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IMPLEMENTATION OF GOOD UNIVERSITY GOVERNANCE (GUG) IN UNIVERSITIES IN PALEMBANG CITY

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Abstract

This study aims to examine the implementation of Good University Governance (GUG) in higher education institutions located in Palembang, Indonesia, through the lens of Edward III's policy implementation model, which encompasses four key variables: communication, resources, disposition, and bureaucratic structure. A qualitative research approach was employed, utilizing interviews and observations as the primary data collection techniques. The research was conducted at three institutions: STIHPADA (Sumpah Pemuda College of Law), Indo Global Mandiri University (UIGM), and STIA Satya Negara. The findings indicate that the implementation of GUG across the institutions has generally proceeded effectively. Contributing factors include the establishment of effective communication channels among stakeholders, the availability of adequate institutional resources, and the presence of strong commitment and disposition among institutional leaders and academic staff. Moreover, a clear and adaptive bureaucratic structure has further facilitated the smooth implementation of governance practices. Despite these positive developments, the study also identifies several persistent challenges and implementation gaps that warrant further attention. In conclusion, the study affirms that effective implementation of GUG is contingent upon the synergy of communication, resource availability, and bureaucratic coordination. The results offer practical implications and serve as a valuable reference for higher education institutions aiming to strengthen transparent, accountable, and quality-driven governance frameworks.

Keywords: Good University Governance, policy implementation, higher education, Edward III model, qualitative research, institutional governance.

1. INTRODUCTION

Higher education institutions serve not only as academic centers but also as complex organizational entities responsible for delivering various public services, including administrative and educational functions. The autonomy granted to universities allows them to manage their internal affairs independently, yet it also places a significant burden on them to ensure quality and accountability in governance. According to the Directorate of Statistical Dissemination (2023), as of 2022, Indonesia had 3,107 universities under the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), comprising 125 public and 2,982 private institutions. This vast number highlights the urgency of developing effective and transparent university governance mechanisms.

To address this, the Indonesian government has established regulatory frameworks aimed at promoting better management in higher education, including Government Regulation No. 66 of 2010, Law No. 12 of 2012, and Government Regulation No. 4 of 2014. These regulations mandate that educational institutions be managed based on principles of non-profit orientation, accountability, transparency, quality assurance, and equitable access. Despite this legal framework, however, many universities continue to struggle with inefficiencies in management, inadequate resource allocation, and limited service quality. One of the key challenges lies in the ineffective management and governance systems within universities, as identified by Edward III's policy implementation model, which outlines four critical variables: communication, resources, disposition, and bureaucratic structure (Agustino, 2006).

The success or failure of policy implementation in higher education governance is often contingent upon these four factors.

Human resource management is becoming increasingly complex in the higher education landscape. Universities today face heightened expectations for quality in teaching, research, and community service while operating in a dynamic environment shaped by globalization, digital transformation, and international competition. As Barker & Peasley (2015) note, higher education institutions are under pressure to improve service quality, attract and retain competent faculty, and manage limited budgets effectively. Additionally, regulatory compliance related to employment standards, job security, and inclusivity is becoming a growing concern in human resource management in higher education (Al Ariss & Crowley-Henry, 2013).

To remain competitive and sustainable, universities must adopt human resource strategies that are both results-oriented and adaptive. This includes leadership development, empowerment of academic and administrative staff, and responsiveness to environmental change (Cantwell & Maldonado-Maldonado, 2009). However, in practice, human resource development in higher education remains constrained by limited training budgets and insufficient institutional support for continuous professional development (Prasetyo, 2020). Compounding these issues is the persistence of rigid and hierarchical bureaucratic structures in universities, which inhibit responsiveness and innovation. Slow decision-making processes and excessive administrative burdens impede the flexibility required for institutional advancement. Kwiek (2017) argues that accreditation demands, internationalization pressures, and regulatory requirements have contributed to growing bureaucratization in higher education. Similarly, Brewster & Tregaskis (2013) emphasize that in response to globalization, universities often expand administrative layers to manage international partnerships, research collaboration, and cross-border exchanges, further complicating governance structures.

In the Indonesian context, the variable of disposition, particularly in terms of leadership integrity, professional commitment, and service-oriented values, remains underdeveloped. Kusumasari & Anwar (2017) highlight that public administrators in higher education often lack the requisite mindset and ethical foundation to manage institutions effectively. Without targeted efforts to cultivate leadership and professional dispositions, universities risk falling short of public service expectations and institutional goals. Another essential factor in governance is communication. Ineffective internal communication particularly across faculties, departments, and study programs undermines coordination, policy coherence, and stakeholder engagement. Misalignment between administrative and academic units frequently results in fragmented decision-making processes and impairs institutional effectiveness.

In light of these challenges, the concept of Good University Governance (GUG) has gained prominence. Originating from the governance frameworks proposed by William G. Bowen and later adapted to higher education contexts, GUG emphasizes transparency, accountability, participation, and fairness as core principles. The increasing complexity of the global higher education environment, alongside the demand for quality assurance and public accountability, has made the application of GUG principles more urgent than ever. Institutions are now expected to demonstrate not only academic excellence but also effective use of resources, ethical leadership, and transparent decision-making.

Palembang, as one of Indonesia's growing urban education hubs, is home to numerous private universities experiencing rapid institutional expansion. However, there is limited research on how these universities are adopting GUG principles in practice. Given the regional relevance and the growing expectations for institutional accountability, it is imperative to evaluate the current state of governance in these institutions.

Therefore, this study seeks to investigate the implementation of Good University Governance (GUG) in selected private universities in Palembang, using Edward III's policy implementation model as the analytical framework. The model's four variables communication, resources, disposition, and bureaucratic structure provide a comprehensive lens through which to examine the facilitators and barriers of effective governance in higher education institutions. Based on the background, this study formulates the research problem "How is the implementation of Good University Governance (GUG) in universities in Palembang City?"

2. LITERATURE REVIEW

2.1 Good University Governance (GUG)

The concept of Good University Governance (GUG) originates from the broader framework of Good Governance, which was initially introduced in the realm of public administration and institutional reform. The term gained prominence in the 1980s through the advocacy of international organizations such as the World Bank, the United Nations Development Programme (UNDP), and the Organization for Economic Cooperation and Development (OECD), which emphasized the importance of accountable, transparent, and participatory governance in public sector institutions (Wahyudi, 2004).

In the context of higher education, GUG represents the adaptation of Good Corporate Governance (GCG) principles to the university setting. As noted by Putra and Roni (2021, p. 227), "In

simple terms, Good University Governance is the application of Good Corporate Governance in higher education institutions aimed at improving the quality of education in terms of transparency, accountability, responsibility, independence, and fairness." Accordingly, GUG seeks to institutionalize ethical, efficient, and democratic practices in the management of universities to enhance both educational quality and public trust.

GUG encompasses a comprehensive set of values and operational standards that aim to ensure institutional effectiveness, integrity, and social responsibility in higher education. While the original Good Governance model is grounded in political and bureaucratic accountability, GUG contextualizes these principles for academic institutions, focusing on internal management systems, academic freedom, stakeholder engagement, and sustainability.

In this study, the framework of GUG is structured around eight key principles, which serve as benchmarks for evaluating governance performance in universities:

1. Transparency – the openness of institutional processes, decision-making, and financial management, allowing stakeholders to access accurate and timely information.
2. Accountability – the obligation of university leaders and staff to be answerable for their actions, decisions, and performance outcomes.
3. Responsibility – the commitment of the institution to act ethically, fulfill its obligations, and deliver quality education and services.
4. Independence – the autonomy of academic and administrative units from undue external interference, especially in academic decisions and governance processes.
5. Fairness – the equitable treatment of all stakeholders, including faculty, students, and administrative personnel, without bias or discrimination.
6. Effectiveness and Efficiency – the achievement of institutional goals through optimal use of resources and streamlined governance structures.
7. Quality Assurance – the establishment of internal systems and mechanisms to ensure continuous improvement in academic standards and institutional performance.
8. Non-Profit Orientation – the prioritization of educational and developmental outcomes over profit motives, ensuring that institutional revenues are reinvested to support the mission and vision of the university.

These eight principles collectively form the foundation of Good University Governance and reflect the standards by which modern higher education institutions are evaluated, particularly in terms of ethical leadership, strategic management, and social accountability. Adopting GUG practices is essential for universities aiming to respond to the demands of globalization, knowledge-based economies, and increasing public scrutiny of educational outcomes.

Figure 1: Principles of Good University Governance

2.2 Higher Education Quality Standards

The implementation of Good University Governance (GUG) serves as a foundational framework for achieving quality assurance in higher education institutions. GUG principles align closely with the quality benchmarks established by the National Accreditation Board for Higher Education (BAN-PT), which evaluates institutional performance through a structured accreditation system. This system is governed by Regulation of the Minister of Research, Technology, and Higher Education (Permenristekdikti), 2016, and is articulated through nine comprehensive accreditation criteria, each reflecting a critical component of academic and institutional quality.

The nine criteria are as follows:
a) Vision, Mission, Goals, and Strategy
b) Governance and Cooperation
c) Students – Focuses on student services, development, and achievements.
d) Human Resources

e)   Finance, Facilities, and Infrastructure
f)   Education
g)   Research
h)   Community Service
i)   Outputs and Achievements of the Tridharma

These accreditation standards serve as a national benchmark for ensuring that Indonesian universities uphold excellence in governance, academics, and institutional sustainability. By integrating GUG principles into these areas, higher education institutions are positioned to enhance efficiency, transparency, and accountability in delivering educational services. The application of GUG in this context ultimately supports the broader objective of enabling universities to compete globally while maximizing their contributions to societal progress.

2.3 The Implementation of Public Policy

According to Tachjan (2006), implementation is a combination of responsibility and trust to realize the vision contained in public policy. This shows that implementation is the process of applying public policies that have been formulated into concrete actions. This process involves various steps taken by government agencies or agents, as well as non-governmental organizations to achieve the objectives set by the policy. Implementation includes activities such as planning, organizing, directing, monitoring, and evaluating (Pressman & Wildavsky, 1984; Van Meter & Van Horn, 1975).

Public policy implementation is not just a matter of implementing instructions, but also requires adaptation to field conditions, coordination among the various actors involved, and the ability to overcome various obstacles that may arise, such as limited resources, resistance from affected groups, and bureaucratic constraints (Pressman & Wildavsky, 1984; Van Meter & Van Horn, 1975).

According to Edward III (in Agustino, 2006: 149), the four factors that influence policy implementation are communication, resources, disposition, and bureaucratic structure. 1) Communication is the first component that affects the successful implementation of a policy. The successful achievement of public policy implementation goals is highly dependent on communication, 2) Resources are the second factor that influences the successful implementation of a policy. Resources are another important component, resource policy implementation consists of several components, namely: employees, information, power and facilities, 3) The third factor that influences the success rate of public policy implementation is disposition. The attitude of policy implementers, also known as disposition, is the third important component in the approach to public policy implementation. Policy implementers must not only know what to do if implementation is to be effective, but they must also know how to do it so that there is no bias in practice, 4) Bureaucratic structure contributes to the success rate of public policy implementation. Complex policies require the cooperation of many people. If the bureaucratic structure does not support the policies available, resources will be ineffective and hinder the implementation of the policies.
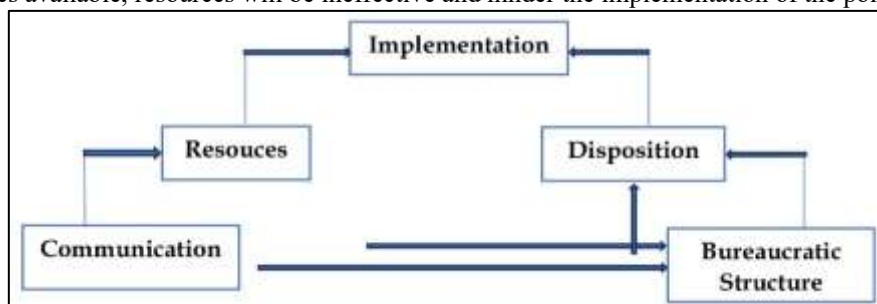
With these theories, this research reveals and examines the implementation of GUG in universities in Palembang city through the dimensions of good governance, including transparency, accountability, responsibility, independence, fairness, quality assurance, effectiveness and efficiency, and non-profit. The implementation of GUG was studied using the implementation theory pioneered by Edward III with its four variables, namely communication, human resources, disposition, and bureaucracy.

3. METODOLOGY

This study was conducted at three private universities located in Palembang City, South Sumatra, Indonesia. These institutions were purposefully selected as research subjects based on their relevance to the implementation of Good University Governance (GUG). The three universities are:Sumpah Pemuda College of Law (STIHPADA), Indo Global Mandiri University (UIGM), and STIA Satya Negara.

These institutions represent diverse administrative and academic characteristics, enabling the study to capture a wide range of experiences and practices in the application of Good University Governance (GUG) principles. This research adopts a qualitative approach, grounded in the epistemological assumption that reality is socially constructed and contextually interpreted. In qualitative inquiry, both the researcher and informants play active roles in co-constructing meaning from institutional experiences

and practices. As Creswell (2014) and Bryman & Bell (2015) emphasize, qualitative research involves two essential processes: first, developing conceptual arguments to guide the systematic collection and selection of relevant data; and second, interpreting, analyzing, and synthesizing findings to produce meaningful representations of complex social phenomena. The main objective of this study is to examine and describe, in a structured and comprehensive manner, how GUG is implemented within the selected universities in Palembang City. Specifically, it investigates governance practices, institutional challenges, and contextual factors that shape the effectiveness of policy implementation in these institutions. To ensure the collection of accurate and rich data, the researcher employed purposive sampling to identify key informants with strategic roles in university governance. These informants included university leaders, academic staff, and administrative personnel who were directly involved in governance mechanisms, strategic decision-making, and quality assurance. By engaging with these stakeholders, the study aims to provide in-depth and contextually grounded insights into the practical realization of GUG principles in higher education institutions.

No.	Universities	Respondent's Position	Total Number
1	STIHPADA	Head/rector, vice rector, head of department, vice head of department/ lecturers, students	5
2	Universitas Indo Global Mandiri (UIGM)	Head/rector, vice rector, head of department, vice head of department/ lecturers, students	5
3	STIA Satya Negara	Head/rector, vice rector, head of department, vice head of department/ lecturers, students	5
Total Number of Informants			15

Data for this study were collected through two primary qualitative methods: observation and interviews. The observation method involved direct, non-participatory observation, which was broad in scope and aimed at capturing various aspects of governance practices across different informants and institutional units. This general observation focused on the implementation of public sector management, performance standardization, the organization of work units, as well as the control of institutional resources and outcomes. To ensure rigor, the researcher employed systematic note-taking, documenting the observational process in writing. These observation notes served as a critical source of data triangulation to enhance the validity and reliability of the findings from other research techniques. In addition to observation, semi-structured interviews were conducted with a range of key stakeholders, including rectors, vice-rectors, department heads, deputy heads, lecturers, and students. Informants were selected purposively based on their relevance to the research objectives and their roles in the implementation of Good University Governance (GUG). The interviews were open-ended and flexible in nature, allowing for in-depth exploration of informants' perspectives without the constraint of a rigid questionnaire. Instead of using a fixed script, the researcher used an interview guide to direct the conversation while allowing for follow-up questions based on emerging responses. The core focus of the interview sessions was to gather insights into the practical application of GUG principles within each institution.

4. RESULT AND DISCUSSION

According to Edward III's theory, the success of policy implementation is influenced by four main factors that can also be applied in the implementation of GUG policies. The four factors are : 1) Communication, 2) Resources, 3) Disposition or Attitude of Implementers and 4) Bureaucratic Structure. These four factors become parameters/variables in this study. These parameters/variables help answer research questions.

The four factors described above must be managed properly so that the implementation of GUG can run effectively and achieve the expected goals. Below are the findings in the field obtained by researchers through the process of observation and interviews with research informants in three private universities.

1) Communication

The three universities have demonstrated effective communication practices in implementing Good University Governance (GUG) policies. The communication strategies adopted reflect several core principles:

a) Transparency in policy delivery: For instance, rectors or university leaders routinely hold town hall meetings to communicate new policies related to university governance. These sessions provide opportunities for students, lecturers, and administrative staff to ask questions and share input. The primary objective is to enhance stakeholder trust and ensure that all parties clearly understand the policies being implemented.

b) Participation and openness in decision-making: Universities have established open discussion forums and conducted online surveys, enabling students and lecturers to contribute their views before academic policies are finalized. This inclusive approach is intended to promote stakeholder engagement and generate policies that are more adaptive and effective.

c) Accountability in the delivery of performance reports: The universities regularly publish annual reports on financial management, academic achievements, and research outcomes via their official websites and social media platforms. This practice ensures that institutional performance is transparent and accessible for monitoring and evaluation by the public and relevant stakeholders.

d) Effectiveness in internal coordination: Each faculty maintains an internal communication group, using official email channels or messaging applications (e.g., WhatsApp or Telegram) to disseminate academic updates, schedules, and policy changes. This communication infrastructure helps minimize miscommunication and guarantees timely access to essential information.

e) Fairness in the delivery of information and policies: The universities strive to ensure that all information related to scholarships, financial aid, or academic opportunities is disseminated openly through various channels, such as institutional websites, social media, and bulletin boards. This approach promotes equal access to information and ensures that all students have the same opportunity to benefit from institutional policies.

The findings indicate that the universities have integrated strong communication practices within the GUG framework, emphasizing transparency, inclusivity, accountability, coordination, and equity. These practices contribute to building institutional trust, enhancing governance quality, fostering a professional academic environment, and supporting the effective implementation of the Tri Dharma of higher education.

Nevertheless, communication challenges remain. For example, some important information is disseminated through only one channel—such as the university website without being relayed through supplementary platforms like email or social media, resulting in information gaps for some students. Another issue is the insufficient involvement of stakeholders in policy development. For instance, in one case, the academic senate implemented changes to the grading system without prior consultation with students, leading to confusion during implementation.

2) Resources

The three universities have implemented effective human resource governance strategies within the framework of Good University Governance (GUG). These strategies aim to enhance institutional performance by ensuring the efficient and ethical management of human capital. Several key initiatives observed in the field include:

a) Competency-based recruitment system

The universities have adopted an objective selection process for human resources, including lecturers, administrative staff, and support personnel. Recruitment is guided by clearly defined needs and competency standards, employing a meritocracy-based system to ensure the selection of high-quality personnel across all institutional units.

b) Sustainable human resource development

The institutions have established ongoing professional development programs aimed at enhancing the competencies of lecturers and administrative staff. These include the provision of training workshops, scholarship opportunities, research grants, and professional certification services. Additionally, universities have engaged in partnerships with other institutions and higher education providers to further improve the capacity and quality of their human resources.

c) Transparent performance evaluation system

To ensure accountability and continuous improvement, the universities have implemented a performance monitoring system based on Key Performance Indicators (KPIs). Regular evaluations are conducted, with feedback mechanisms designed to support both formative and summative assessments of employee performance.

d) Competitive remuneration and welfare

Incentive systems at the universities are performance- and contribution-based, ensuring fair compensation that reflects the achievements and roles of each employee. Welfare benefits include access to health facilities, social security schemes, and other support programs, all of which are designed to boost employee motivation and job satisfaction.

e) Building a professional organizational culture

The institutions have fostered a professional and ethical working environment characterized by open communication and mutual respect. Emphasis is placed on instilling values such as academic integrity, collaboration, and adherence to ethical standards, which collectively support the development of a healthy organizational culture.

The findings suggest that the universities have successfully implemented human resource governance strategies aligned with the principles of GUG. These practices have contributed to improved academic outcomes, as indicated by higher student Grade Point Averages (GPAs), enhanced graduate employability, and increased research output with tangible community impact. Furthermore, the emphasis on staff development and ethical culture has created a more professional, productive, and inclusive academic environment.

Despite these strengths, challenges remain—particularly in terms of resource equity across faculties. Some faculties benefit from comprehensive facilities, while others continue to experience shortages in instructional space and practical learning tools. This imbalance highlights the need for more equitable resource distribution to ensure that all departments can equally support academic excellence and institutional growth.

3) Disposition / Attitude of Implementers

The three universities have demonstrated positive dispositions among policy implementers, reflected through attitudes and actions that promote integrity, transparency, accountability, and leadership committed to educational quality enhancement. These values are embedded in daily governance practices and help foster a culture of professionalism and ethical conduct. Key findings related to the application of disposition in governance include:

a) Transparency in decision-making

The universities have ensured that academic, financial, and administrative policies are accessible and clearly communicated. Strategic decisions—such as those related to student admissions, budget allocations, and faculty promotions—are carried out transparently based on standardized procedures and measurable criteria, thereby minimizing the potential for bias and favoritism.

b) Accountability in management and finance

The institutions conduct regular financial and academic audits to ensure optimal use of resources. These audits promote responsible management and reinforce the institutions' commitment to financial and academic integrity.

c) Participation and openness to stakeholders

The universities have cultivated inclusive governance by involving stakeholders—students, lecturers, and administrative staff—in policy formulation. This is facilitated through open forums, academic discussions, and stakeholder engagement sessions, allowing for the expression of aspirations, feedback, and constructive criticism.

d) Academic integrity and professional ethics

An institutional culture of academic honesty has been fostered through the implementation of anti-plagiarism policies and the encouragement of ethical conduct in teaching, research, and campus life. Both lecturers and students are expected to adhere to standards of professional behavior in all academic activities.

e) Effectiveness and efficiency in resource management

To streamline operations, the universities have adopted technology-based management systems aimed at increasing institutional efficiency. These systems support innovation in curriculum design, teaching methodologies, and administrative processes, ultimately contributing to a more responsive and effective academic environment.

f) Sustainability and innovation in higher education

The universities have aligned study programs with evolving societal and industry needs, while also promoting socially impactful research. Strategic partnerships with external institutions have been established to advance scientific collaboration and knowledge dissemination.

The findings indicate that these positive dispositions among implementers contribute significantly to the institutional accreditation and the improvement of academic program quality. The universities have successfully cultivated an academic ecosystem characterized by integrity, professionalism, and competitiveness, enabling them to produce graduates who are highly employable and capable of meetig labor market demands.

However, despite these strengths, certain challenges remain. For instance, in some cases, lecturers who received research grants failed to submit final reports within the required timeframe without facing any clear consequences. Additionally, there was an absence of rigorous evaluation mechanisms from university leadership to monitor project execution. As a result, some research activities were not

conducted in accordance with the approved timelines and objectives. These gaps highlight the need for strengthened oversight and accountability mechanisms to reinforce the culture of responsibility and performance among academic staff.

4) Bureaucratic Structure

The three universities under study have established bureaucratic structures that emphasize efficiency, transparency, and participatory governance. These institutions have implemented systems that promote service delivery, openness in administrative processes, and the active involvement of academic stakeholders to foster an innovative and competitive academic environment. The following are examples of best practices in bureaucratic governance observed at the universities:

a) Clear and straightforward procedures

Each university has developed internal regulations that are both clear and easy to implement. In an effort to reduce procedural complexity, various academic services—such as student registration, course planning (Kartu Rencana Studi/KRS), and leave of absence applications—have been digitized. The implementation of a one-stop service system has further streamlined administrative workflows, significantly minimizing the burden of manual bureaucracy and enhancing service accessibility.

b) Decentralization of authority

The universities have adopted a decentralized governance model by delegating decision-making authority to faculties and work units in alignment with their respective scopes of responsibility. Leadership practices are participatory in nature, involving lecturers, students, and administrative personnel in key policy discussions through town hall meetings and formal academic forums. Furthermore, the establishment of university senates serves as a structural mechanism for providing guidance and oversight to institutional leaders, thereby enhancing collective decision-making.

c) Application of information technology in governance

Technological integration is a central feature of university governance. Institutions have invested in comprehensive Management Information Systems to consolidate academic, financial, and personnel data, ensuring coherence across administrative functions. Additionally, digital platforms support online learning, e-assessments, and virtual classrooms, thereby facilitating more flexible and responsive academic engagement for both lecturers and students. These innovations contribute to the modernization and scalability of university services.

d) Enhancing academic and research quality

Administrative procedures for research funding and publication have been simplified to reduce bureaucratic constraints on academic staff. By streamlining access to research grants and promoting competitive research schemes, the universities aim to foster innovation and enhance their academic output. These measures empower faculty members to prioritize scholarly development and contribute meaningfully to institutional research agendas.

The findings indicate that through the adoption of efficient and transparent bureaucratic structures, the universities have significantly improved the quality of governance. This has translated into increased institutional credibility, enhanced public trust, and a stronger reputation within the broader higher education landscape. The implementation of technology-driven, decentralized, and participatory governance mechanisms has also enabled the institutions to respond more effectively to dynamic educational demands.

Nevertheless, some challenges persist. One notable issue involves ambiguity in the delineation of authority and responsibilities among administrative actors. In particular, overlaps in decision-making authority between rectors, deans, and academic senates have led to confusion in the application of university policies. For instance, in cases involving violations of student conduct codes, unclear jurisdiction regarding disciplinary authority has created inconsistencies. While the rector is formally recognized as the highest disciplinary authority, faculties and academic senates have developed parallel regulations, leading to conflicting interpretations and implementation gaps.

These findings highlight the importance of refining bureaucratic structures to establish clearly defined roles and coordination mechanisms. Strengthening these internal governance systems will be critical to ensuring policy consistency, institutional coherence, and the successful realization of Good University Governance (GUG) principles.

5. CONCLUSION

Based on the results of research on the implementation of Good University Governance (GUG) at universities in Palembang city, it can be concluded that the three universities have implemented the principles of GUG quite well. The application of the principles of good governance greatly affects the effectiveness, transparency and accountability of the higher education institution. The implementation of GUG is strongly influenced by regulatory support from the government as well as internal university policies. The existence of clear and consistent rules is the main foundation in creating good and sustainable governance. Universities in this study tend to have a more effective management system.

Information disclosure to the public and stakeholders is also a key factor in increasing trust in the institution.

The leadership style in the three universities showed strong character and integrity and contributed to building a good academic culture. The active participation of the entire academic community in decision-making also encourages a more democratic and inclusive academic environment. Overall, effective implementation of GUG can improve the quality of university management, support the achievement of the institution's vision and mission, and have a positive impact on the overall quality of university.

Although this research on the implementation of GUG shows good results, there are still gaps in its implementation, especially related to the variables of communication, resources, disposition, and bureaucratic structure. In the communication variable, there are still barriers in communication between university leaders, faculties, and related units, especially in delivering strategic policies. In the resource variable, there is still a lack of training and development for administrative and academic staff to increase their capacity to manage the university in a transparent and accountable manner. Then, in the disposition variable, there is still weak leadership in some cases which results in slow implementation of good university governance policies and finally in the bureaucratic structure variable as in the case of overlapping authority between various work units which causes policies to not run effectively.

These gaps show that although the implementation of GUG has been going well, there are still challenges that must be overcome so that university governance can run more effectively, transparently, and accountably. For this reason, a continuous commitment from all stakeholders is needed to ensure the sustainability of good governance in higher education/universities.

6. SUGGESTION/RECOMMENDATION

From the research results obtained, several suggestions were given to the university in order to implement Good University Governance (GUG) more optimally. The suggestions aim to increase the effectiveness of the implementation of GUG in creating a transparent, accountable, and highly competitive academic environment. Universities need to conduct periodic audits and evaluations of the implementation of GUG to identify existing obstacles and formulate more effective improvement strategies. The implementation of GUG can also be strengthened through collaboration and cooperation with accreditation agencies, international educational institutions, and non-governmental organizations that have expertise in university governance. Benchmarking with universities that have implemented GUG well can also be a reference in developing internal policies.

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