partners

To increase transparency to all partners, universities can apply the application of e-procurement and e-auction and implementation management module suppliers in the procurement process of goods and services. With e-procurement, physical contact between the supplier/partner committee is minimized and all tender activities performed by the computer system, which supports transparency. All suppliers receive the same information.

c. Transparency employee performance evaluation

The implementation of employee competency assessment using competency assessment tools, through online assessment, it carried out directly involving the employee, the direct supervisor, co-workers and subordinates as well as document of individual performance value. Assessment center is also used to determine the potential of an employee in terms of placement and promotion positions.

2. Independence (Independence)

Related to aspects of independence, the Rector, MWA, and the Senate has independent views in every decision taken. In addition, it is also possible to obtain advice from independent consultants and legal consultants to support the Rector.

While the application of self-reliance in the field of HR can be done in the appointment of officials at certain levels. The selected candidates (short-listed candidates) determined through job tender, the positions trial and assessment tools through the assessment center, taking into account the results of the performance of individual, online assessment and assessment center.

3. Accountability (Accountability)

To uphold accountability, needs the clarity of function, implementation and accountability of all organs in the organization, so that the management institutions are effective. For example, the

function of the BoT, the Senate, the Rector, the Bureau, part / supporting units (Internal Auditor Group, Quality Assurance Agency), and other units according to the function of each unit.

a. Aspects of Accountability in Delivery of Financial Statements

BoT session is a means for Rector to account for the institutions annual financial statements and the report has been approved by the BoT. In addition, reports of the Rector to BoT/Senate and stakeholders regarding the annual budget plan for the period as well as regular discussions between the Rector and BoT/Senate regarding the evaluation of quarterly and annual financial performance. These are the kinds of good corporate governance in the aspect of accountability. Meanwhile, the submission of annual financial statements and semi-annually to the public is carried out through the mass media (print media) that has a wide range.

b. Aspects of Accountability in Human Resources

Focused on increasing the performance of human resources, reward and punishment system applied to employees associated with the compensation policies applicable in internal college.

4. Responsibility

Universities should always give priority to suitability in the management of college according to the legislation in force and the principles of healthy and high quality institutions. Each section/unit has the duty and clear function, with the allocation of responsibilities of each are clearly stated in the policy regulations college (Rector Regulation).

5. Fairness

To meet the aspects of equality and fairness in the delivery of information, higher education can apply equal treatment to the entire academic community. Relationships with employees is also maintained, namely by avoiding discriminatory practices, among others respect the rights of employees, give the same opportunity regardless of age, ethnicity, race, religion and gender, treating employees as valuable resources by means of a system of knowledge-based management ,

In ensuring fairness in the implementation and remuneration system, need an assigned mechanism relating to the determination of reward and punishment for all employees. In addition, universities can periodically conduct a survey on remuneration levels at other universities as an evaluation of remuneration for employees. And In ensuring the fairness of the price in the process of procurement of goods and services, colleges provide electronic auction for the sale and procurement of goods between the company and organization named e-auction as early foundation formation of e-procurement. According to Presidential Decree No. 80/2003 on Procurement of Goods and Services, the principles in procurement is efficient, effective, open, competitive, transparent, fair and accountable. Through e-auction, it creates transparency, accountability and efficiency of the auction.

Environmental conditions with regard Universities, all universities are currently undergoing rapid changes. Globally changes seen in the form of the development of the information society based on science and technology. In such a situation the mastery of knowledge by individuals and or organizations will be a prerequisite and basis for the capital of self-development efforts and organizations in an increasingly competitive situation.

Such conditions require a proactive response from all walks of life, all the more College as a center of excellence clearly have to do repositioning in the context of the external environment through the efforts of restructuring internally planned well (well-planned), executed well (well-actuated), and

evaluated either continuous (well evaluated / controlled) in the frame of the spirit of continuous updating.

Furthermore, the rapid changes taking place in society needs to be addressed appropriately by performing a deep reflection about what role universities have played today, and how that role in the future the possibility of dating. To answer this, it seems we need a thorough analysis of the actual condition and predictive analysis of the possibilities of future roles.

Such circumstances make public demands of education / educational institutions including Universities experienced a shift of demand towards idealistic nature demands a more practical-pragmatic. ,

It is undeniable that the economic dimension today has dominated the public demands of education, educational institutions whose graduates are employable in great demand, it is not something wrong even very rational, but educational institutions need it's absolutely the right, for consideration to the people rely on the dimension current and contemporary with a partial sphere, while educational institutions must consider also the dimensions kenanian so it is more holistic.

To anticipate and respond to the above, the necessary measures to enable the College became a pioneer in the cultivation and development of human resources are integrated in order to meet (1) the needs of citizens oriented ideal to education, through the creation of a conducive environment for the growth of the spirit of academic dynamic, and can be a vehicle for dissemination of values, norms, and self-sufficiency, and (2) the need for pragmatic-oriented society through educating human readiness to be absorbed by the business suit individual specifications.

All that will fundamentally affect how the learning process in Higher Education was organized, and to the accuracy of responding to the understanding of trends Learning mode should be observed that education at university can still play a role and is able to reach different groups of people who need it.

Therefore, as the elaboration of laws and governance of healthy college, that college should be managed in a professional manner, so that the quality of the educational process can be felt directly benefit the wider community, such as:

1. Provide Information and Understanding

The first benefit is to improve and provide information and understanding of science as a whole to the public. This is one of the most important things is the goal and the main benefits of education. With the quality of education, it will be able to help people understand and recognize the various kinds of knowledge that continues to grow.

2. Creating the Next Generation of reliable

Benefits that both are able to create a generation of expert or experts in various fields. It is related to the availability of various levels of education and also the existing majors, so it can help give birth to many young people who are useful for many people in accordance with the disciplines studied.

3. Deepening A Science

Through the process of quality education can be beneficial for people who are deepening a particular discipline. As researcher of a scientific discipline, and determined to develop the science.

4. Individual Career Development / Community

The importance of quality education to gain knowledge that would be useful for the purposes bagia masyarakat career in the future. Degree obtained will demonstrate one's expertise, particularly in the fields of employment and individual career development.

5. Establish community Scientific Mindset

The mindset among people who study and who never take education must be different. The education allows one to have a walk and a scientific mindset, which is structured and based on the facts available.

6. Prevent Formation of Generations "Stupid"

Excellent education benefits to prevent duping. With their education, then the individual communities will increasingly understand what is good and right, so as to prevent various acts stupid, which can be detrimental to many parties.

7. Adding a community experience

Another benefit is being able to improve the experiences for the community, saehingga can help one to work better, according to the experience that they've gained in the educational bench.

8. Achieve Self Actualization

Self-actualization is the highest level that can be achieved by the public, where the self-actualization, someone had to have a lot of experiences and also been able to actualize themselves. With education, then the level of self-actualization, will be achieved on the individual.

9. Preventing Crime

With their education, then one will understand what is good and what is wrong. This of course will have an effect and are also useful for preventing crime.

10. Teaching Social Functions 10. Within the Community

Not only teaches the understanding of a particular discipline, education also teaches about social interaction in the community. This course will help one understand the social functions that must be implemented in the community to be individuals who are useful to the nation and the State.

11. Increase Productivity Society

With higher rules of thumb and also the level of education of a person, then this will also affect the productivity of the individual against the state itself. Being productive individuals is to be individuals who are able to produce something, not just money, but can be useful for anyone who needs.

12. Optimize the Talent society

In education there is an opportunity for everyone to learn and develop the talent they have. With their education, talents or talents and interests owned by the community to develop optimally and can be utilized for the benefit of the people.

13. Establish a National Character

A further benefit is shaping the character of the nation's dignity and good morale. This of course will greatly affect the progress of the State.

14. Improve Thinking Society

Along with the increased experience and education level that has been taken by individual ,, then this course will greatly influence the way people think. way of thinking and analysis carried out by a person will increase and become even better.

15. Improve Living Standards Community

Education is also useful to improve one's life, where those who have never attended will be have the mutual respect.

16. Establish a Community Personality

Other important benefits are able to shape one's personality. Some personalities are formed within a person is strongly influenced by the quality and level of education that has been taken by the individual.

17. Feeding Society

The next benefit, education is very important to educate the community in general.

18. Ensure the occurrence of Social Integration

Quality education can increase social integrity. It is associated with increased pemahan about function - social function in society, so that with the formation of structural integrity, it will form a prosperous state anyway.

19. Enhance Creativity Society

By taking levels - education, then this may help a person to develop and increase creativity. This is of course very useful for the individual itself and also certainly be useful for the wider society.

20. Creating the Intelligent Community

The benefits of the latter is to create a society that is intelligent, not easy to be influenced, as well as having moral values and integrity, so as to promote and participate in helping the development of the State.

V. CLOSING

⁸ In the author tries to draw some things that should be of concern in the implementation of good governance as follows:

1. Accountability of public bureaucracy and ⁸ good governance and good corporate governance has become a crucial point for the direction of the development of democracy in Indonesia in the future, included therein is the field of education. Therefore, speaking of public accountability and good governance means not separated therein accountability and good governance in education. Management education is a public service; it is this which raises the need for public accountability and good governance in educational institutions.
2. The purpose of the development of good corporate governance in the university ⁷ is that the parties involved in running the university management understand and perform the functions and roles according to the authority and responsibilities, and the active participation of stakeholders can provide and ⁶ obtain their rights in accordance with the applicable ,
3. The values of good corporate governance, namely: transparency, independence, accountability, responsibility, and fairness. These values are needed at universities to ensure the attainment of sustainable performance ²⁰ with regard to stakeholders (stakeholders).
4. The reforms in higher education governance in recent years are driven by the same external and internal pressures and are largely following the same pattern. They tend to have the following elements:
 - a. ²⁰ legislation that establishes universities as autonomous independent entities
 - b. Withdrawal of the State from certain detailed control and management functions and the devolution of responsibility to universities themselves
 - c. The creation of buffer bodies or agencies to carry out some of the detailed financial control ¹³ supervision functions in the sector or to provide sector-wide services
 - d. Adoption of funding models that give institutions greater freedom and that encourage them to develop new sources of income
 - e. Creation of external agencies ²³ that monitor the quality of all courses delivered by institutions
 - f. The development of new forms of accountability through reporting on performance and outcomes in achieving nationally set goals for the sector, as well as institutionally set ¹³ targets
 - g. Confirmation of the role of a university board as having overall responsibility to the minister or the buffer body
 - h. Gradual withdrawal of the State from decisions on the appointment of the chair of the board or president and members of the board
 - i. Expectations of managerial competence by the board and the president

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