A good governance implementation in the Managing Study Program at Universitas Nias

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Abstract. Study programs at a University should be managed well to achieve the goals based on its vision and mission. Good governance aspects, such as credibility, transparency, accountability, responsibility, and fairness are necessary to implement. This study aims to describe the good governance at the university of Nias based on the satisfaction of the academic community. A survey methodology was on lecturers at the Faculty of Teacher Training and Education. The results show that academic activity will be proper if the governance is implemented consistently and sustainable. A well-managed governance will impact on a good service as expected by lecturers and students.

Keywords: Governance, transparent, credible, accountable, fairness.

1 Introduction

Good governance is basically a concept referring to the process of reaching a decision and the implementation that can be jointly accounted for. As a consensus reached by the government, citizens, and the private sector for government administration in a country. The target to be achieved is the realization of a good governance system based on law. Good university governance is the administration of education services that are clean and correct and related to strategy, rule, and procedure based on the principles of accountability, transparency, participation, responsiveness, efficiency and effectiveness, professionalism, and equality.

Governance is an authorized body to direct and administer the activities of government institutions. Realizing effective governance will increase the level of satisfaction with customers [1]. The current situation enables a university to compete by improving the quality of graduates both nationally and internationally. Hence, the university should play an active role [2]. Management is the main foundation in formulating, preparing, planning, organizing, controlling, and making observations that are effective and efficient [3]. A good governance term has become popular with the public in recent decades. Governance itself is a system of value, policy, and institution interacting with society, government, and the private sector that

influences and manages economic, social, and political affairs. Management quality in managing an organization in an accountable and elective manner is a management philosophy that is integrated with the implementation of the organization being led,[4]. The characteristic of good governance is transparency and accountability in interacting with all public sectors [5].

Realizing good governance will take a long time and continuous effort. Good governance implementation is the way to recover and rebuild the public trust in the government [6]. Good governance is the main element in leadership to manage the Study Program using the tri-dharma activities, such as planning, implementing, supervising, and evaluating the process of academic activities. This is in accordance with previous research that commitment is crucial for a leader because it relates to the responsibility of a leader. A leader will influence his followers (staff in the context of government) in a better way (good governance) [5].

Good governance encompasses 5 pillars, namely: credible, transparent, accountable, responsible, and fair. The principle of justice is reflected in doing the activities transparently. To motivate the citizen use the right to express their opinion in decision-making related to the community interests. the document filing system for the academic community in tertiary institutions, both students, education staff, and lecturers, is very useful for supporting governance, especially study programs as the main pillars of supporting a university [7]. Encouraging every citizen to use the right to express their opinion in the decision-making process concerning the public interest both directly and indirectly.

Good school governance requires a culture of accountability. Accountability occurs at multiple levels. School board members are responsible not only to each other but to overall. Two key members considered fundamental to creating a culture of accountability were identified as the head of the school board and the principal. The school board chair leads the accountability process. One way to achieve this is by holding principals accountable for their actions and performance. While it is important to create a culture of accountability, it must also be recognized that school boards are not professional boards and members are not paid for their services. Membership is voluntary. This has the potential to create a level of complexity in building a culture of accountability for the operations of the schools they manage because it often involves much larger and more significant budgetary and financial considerations than their daily experience. It is therefore important that training and development in what is required of school board members is provided. If a culture of accountability is created within the governance structure, it will likely spread to other areas of operation within the school. Members of the school implementation team, teaching staff, and administrative staff can also embrace a culture of accountability. Open and transparent accountability, held, helps in developing internal and external accountability levels. It also brings external stakeholders into the governance model and strengthens it. Accountability in schools in this study usually centered on school principals holding themselves accountable for their performance through a joint school board assessment and reflection process as well as external mechanisms that assess school performance. Other research (see, for example, Kay and Goldspink, 2015) clearly supports this shared accountability process, [8].
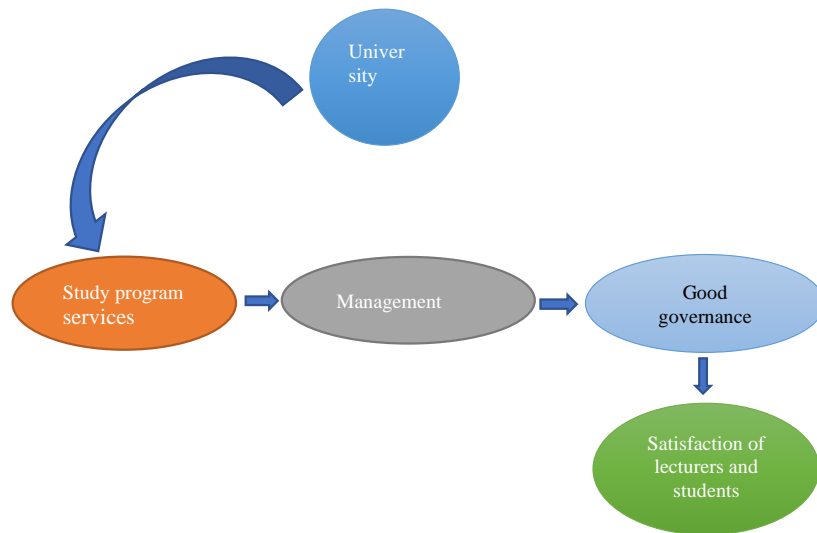
Fig. 1. Management cycle of program study

The qualification chart below shows that the governance of the university has not been optimized in making breakthroughs as a priority by the top management to improve the university as well as the biggest institution in Nias island. Other Institutions, like IKIP Gunungsitoli, have formulated a road map for 2020-2035, namely the policy direction related to improving the quality of graduates who can compete with other tertiary institutions and fulfill national higher education standards.
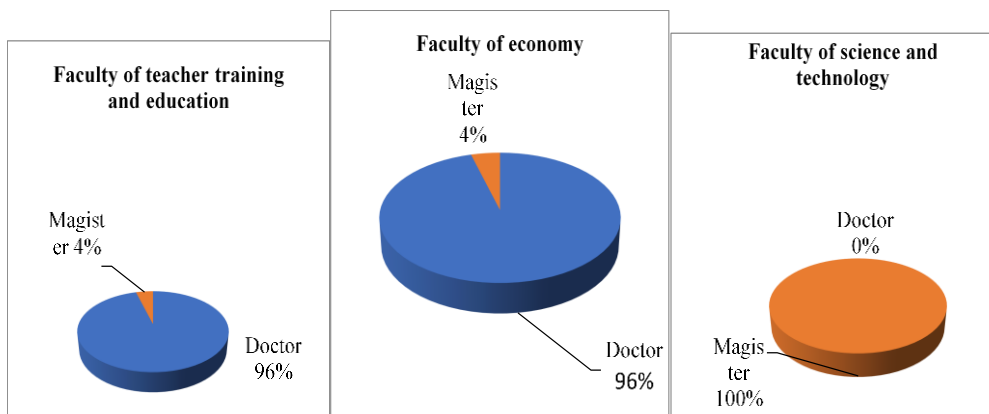

Fig. 2. Lecturers at Universitas Nias

2 Method

A descriptive approach was used in this study. The descriptive method is to describe the study focusing on the governance of the study program at the University of Nias consisting of 3 faculties. Data were collected by using questionnaires, interviews, and observations about the principles of good governance, such as credibility, transparency, accountability, responsibility, and fairness. The questionnaires were distributed to 69 lecturers at the Faculty of Teacher Training and Education, 46 lecturers at the Faculty of Economics, and 11 lecturers at the Faculty of Science and Technology. The questionnaires were given to the respondents to complete it before being interviewed. In this study, the qualitative descriptive method is used. Likert scale survey questions are used to gauge respondents, such as: strongly agree = 5, agree = 4, Neutral = 3, disagree = 2, strongly disagree = 1.

3 Results and Discussion

3.1 Results

The good governance based on the study related to the satisfaction of academic services is presented in the table below.

Table 1. Aspects of good governance

Study Program	Aspects of good governance				
	Credible	Transparent	Accountable	Responsible	Fairness
PM	The implementation is improved	Transparent is running well	The implementation of academic activity is accountable	The implementation of academic activities has been carried out with responsibility	Implementation of academic activities is carried out fairly by all parties
PB	Credibility has not applied well	Academic activity in the study program has not been fully implemented transparently	It has not been implemented properly yet because many elements are difficult to adapt to the planned program.	Responsibility has not been carried out completely	Fairness has not been fully implemented
PPKN	The study program is always consistent with the	Study Program delivers academics to each lecturer transparently	Study Program carries out tasks in accountable	The study Program is responsible for implementing	The study program carries out the activity in fairness involving

				the academic activities of both lecturers and the university's top management	elements of lecturers and students in making a decision
	information provided				
PPKn	Very good	Very open	Very trustworthy	Very responsible	So fair
PBSI	It has been carried out according to SOP	It has been implemented transparently	Well done	It has been implemented	It goes well
PBING	The synergy between lecturers and students is in good condition and good supervision	Academic implementation is very open and the process is synergized with the expectations based on the vision and mission of the Study Program	All elements have a responsibility according to their respective duties and they have been carried out clearly and correctly	All elements have implemented their own tasks with responsibility	Implementation of activities in a fair manner, such as providing the best service to students, and lecturers in a balanced manner by always paying attention to the values of tolerance
PTB	The implementation of academic activity is carried out in a credible manner	The implementation of academic activities is carried out transparently	The implementation of academic activities is carried out in an accountable manner	The implementation of academic activity is carried out responsibly	The implementation of academic activity is carried out fairly

Note:
PM   : Mathematics Education
PB   : Biology Education
PPKN   : Pancasila and Civic Education
PBSI   : Indonesian Language and Literature Education
PBING   : English Language Education
PTB   : Building Engineering Education

3.2 Discussion

The results of this study show that the study program is well managed based on vision and mission. The aspect of good governance is the main instrument for obtaining answers from lecturers regarding the implementation and management of the study program in the Tri Dharma of the university. The aspects of good governance are credible, transparent, accountable, responsible, and fair. According to the feedback obtained the program has been running as expected. The learning process is not only carried out in classes but also with online systems using various platforms, such as Zoom meetings, Google Meet, Edmodo,

telegram, Google Classroom, WhatsApp, email, Microsoft Team, and Google Duo. The learning process is a blended system.

In accordance with the results of research regarding good school governance requires a clearly articulated school vision [8]. Vision, it was held, provides direction and purpose. It was essential that this vision be relevant to the school, meet its current needs, and be flexible enough to adapt if the school's context and circumstances changed. Similarly, higher education is an institutional institution that functions to create human resources according to their respective fields. Most of the students of Nias University tend to be satisfied, and a few percent are dissatisfied with the program.

4 Conclusions

The implementation of good academics must be carried out consistently and continuously with good cooperation. Academic activities can be carried out by increasing the principles of democratic and professional manner supported by the facility. The professionalism of the lecturer should be intensified. It is necessary to improve the performance of the teaching process [11]. All academic activities must be based on standard operational procedures (SOP) to develop collaboration in research and learning with other universities. Good governance should be improved continuously.

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