

ARTICLE

Analysis of the Principles of Good University Governance at the University of Indonesia as a State University with Legal Entity (PTN-BH) in 2014-2019

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ABSTRACT

To achieve its vision and mission, the University of Indonesia (UI) has undertaken a series of improvements across various domains, encompassing governance. However, despite these endeavours, the enhancements in UI's governance do not seem to correlate with its performance achievements as documented in the annual reports. This study aims to analyse the application of the principles of good university governance at UI, a state university, from 2014 to 2019. The findings reveal that the execution of good university governance at UI, operating as a State University with a Legal Entity from 2014 to 2019, has not been optimised. The study delineated obstacles to good university governance at UI, encompassing the lack of involvement in decision-making processes beyond the rectorate, particularly in academic management; absence of transparent selection criteria for critical leadership roles such as UI Rectors and Deans; disparities in workload distribution across UI units; and outdated information on the ui.ac.id website. Recommendations stemming from the study advocate for enhancements in regulatory frameworks, refinement of staff performance assessment mechanisms, dissemination of financial regulations, and exploration of avenues to augment non-tuition revenue streams. These proposed measures aim to mitigate the identified challenges and to implement sound university governance principles more effectively at UI.

A. INTRODUCTION

Universitas Indonesia (UI) was ranked by the Quacquarelli Symonds (QS) Institute ([Top Universities, 2023](#)) as the best university among 11 State Universities with Legal Entity (PTN BH) in 2019. This ranking employs seven assessment indicators: academic reputation, measuring all academic elements; employer reputation, evaluating the quality of graduates in terms of employability; faculty-student ratio, measuring the sustainability of teaching and learning activities in tertiary institutions; international faculty measuring the number of expatriates and foreign educators; international students measuring the number of international students enrolled; outbound exchange measuring the number of students participating in student exchange programs abroad for at least one semester; and inbound exchange measuring

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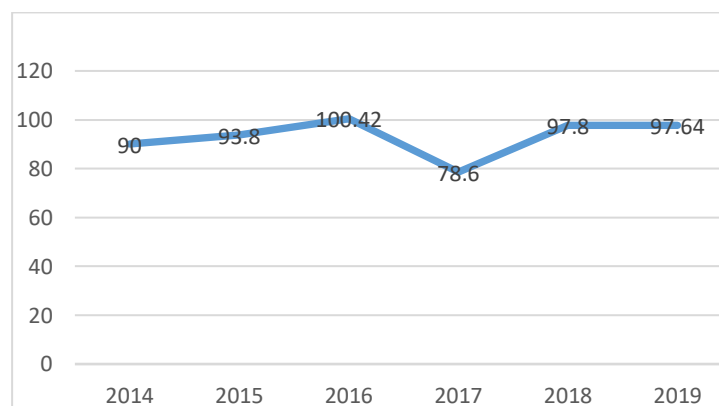
the number of international students studying at tertiary institutions as part of a student exchange program for at least one semester.

However, even though UI is often considered the best tertiary institution in Indonesia, its ranking has fluctuated from 2014 to 2021. UI's rankings during this period are as follows: in 2014, it was ranked 309th in the world; in 2015, it was ranked 310th; in 2016, it dropped to 358th; in 2017, it rose to 325th; in 2018, it improved to 277th; in 2019, it declined to 292nd; in 2020, it further decreased to 296th; and in 2021, it was ranked 305th (Top Universities, 2023). Over recent years, UI has witnessed fluctuations in achieving global rankings based on the QS institution's ranking. In Indonesia, UI traditionally considered the best, was surpassed by UGM in 2021 and ranked 254th globally based on the QS institution's ranking (Top Universities, 2023). The shifting of UI's position as the top university in Indonesia and its decline in world rankings suggest weaknesses and deficiencies in its management.

Ideally, UI, as a higher education institution, should be governed by principles of good governance. All institutions, including UI, must consistently meet targets and enhance performance. Additionally, as a State University with Legal Entity (PTN BH) status, UI enjoys greater authority in governance, allowing for more flexibility in innovating policies across various domains. Previous studies have demonstrated a positive correlation between corporate governance and institutional performance (Zagorchev & Gao, 2015). As a university organisation, this implies that UI can benefit from good governance practices, leading to improved performance. University governance is crucial for tertiary institutions to realise their vision and mission of excelling in knowledge development, professionalism, research, and community service (Engwall, 2020).

To achieve its vision and mission, UI makes a series of improvements in various aspects year by year. Anis (2019) conveyed in his accountability speech that starting in 2016, UI established a compliance foundation for good university governance or university governance, for example, regarding UI budget management (Pidato Pertanggung Jawaban Rektor 2014-2019, Universitas Indonesia 2019). Furthermore, governance enhancements are evident in various regulations instituted by UI to provide legal certainty and binding directives in PTN BH's operations. Governance at UI is structured into four domains: Academic and Student Affairs, Research and Innovation, Planning and Finance, and Resources and Cooperation (Pidato Pertanggung Jawaban Rektor 2014-2019, Universitas Indonesia, 2019). Each domain is overseen by a vice-rector directly accountable to the UI Rector.

However, UI's efforts to improve governance do not align with its performance achievements in the annual performance report (as shown in Figure 1). The data in Graph 1.1 portrays UI's performance achievements from 2014 to 2019, indicating a fluctuating trend rather than consistent improvement.



Source: Processed by the Author (2020)

Figure 1. UI Performance Achievements 2014-2019

Figure 1 illustrates the fluctuating nature of UI's performance achievements from 2014 to 2019, indicating a lack of consistent improvement. In 2014, UI attained 90% of its performance targets based on the General Performance Indicators (IKU). Subsequently, in 2015, UI's performance rose to 93.8%, according to the 2015 performance contract, and further increased to 100.42% in 2016, based on the 2016 performance contract. However, in 2017, UI's performance dropped to 78.60% under the 2017 performance contract with MWA UI. Although UI's performance rebounded to 97.89% in 2018 based on the 2018 performance contract, it declined again to 97.64% in 2019 under the 2019 performance contract. The inconsistent performance figures suggest potential areas for improvement in UI's governance, as [Wijaya, Supriyono, & Dewi \(2019\)](#) indicated that effective university governance positively influences performance (Pidato Pertanggung Jawaban Rektor 2014-2019, 2019).

According to UI's performance reports from 2014 to 2019, several persistent problems were identified and remained unresolved. For instance, in terms of governance, the absence of a reward and punishment system was reported in 2014, and this issue persisted until 2019. Similarly, challenges with information system integration were noted in 2014 and continued through 2019. Concerning human resources, the 2014 report highlighted the lack of integration in the personnel information system, particularly within the faculties, and the need for an integrated recruitment and selection system compatible with the dual staffing system (PNS or Civil servant and PUI or UI permanent staff systems) (Pidato Pertanggung Jawaban Rektor 2014-2019, Universitas Indonesia, 2019).

Regarding finances, UI's 2014 report underscored suboptimal information system integration, which persisted through 2019. The 2019 report indicated the absence of an integrated, technology-based management information system supporting the integration of financial, planning, and procurement systems for goods and services and financial and accounting systems. This lack of integration may hinder effective and efficient program and budget management. Similarly, in facilities and infrastructure, the optimal implementation of resource sharing was lacking in 2014 and remained an issue in 2019.

UI encountered similar challenges in education, where the optimal utilisation of e-learning was lacking from 2014 to 2019. Regarding research, the 2014 report revealed suboptimal research outcomes, and in 2019, UI's productivity in generating international publications, government policy studies, or Intellectual Property Rights (IPR) products such as patents needed enhancement to fulfil its role as a global research university. These challenges and issues highlight governance problems at UI despite its PTN BH status and policy-making autonomy.

Numerous previous studies have addressed the topic of university ([Agyeman, Tamanja, & Bingab, 2021](#); [Bian, 2021](#); [Burns, 2020](#); [Carson, 2020](#); [Croucher et al., 2020](#); [Crow et al., 2020](#); [de Boer & Maassen, 2020](#); [Facchini & Fia, 2021](#); [Gu, Feng, & Huang, 2020](#); [Hai & Anh, 2022](#); [Halalu, 2023](#); [Huang et al., 2020](#); [Jiang & Xue, 2021](#); [Lo, 2021](#); [Mai et al., 2022](#); [Nurlatifah & Ahmar, 2022](#); [Rymarzak et al., 2020](#); [Shattock, 2021](#); [Shaw, 2014](#); [Staples et al., 2021](#); [Xue, Cornelis, & Zhu, 2022](#); [Yadessa, Bekabil, & Fetene, 2022](#); [Yao, Weng, & Ye, 2019](#)). However, studies specifically addressing the theme of good university governance namely, [Blackmore & Lund \(2022\)](#); [Christina & Brahmana \(2021\)](#); [Mutiarin, Suswanta, & Darumurti \(2019\)](#); [Nurhayati & Ahmar \(2022\)](#); [Rahayu, Subagiyo, & Rahayu \(2018\)](#); [Wardhani et al. \(2019\)](#) have primarily focused on examining its influence on various aspects of university governance. Notably, there is a gap in research specifically evaluating the implementation of good university governance at a university, particularly Universitas Indonesia, across five dimensions: context, mission, and overall goals; management orientation; autonomy; accountability; and participation. This study aims to fill this gap by analysing the application of the principles of good university governance at UI as a state university from 2014 to 2019.

The academic novelty of the study lies in its comprehensive analysis of Universitas Indonesia's (UI) performance and governance from 2014 to 2019, focusing on applying the principles of good university governance. The study goes beyond traditional ranking analyses by exploring the nuanced relationship between UI's global rankings, its institutional reputation, and the fluctuations observed in its performance. It contributes to the academic discourse on higher education governance by aligning with established theories and models, providing a theoretical framework that enhances the scholarly value of the research.

The study's significance is further emphasised by identifying a disconnect between UI's governance efforts and its performance achievements over the specified period. This observation challenges conventional expectations and further explores the factors influencing UI's governance effectiveness. The comprehensive nature of the study, covering various facets of UI's governance challenges, including issues in information system integration, human resources, financial management, and facilities, adds to its academic value.

This study analyses the application of good university governance at UI during 2014-2019. It contributes significantly to the academic literature by providing a nuanced perspective on the interplay between governance, performance, and global rankings in the higher education landscape.

B. LITERATURE REVIEW

Governance

The term governance or governance does not have a single definition. [UNDP \(1997\)](#) defined governance as applying administrative, economic, and political authority to run the country at all levels. This application comprises processes, methods, and institutions where citizens articulate their interests and rights, fulfil obligations, and mediate differences between various parties. Another definition was proposed by the [World Bank \(1992\)](#), viewing governance as a way of power to regulate or manage multiple resources, including social and economic resources, in a country for development. In addition, [Mineur \(2007\)](#) defined governance as transitioning from a traditional style of managing government to a culture involving all existing state institutions.

Governance is usually related to the boundaries of the public and private sectors and the level of administration where the difference is slight ([Mineur, 2007](#)). This understanding aligns with [Stoker's \(1998\)](#) statement, "*Governance refers to the development of a style of government where the boundaries between the public and private sectors are so blurred*". The essence of governance is to focus on mechanisms that do not only stop at the authority and sanctions from the government. [Kooiman \(1993\)](#) defined governance as a pattern or structure that emerges in the socio-political system due to intervention efforts from various stakeholders. This pattern cannot be reduced to the results produced by one actor or group of actors ([Bovaird & Löffler, 2003](#)).

[Smith \(2005\)](#) argued that governance is used in the social sciences, particularly in economics and politics, to describe the actions of the executive, legislators, parliamentarians, and legal entities. [Bonn & Fisher \(2005\)](#) defined governance as the process by which an organisation is directed, controlled, and held accountable. The European Union argued that governance consists of the rules, procedures, and behaviours guiding the use of power, "*...especially in terms of openness, participation, accountability, effectiveness, and interrelationships*".

University Governance

[OECD \(2008\)](#) offered a more comprehensive understanding of governance by integrating internal, external, and higher education/university governance network perspectives.

Governance is defined as the structure, relationships, and processes that permeate national and international levels, institutions, and policies for higher education, where it is implemented and reviewed. It consists of a complex network that includes legislative frameworks, the characteristics of institutions, and how actors relate to the entire system. It also involves how money is allocated to institutions, how actors are accountable for budgets, and the less formal structures and relationships directing and influencing behaviour (Vidovich & Currie, 2010). The internal turbulence and complexity inherent in the higher education environment pose challenges in encapsulating the multifaceted dimensions and interpretations of governance within a singular definition (Chou et al., 2017). They highlighted that various forces mould governance structures and practices at both the systemic and national levels, leading to disparities in governance models (Chou et al., 2017). Therefore, cross-national differences heavily influence higher education governance.

Good University Governance

Jaramillo (2012), in his report titled "Universities Through the Looking Glass: Benchmarking University Governance to Enable Higher Education Modernisation in MENA," outlined the existence of a university governance scorecard developed by The Arabic World Initiative, the Marseille Center for Mediterranean Integration (AWI/MCI) Program. As described in the report, this scorecard is a measurement tool utilising five dimensions to comprehensively assess university governance: context, mission, and overall goals; management orientation; autonomy; accountability; and participation.

Regarding the dimensions of context, mission, and overall goals, research from Altbach & Salmi (2011) showed that essential factors for defining good governance include clarity in the mission definition and alignment between mission and goals (Jaramillo, 2012). The Management orientation dimension consists of the head of a university and available government agencies, composition, the process of selecting or appointing members, roles and responsibilities, reporting lines, accountability measures, and duration of the assignment (Jaramillo, 2012). This dimension also includes the clarity of the agency's mandate, alignment of the appointment with the mission, objectives, and framework of the university, accountability measures for governing bodies, and mechanisms to measure governing body performance (Jaramillo, 2012).

The autonomy dimension arises from the need to make universities more responsive to the social and economic environment, better adapt to technological changes, and innovate (Jaramillo, 2012). Altbach & Salmi (2011) and Jaramillo (2012) revealed in their research that research universities require the full involvement of academic staff in decision-making. They typically have greater degrees of professorial power and more robust guarantees of academic autonomy than other educational institutions.

The accountability dimension can be challenging to measure and is prone to unintended consequences (Jaramillo, 2012). The accountability dimension indicators look at academic accountability, accountability to civil society or social responsibility, and financial accountability (Jaramillo, 2012). The Participation dimension analyses the extent to which different stakeholders are considered in decision-making (Jaramillo, 2012). The interests of various stakeholders in university issues vary by the type of institution as well as the overall framework of the system (Jaramillo, 2012). Familiar stakeholders involved in decision-making include students, academic staff, government, industry representatives, donors, community associations, trade unions, and alumni (Jaramillo, 2012).

C. METHOD

This study employed a post-positivist approach. As [Creswell \(2014\)](#) described, in this approach, the researcher begins with a theory as the foundational framework, collects data, and then revises the theory based on whether the data supports or refutes it. This research is grounded in [Jaramillo's \(2012\)](#) theory of good university governance. The data collection methods employed in this study included in-depth interviews, observation, and a literature review. Thus, the formulation of interview questions was guided by the leading theory pertinent to the research topic: the theory of good university governance. Informants were probed on various dimensions, including context, mission, overall goals, management orientation, autonomy, accountability, and participation. Employing this theoretical framework as a guide, the researchers sought to assess its applicability in the context of the University of Indonesia, located in Depok, West Java.

For participant selection, purposive sampling was utilised. This method involves selecting participants based on specific criteria relevant to the research problem ([Neuman, 2014](#)). Informants chosen for this study were selected based on their expertise and ability to comprehensively address the research questions, providing insights into applying the principles of good university governance at the University of Indonesia as a Legal Entity State University (PTN BH) from 2014 to 2019. The researchers conducted in-depth interviews with several individuals, a selection of whom is listed in Table 1.

Table 1. List of Informants

No	Informant Position
1	Rector of the University of Indonesia 2014-2019
2	Chairman of the Board of Trustees (MWA) of the University of Indonesia for the 2014-2019 period
3	Member of the Board of Trustees of the University of Indonesia Representative of Educational Staff at the University of Indonesia for the 2014-2019 period
4	Dean of Faculty of Engineering Universitas Indonesia
5	Dean of Faculty of Administrative Science Universitas Indonesia
6	Dean of Faculty of Public Health Universitas Indonesia
7	Director of UI Human Resources 2014-2019 at the University of Indonesia
8	Vice-Rector of the University of Indonesia in the field of Planning, Finance, and Facilities in the 2014-2019 management period
9	Vice-Rector of the University of Indonesia in the field of Human Resources and Cooperation in the 2014-2019 management period
10	Member of Indonesian Corruption Watch
11	UI Academic

Source: Results of Informants Determinations by Researchers (2020)

This study employed a superior qualitative research technique for data analysis. This method involves applying theory to specific situations or organising data based on established theories. According to [Neuman \(2014\)](#), the illustrative method entails applying theory to historical or social contexts or organising data according to existing theoretical frameworks. Researchers endeavour to populate these theories as conceptual frameworks with evidence or information gathered from observations, interviews, and literature reviews.

Following the outlined data analysis process and data collection techniques, several steps were undertaken to analyse the principles of good university governance at the University of Indonesia as a State University with Legal Entity (PTN BH) from 2014 to 2019. These steps encompassed observing and identifying social phenomena, gathering data pertinent to applying good university governance principles, categorising or grouping acquired information, formulating interview protocols, conducting comprehensive interviews, and reviewing relevant

literature. Subsequently, by analysing the data from literature reviews and in-depth interviews, the authors derived conclusions concerning applying sound university governance principles at the University of Indonesia as a State University with Legal Entity (PTN BH) from 2014 to 2019.

D. RESULT AND DISCUSSION

Analysis of Good University Governance principles at the University of Indonesia as a State uni Entity (PTN BH) in 2014-2019 is seen from five dimensions: context, mission, and overall goals; management orientation; autonomy; accountability; and participation. Each dimensions have specific indicators.

Context Analysis, Overall Mission, and Purpose

This dimension comprises three indicators: the university's mission, institutional goals, and legal framework. Regarding the university's mission, UI's mission has been formally determined by considering various official documents, such as UI Statutes and RPJP. The creation of UI's mission has involved multiple actors, including the Rector, the Academic Senate, the Council of Professors, lecturers, education staff, and students. However, the involvement of various actors in shaping UI's missions per period in the Strategic Plan is inconsistent. The Rector and the team formulate the strategic plan, with faculties only providing input on a nearly finalised draft. Not all information is necessarily incorporated into the Strategic Plan, which will be determined later. Furthermore, UI's five-year mission among all academics still needs to be internalised to ensure the organisation's operations proceed harmoniously.

"The participation of actors in formulating the vision and mission of UI is still very limited. The formulation process primarily involves actors at the leadership level of UI. Faculty members are only invited to listen to the nearly finished draft". (Source: interviews with Dean of Faculty of Administrative Science Universitas Indonesia, 2020).

"Not all structures internalise the vision and mission to their staff." (Source: interviews with Member of the Board of Trustees of the University of Indonesia Representative of Educational Staff at the University of Indonesia).

"The socialisation of UI's vision and mission to stakeholders within the academic community is insufficient and never reaches all stakeholders." (Source: interviews with UI Academic, 2020).

UI's goals regarding institutional goals have been formally defined, as indicated in UI Statutes and UI Rector Performance Reports. Four organs in the form of the Rector, Academic Senate, Council of Professors, and UI MWA are responsible for monitoring the implementation of UI goals following their respective duties and functions. At the faculty level, the Dean oversees the implementation of UI's goals. However, during the preparation of UI's goals, the evaluation of the financial system took precedence, leaving much still to be addressed and adjusted.

Finally, regarding the legal framework indicators, there has been a change in UI's legal status over the last ten years, as indicated in UI Statutes and government regulations. This change in legal status has implications for the organisation, including UI's mission, which has also changed over the last ten years.

Management Orientation Analysis

Within this dimension are four indicators: strategy, management structure, management tools to motivate and monitor staff, and staff composition. UI adopts the balanced scorecard (BSC) approach based on the strategy indicators to formulate the university's strategy. Strategic planning covers various sectors such as education, human resources, research, and finance. Performance is assessed based on the achievement of performance indicators outlined in the work plan. However, the evaluation reveals that UI's strategic plan for 2015-2019 requires adjustments to align with the BSC approach recently implemented in its performance reporting. Although UI transitioned to the BSC planning system, the 2015-2019 strategic plan document remained unchanged.

Regarding the management structure indicators, UI follows a selection process for filling top leadership positions, including the Rector and Deans. However, positions below the Rector and Dean are filled through direct appointment without undergoing a selection process. While university stakeholders are involved in selecting the Rector and Dean, they are not involved in filling leadership positions below them. UI Statute regulations and UI ART (Articles of Organisation) govern the terms and duration of leadership for the UI Rector and Dean. The UI Deputy Rector's position duration is specified in the UI Statutes. However, the appointment decree only outlines the period of positions below the Deputy Rector and Dean.

"If it's the Vice-Rector, it's certainly about chemistry, so it's indeed the full prerogative right of the UI Rector. Usually, the Rector will report to the Board of Trustees, whom they will appoint. Usually, the Board of Trustees has no objections because it's the prerogative right." (Source: interviews with the Rector of the University of Indonesia (2014-2019), 2020)

"According to the rules, the selection of a dean is carried out through the formation of a selection committee for dean candidates at the faculty level by the Faculty Academic Senate, whose task is to identify potential dean candidates, while the vice dean and manager are the prerogative right of the dean to determine." (Source: interviews with Dean of Faculty of Engineering Universitas Indonesia, 2020)

"The issue is that the regulations regarding the term of office are not uniform. During my term, there were directors given a term of one year, two years, some extended, and others." (Source: interviews with Director of UI Human Resources, 2020)

Based on the indicators for management tools aimed at motivating and monitoring staff, it is observed that UI staff typically report to their direct supervisor within the organisational structure. Staff members usually address HR-related issues directly to the HR Directorate. The evaluation tools utilised for UI staff include Employee Performance Targets (SKP) and Student Evaluation of Lecturers (EDOM). However, specific units still rely on SKP as an employee evaluation tool. Moreover, UI employees with PNS (civil servant) status pose challenges in supervision and regulation due to UI's limited authority.

Regarding staff composition, UI consists of administrative and academic staff. Administrative staff, also known as "Tendik," and academic staff or lecturers are appointed under various contracts, including PNS (civil servant), PUI (UI permanent employee), and PTT (non-permanent employee). Typically, individuals occupying positions such as Dean, Vice Rector, or Deputy Dean hold a doctoral or Ph.D. degree. However, some non-academic management positions may be filled by individuals without a Ph.D.

Autonomy Analysis

This dimension has three indicators: academic autonomy, managing resources and personnel, and financial autonomy. Based on the indicator of academic independence, the University of Indonesia can open and introduce new programs, define curricula, and provide student assessments. The university can also determine student enrollment per program and regulate admission requirements according to UI ART and UI Rector regulations. Additionally, UI has autonomy in making policies in academic and non-academic fields.

"The term dismissal has its basis; the term is violating or something like that because the rules are outlined in the Rector's Regulation on HR; there's a process for that. There's a procedure; indeed, it's not easy for civil servants to be dismissed." (Source: interviews with the Vice-Rector of the University of Indonesia in the field of Human Resources and Cooperation, 2020)

"Yes, so actually, UI, before becoming a State-Owned Legal Entity (PTN-BH), was a Public Service Agency (BHMN), so it had quite broad autonomy. Here, the revenue, especially for UI, focuses greatly on increasing income outside education costs or non-tuition fees." (Source: interviews with Vice-Rector of the University of Indonesia in the field of Planning, Finance, and Facilities (2018-2019), 2020)

Furthermore, based on the autonomy indicator in managing resources and personnel, it can be observed that UI has the autonomy to hire and fire staff. The university recruits its lecturers, evaluates their performance, and terminates their employment without involving the ministry. UI also has the authority to provide staff evaluations and set their wages. However, despite its autonomy in managing HR, UI faces difficulties dismissing employees and evaluating employees with PNS (civil servant) status due to bureaucracy in the ministry.

Regarding financial autonomy, UI can seek funding sources outside of tuition fees. The university is also able to manage assets and surpluses and generate income. All purchases except land, which remains state property, can be owned by UI. However, the most significant evaluation is that student fees still dominate UI's income and exceed non-educational income sources.

Accountability Analysis

Three indicators are considered in this dimension: quality education and academic integrity, social responsibility, and financial integrity. Regarding the indicator of quality education and academic integrity, it is noted that a service quality assurance survey exists. UI services are regulated by establishing Minimum Service Standards (SPM). While the satisfaction level with UI services met the target in 2015-2017, it fell short in 2018. Additionally, various faculties have implemented diverse mechanisms and systems to evaluate service quality. The resolution of quality issues typically occurs post-audit and is determined through consultations among relevant stakeholders. Service quality surveys are regularly conducted, supervised, and subsequently acted upon to ensure continual improvement in service quality.

"Sanctions for violations include, for example, procurement of goods, suppliers; if someone doesn't fulfil their promises, there are already regulations in place, up to the point where they could be terminated, and so on." (Source: interviews with Vice-Rector of the University of Indonesia in the field of Planning, Finance, and Facilities (2018-2019), 2020)

"There are regulations related to our code of ethics and code of conduct, so if there is a violation of ethics or disciplinary breach, we will process it according to the procedure." (Source: interviews with Dean of Faculty of Public Health Universitas Indonesia (2013-2020), 2020)

Furthermore, concerning social responsibility indicators, UI conducts university student tracking surveys or tracer studies at both the UI and faculty levels. Additionally, the University of Indonesia employs various communication channels to disseminate information on university performance, including websites, reports, bulletins, and brochures. UI annual reports and websites provide information about institutional goals, student achievements, graduates' entry into the labour market, institutional evaluations (both internal and external), and accreditation.

Regarding the indicators of financial integrity, UI ensures transparency by making its financial report documents publicly available on the UI website each year. Internal financial audits at UI are conducted by both UI and external rectorate and audit committees, often with the assistance of public accounting firms and the BPK (Supreme Audit Agency). Additionally, UI has established regulations outlining standard sanctions for fund misuse, improper spending, and questionable contracts within the university. However, the number of new audit findings with medium and high risks remains high and has yet to meet the established performance targets.

Participation Analysis

This dimension has one indicator, which is participation. The indicator measures the involvement of various actors, including students, academic and administrative staff, donors, alumni, and industry representatives. Based on the discussion above, multiple actors are involved in determining policies related to non-academic management, such as ministers, rectors, lecturers, communities, education staff, and students who participate in MWA UI (Board of Trustees of UI).

"So, participation, yeah, it's like, you know, the community can give input, and the input is heard, not just heard and then completely ignored. So, it's more, you know, real participation." (Source: interviews with Member of Indonesian Corruption Watch, 2020)

"Public participation, I forget the mechanism. But there is, for example, a forum with alumni. I forgot the name of the forum. But that is done by the Rector. The Board of Trustees doesn't do it because it's not within the authority of the Board of Trustees in the executive field. The one carrying out routine tasks is the Rector. But the statutes and the rules under it allow or even regulate those matters." (Source: interviews with Chairman of UI Board of Trustees (2014-2019), 2020)

However, internal management within the administrative centre involves only internal Rectorate parties. The involvement of various actors occurs in determining university goals and budget allocations. However, developing a strategy and determining the type and number of programs is discussed between the Rector and the Academic Senate and does not involve external elements. Nonetheless, various actors can provide input informally to the Rector and the Academic Senate.

E. CONCLUSION

Based on the analysis in this study, it can be inferred that the implementation of good university governance at the University of Indonesia, as a State University with a Legal Entity, from 2014 to 2019 has not been fully effective, as evidenced by 8 out of 14 indicators of good university governance not being met. This is reflected in UI's ranking of 296th in the 2020 QS institutional ranking, which is based on its performance in 2019. The eight indicators not achieved include the university's mission, management structure, strategy, tools for motivating and incentivising staff, autonomy in managing human resources, financial autonomy, financial integrity, and participation.

The problems or obstacles related to good university governance at UI include the lack of involvement of parties other than the Rector and difficulties formulating the university's mission in the 2014-2019 UI strategic plan and academic management. Furthermore, there are no regulations for conducting open selection processes for leadership positions under UI Rectors and Deans. Additionally, some units at UI do not have Employee Performance Targets (SKP) for Non-Permanent Employees (PTT), which leads to difficulties in measuring and monitoring their performance, resulting in suboptimal services. Finally, updating UI data on the ui.ac.id website, such as performance reports and annual reports, is needed to ensure that UI residents can easily access the latest information.

In terms of academic implications, these findings contribute to the discourse on university governance studies, highlighting the need for broader theoretical perspectives. The identified challenges at UI underscore the importance of inclusive stakeholder involvement, transparent leadership selection processes, and robust monitoring mechanisms in enhancing university governance. This research provides valuable insights for scholars and practitioners interested in advancing the understanding and implementation of effective governance models in higher education institutions.

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