

# Encouraging Good University Governance (GUG) at Study Program Level

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**Abstract**— *This paper aims to describe the implementation of Good University Governance (GUG) at Higher Education Institutions (HEI). This study compared the strategy of two educational institutions, namely the Department of Government Science – Universitas Muhammadiyah Yogyakarta (Ilmu Pemerintahan/ IP UMY), and the Department of Public Policy and Management – Universitas Gadjah Mada (Manajemen dan Kebijakan Publik / MKP-UGM) in implementing Good University Governance concept of study programs. The research method used was a qualitative approach with the process of collecting data using interview techniques, documentation, and observation. The result showed that the implementation of the GUG institutionalization strategy at the department of government science UMY and MKP UGM had gone well. There are eight GUG principles, namely participation, law enforcement, transparency, responsiveness, consensus orientation, equality, inclusiveness, effectiveness and efficiency, and accountability in managing the institution. In general, the implementation of the GUG institutionalization strategy at IP UMY and MKP UGM have their differences. IP UMY and MKP UGM are different in receiving input, both lecturers, education staff, and new students. The differences include their admission program. MKP UGM does not have problems with the quantity and quality of its students. Without promotions, the competition level of prospective new students is constricting because there are many enthusiasts. Thus the quality of input can be maintained. Quality inputs supported by competent lecturers and education staff and adequate facilities make the learning process run optimally. They are further producing graduates who have strong competencies.*

**Keywords**— *Good University Governance, institutionalization, implementation.*

## I. INTRODUCTION

Good University Governance reflects the success of the university that produces qualified and ready graduates to compete in the global world. For this reason, it

takes hard work and discipline to educate and teach the cultural and social values of the global community. To create Good University Governance, a university or college must certainly have teaching staffs who have superior qualifications and competencies, and have high efficiency and learning productivity. Besides, universities are also required to be able to raise funds by collaborating with business partners in developing business units.

A university or college that has good governance is obliged to realize the mission of the college in finding, discovering, and disseminating scientific truths. The mechanism and organization of higher education institutions also need to be regulated in the Statute of Higher Education, which is recorded in Law no. 12 of 2012 concerning Higher Education, Government Regulation No. 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education; Regulation of the Minister of Education and Culture No. 49 of 2014 concerning National Higher Education Standards.

The measurement taken in good governance are the four main instruments, namely transparency, awareness, accountability, and responsibility. The four instruments can be applied to universities so that they can run well.

The implementation of Higher Education Institutions (HEI) is now entering new challenges that have not been thought of before. HEI must prepare many changes if they want to survive from increasingly global competition. Both private and public universities, including Muhammadiyah Universities, must make changes in the management of their institutions. Furthermore, Good University Governance (GUG) will have a positive impact on all stakeholders. At present, GUG is not only to encourage the community to trust the credibility of PTN and PTS and PTM but also to foster the trust of the international community.

The Indonesian Ministry of Research and Technology has resolved efforts to encourage GUG for HEI competitiveness. On August 17, 2018, the Ministry of Research and Technology announced the clustering of Indonesian universities. The aspects and indicators used in the ranking are: first, aspects of human resources (30%) with indicators of the percentage of lecturers with a doctoral degree, the position of associate professor and professor, as well as the ratio of students to lecturers. Second, institutional aspects (28%) with National accreditation indicators, study program accreditation, international accreditation, and the number of international students. Third, student aspects (12%) with student performance. The last (fourth) is the aspect of research and community service (30%) with indicators of research performance, community service performance, and the number of Scopus indexed scientific articles per number of lecturers. As a result, there were 14 tertiary institutions in cluster 1; 72 universities in cluster 2; 299 colleges in cluster 3; and 1,470 colleges in cluster 4 and 155 colleges entered in cluster 5.

It implies that only 14 HEI is in Cluster 1, while the rest of the 1,470 HEI occupy Cluster 4. These data show that the quality of HEI in Indonesia still requires much improvement. Therefore, this study looks at the urgency of the importance of GUG at 2 study programs, namely the Department Government Studies of Universitas Muhammadiyah Yogyakarta (IP-UMY), and the Department Public Policy and Management Universitas Gadjah Mada (MKP-UGM) in applying the concept of Good University Governance.

## II. LITERATURE REVIEW

The paradigm of Good University Governance is a new paradigm in the management of universities introduced in Indonesia along with the paradigm of Good Governance at the level of Government by UNDP widely since 1996. In Webster's New World College Dictionary, Third Edition (Editors of Webster's New Dictionaries, 2008), the word governance means 'the act, manner, function, or power of government' which is then expanded with the definition of 'exercise of authority over a state, district, organization, or institution', system of ruling or controlling ", also the right, function, or power of "and" all people or agencies that administer or control the affairs of a nation, state, institution etc. "

By applying the concept of Good Governance, in a simple way, GUG is the application of the basic principles of the idea of "good governance" in governance systems and processes in higher education institutions, through various adjustments made based on values that must be upheld in the administration of higher education specifically and education in general. The basic principles or characteristics of good governance are still relevant to apply in the GUG concept (Abualrub & Pinheiro, 2017; Pietrucha, 2017; Shattock, 2006). In its implementation, a tertiary institution must fulfill the principles of participation, consensus orientation, accountability, transparency, responsiveness, effectiveness and efficiency, equity (equality) and inclusiveness, and law

enforcement/supremacy. These managerial principles are applied to support the functions and fundamental objectives of higher education.

In early 1997, GUG began to spread in Indonesia. With GUG, Muktiyanto, (2016), in his Good University Governance dissertation and *Study Program Performance: Effects of Application of Management Accounting, Management Techniques and Choice of Strategy Priorities As Fit Mediation Models*, explains that the GUG relationship and Study Program performance is influenced by implementation management accounting, management techniques and choice of priority strategies as mediation fit. There is a diversity of GUG influences on performance and mediation both in terms of significance, magnitude, and direction of relations determined by the context, namely A and B accredited PTNs (public universities), PTSs (private universities), and the public sector in general. Then the study from Pratolo et al. (Pratolo, Jatmiko, & Manuhara, nd) explains, in their research entitled *Good University Governance and Higher Education Performance in the Model Mapping and Designing of Higher Education Through Quality and Competence of Graduates, Services and Competitiveness Towards Quality of Graduates and World Class University*, that several massive PTS have implemented GUG, while small PTS are still very weak in GUG.

Another study from Gaddafi et al. (Khadafi, Haryono, & Wanto, 2018) shows that the role of universities in supporting this internationalization is necessary because the issue of internationalization is one of the effects of globalization in the world, not only in the field of information technology but also in the field of education. Universitas Brawijaya has committed to becoming a world-class university through its policies to support the goals of Universitas Brawijaya to become World Class University. The results of this study indicate that the assessment of the implementation of UB's internationalization policy in terms of input, process, and output suggests that the implementation of the policy is still inefficient because of the imbalance of inputs, processes, and results obtained while several obstacles exist in the internationalization process.

There are 2 (two) mainstream ideologies that influence the ranking of universities in the world, namely the application of standardization of the educational process called egalitarianism and elitism. Ideology egalitarianism forms the quality assurance system (internal quality assurance) that applies throughout the world, for example, AA QA, European QA, and so on. The ideology of elitism forms a ranking system. These two ideologies simultaneously produce a hybrid system, which consists of multi-league ranking systems such as QS, Times higher and Sianjiongtau, ranking based on customer perceptions, specific regional or regional-based ranking systems and ranking systems based on particular disciplines. On the other hand, reputation is a discourse that is not directly generated from ranking as produced through the relations of various government actors, civil society, private sector, students and families, and the broader public of national and transnational society.

### III. RESEARCH METHODOLOGY

This study uses a qualitative approach to get an overview of good university governance in encouraging the internationalization of study programs. The researchers obtained the data from the primary sources, namely the Stakeholders of Government Science Study Programs, both the IP UMY Department and the UGM MKP Department. In addition to the primary data, secondary data were obtained from mass media, the internet about the study of good university governance.

In qualitative research, the researchers obtain the objectification of data by providing ample opportunities for objects to speak about something. It means that researchers do not have the authority to carry out treatment, either directing the respondent to choose specific answers or interpret the meaning out of the object under study (Creswell, 2012). More analysis work on efforts to organize the findings, and then construct these findings in the frame of the object under study. From this analysis, the researchers can conclude that being friendly with the research object and useful for making research recommendations could be applied in the field. The population in this study was the entire Indonesian Government Science Department, but the researchers took the sample from the Government Science Department of UMY and MKP Fisipol UGM

### IV. FINDINGS & DISCUSSIONS

#### A. GUG Implementation at IP UMY

The educational environment that continues to change radically and pervasively requires an active and fast-moving modern education management. Changes in the external environment such as government regulations, graduate users, parents of students, and the community, in general, require educational organizations to be more advanced and independent. On the other hand, competition between educational institutions, especially higher education, is also getting more robust. Various universities, both public and private, not only compete with domestic competitors but also foreign universities that expand internationally. The community has become increasingly intelligent in choosing higher education as a place of learning that can guarantee a better future.

In choosing alternative universities as a place to study, the community is also facilitated by the existence of various independent rating organizations or institutions that seek to provide different information about higher education. This information is provided through ratings and surveys such as those conducted by the QS World University Ranking, Times Higher Education, Webometrics, Higher Education Rankings by Higher Education, and so on. The external environment that experiences significant changes and is increasingly critical in addressing the performance of higher education institutions then has a sharp influence on the internal environment of a college.

Several years ago, IP UMY also experienced high-speed and radical dynamics, one of which was triggered by changes in the University's RENSTRA from accredited A at the National level to the World Class

University (WCU) plan. With this change, it is expected that UMY in general and IP UMY, in particular, can achieve the target as a Study Program that has a high reputation not only at the National level but also in the Asia Pacific region.

Therefore IP supports the internationalization of Study Programs. Grand strategy for internationalizing IP study programs is more formulated and carefully planned. The performance of the UMY IP has met National standards so that it is one of the first steps in the grand strategy towards International Accreditation, which is better for IP UMY. For this reason, UMY and especially IP UMY are in charge of MoU both with PT / LN agencies and DN to strengthen internationalization.

With the provision of the strategic internationalization plan, IP UMY consolidated the GUG at the level of the study program. GUG in the management of UMY's IP Fisipol department is seen from the eight principles as follows.

#### Participation

Active participation or involvement of all stakeholders is essential in implementing good university governance (Ghazali, 2018). The IP UMY Department still strives to involve all stakeholders to improve the performance and service of the IP UMY Department to students. As a first step to open the participation of all parties, a survey was conducted through a questionnaire to conduct an aspiration net and receive input from lecturers, students, non-educative staff, alumni, and users (external stakeholders). Student input was obtained through meetings or gatherings conducted jointly by the Head of IP Study Program UMY with the Student Representative Council, Student Senate, and Government Science Student Corps (KOMAP) UMY. Besides, there is also a regular audience each semester with students coordinated by KOMAP UMY to channel their aspirations. Input from students is also done through activities at the time of *ta'aruf (Mataf)* and Islamic Basic Study Orientation (OSDI). At the time of fostering academic activities through the Department of Student Association (KOMAP).



Figure 1. Goals of Participation

Meanwhile, community input involves alumni users (external stakeholders) obtained through tracer study activities, practitioner lectures, and friendship with users in the implementation of active cooperation with institutions, both government and private institutions. Likewise, the

application of cooperation with several professional associations relevant to the field of study such as the Indonesian Government Science Society (MIPI) in which IP UMY is the MIPI Secretariat of the Yogyakarta Commissariat. IP UMY actively takes a role in Muhammadiyah Higher Education Government Science Association (AIPPTM), Asia Pacific Society for Public Affairs (APSPA), Association of Indonesian Government Science Lecturers (ADIPSI) and Indonesian Governmental Science Study Program Units (KAPSIPI). The researchers obtained input from alumni through gathering activities hosted by the IP UMY Alumni Community (KAIP-UMY) organization, facebook alumni, alumni mailing list, filling out questionnaires, e-mail, and via SMS.

### Law Enforcement

Implementation of higher education functions is not possible to conductively run if there is no law or regulation enforced in its application. Likewise, with the IP Department of UMY, law enforcement with various rules and SOPs have been carried out ever since the structural election alone is based on law. To realize its vision, mission, objectives, and development strategies, the Department of IP UMY in the process of selecting the Department of Structural Officers is determined through a recruitment mechanism. It is based on the legal basis of Muhammadiyah Higher Education Guidelines, UMY Statute, and Guidelines for Election or Structural Official Appointment at UMY requirements set out in Job Analysis.

To support the implementation of every procedure and policy properly every lecturer, student and employee must comply with the rules and code of ethics that have been stipulated in the Chancellor's Decree on the code of ethics of employees and students. A sanction mechanism in stages has regulated every violation of the code of ethics according to the type and level of violations carried out starting from verbal reprimand, written warning, suspension to being expelled from the institution. In addition to ethical judgments, there are also awards for the performance and achievements of lecturers, employees, and students who make positive contributions. Every excellent performance and achievement that includes academic, interest in talent and art and entrepreneurship, the Government Science study program will award in the form of certificates and funds.

### Transparency

Transparency or openness is an essential prerequisite to support participation and maintain institutional accountability. Structural officials at UMY (Rector, Faculty and Study Program levels) in carrying out their duties apply the principle of transparency in terms of:

- a. The process of recruiting structural officials at all levels
- b. Implementation of annual programs and routine activities
- c. Implementation of the Teaching and Learning Process

- d. Implementation of preparation of Activity and Budget Plans (RKA/RENOP), budget disbursement, and use and reporting
- e. Implementation of governance and work procedures in implementing the Internal Quality Assurance System (SPMI) at UMY.
- f. Implementation of governance and work procedures in implementing the External Quality Assurance System (SPMI) at UMY.



Figure 2. Transparency principle

The efforts to implement the transparency principle above are based entirely on Islamic values according to the organization's vision.

### Responsivity

There are two contexts on this sensitive nature. First, the organizers of educational institutions must be able to capture the issues and problems that occur in the dynamics of organization within the educational institution. Second, the institution must be able to be responsive to the problems that occur in the surrounding environment and can act or participate in reacting to it. The IP Department of UMY has taken several responsive actions to answer the dynamics that occur in the implementation of education. One example is when the Menristekdikti mentioned that the degree to be accepted by IP students was S.Sos (which means reducing the existence of Government Science) then the response made by the UMY IP Department is by cooperating with several IP study programs from various universities and forming KAPSIPI (Unity Program Indonesian Government Science Study). It is through this KAPSIPI that the IP Department of UMY responds to the plan to replace the bachelor's degree. After going through several hearings with the Minister of Higher Education, finally, the bachelor's degree remains a Bachelor of Government Science (SIP).

### Consensus Orientation

The process of making all decisions or policies in the implementation of educational institutions should prioritize consensus or agreement from stakeholders. The IP UMY study program in the decision-making process is always based on collegial, egalitarian, and transparent principles, meaning the taken decisions are in an atmosphere of togetherness, openness, and democracy. Facilities Decision making is carried out in meetings according to the level of each need. The structure of decision making and communication of the UMY IP Study Program is designed as follows:

- a. Annual Work Meeting  
IP Study Program of UMY conducts annual work meetings regularly to carry out the accountability of

the activities of the study program for one year and prepare an annual activity plan to be proposed at the annual university meeting.

- b. Monthly meeting  
IP Study Program of UMY conducts monthly meetings regularly. Monthly meetings are held to evaluate and plan routine activities, discuss problems, and find solutions to problems and share information.
- c. Limited Meeting  
IP Study Program of UMY conducts limited, incidental meetings as needed to discuss specific activity plans or discuss particular issues that arise including disciplinary reprimands to lecturers, employees, or students which are carried out in stages.
- d. Selection of student aspirations  
It is carried out at least twice in one semester after the mid and final examinations containing delivery of vision, mission, objectives, and values of the UMY IP Study Program and relevant information, distribution of student aspirations and discussion.

- e. Fair Degree and Inclusiveness.

All of these principles are only possible if there is an understanding of the equity of each stakeholder entity. To foster a conducive academic atmosphere at UMY, the implementation of internal business processes, both academic and non-academic is always based on the principle of justice. The straightforward concept here includes distributive justice (equal and equal) and commutative justice (according to performance). The distribution of work is carried out into four business processes consisting of (1) Academic Business Processes, (2) Resource Management Business Processes, (3) Student Business Processes, Alumni and Promotions, (4) Organizational Business Processes and Quality Assurance.

In order to implement the principle of justice, a job description has been made as outlined in the office analysis document. In every implementation of both academic and non-academic business processes, the principle of justice is applied to manage the organization. The principle of justice is utilized in every distribution of work both academically and non-academically, both to leaders, lecturers, non-educative employees.

### **Effectiveness and efficiency**

The output of all implementation processes or programs outlined must be on target (productive) or following the needs and expectations of stakeholders. Priority is effective in supporting the functions of education, especially in terms of improving academic quality and research. To guarantee the outcome produced, the Government Science Study Program of UMY carries out quality assurance efforts on input, process, and output activities. Management of Quality Assurance at the university level is carried out by the Quality Assurance Agency (BPM), and at the level of the study program carried out by the Quality Control Group (GKM) of the Government Science Study Program. Regularly in the semester, BPM conducts Internal Academic Quality Audit

(AMAI) to study programs. Periodically the Quality Control Group (GKM) study program coordinates with study programs and BPM in the implementation of academic quality assurance. The Quality Assurance Agency (BPM) conducts Internal Quality Audit activities, which include 4 (four) quality assurance instruments namely Academic Policy, Academic Standard Operating Procedure (SOP), Academic Quality Standards, and Feedback.

### **Accountability**

The education institution must be able to account for the whole set of processes for the implementation of all stakeholders, both internal and external, especially in the general public. Likewise, with the IP Department of UMY. The application of the accountability principle at UMY (all levels) is applied both for academic and non-academic fields. Application of accountability in the academic field includes:

- a. Program and academic management lead to the purpose of implementing education
- b. Emphasis on effective and efficient education by always implementing the preparation and reporting of lecturer workloads (BKD) each semester.

While the application of the principle of accountability in the non-academic field includes the development of non-academic programs, employment, and management or administrative activities, the accountability system mechanism is in the form of preparing financial reports by each budget person. Every certain period and the end of the fiscal year, each work unit and structural official is required to make a year-end report as material for the Annual Work Meeting to evaluate and compile the program and activities for the coming year. It also applies to university leaders. The Chancellor must also prepare annual reports and financial accountability presented at the University Senate Meeting and each UMY Anniversary. Submission of Annual Reports by the heads of departments, faculties, and universities is to fulfill the principle of public accountability.

### **B. GUG at MKP UGM**

The Fisipol Dean Performance Report for the period 2012-2016 states that the Faculty of Social and Political Sciences as part of UGM has the vision to become an international research faculty in the field of social sciences and political sciences that develop superior research as a basis for education and community service for the transformation of knowledge for the benefit people. The vision is (1) improving the quality of undergraduate and postgraduate education, (2) developing scientific and advocacy research and international standard academic publishing, (3) developing scientific-based community service, (4) developing sustainable cooperation at the local level, national, and global, (5) strengthening service quality to the academic community and society through improving the quality of administrative, human resources, management innovation, and developing facilities and infrastructure, (6) establishing good faculty governance in internal faculties and before the public (UGM Fisipol, 2017).

**Participation**

The principle of participation at MKP Study Program - Faculty of Social and Political Sciences UGM has been carried out in various forms as follows:

1. Carrying out Study Programs regularly and periodically as well as those that respond at any time to meetings
- Department meetings conduct work program planning, semester preparation, midterm, and end of the semester. First semester meetings discuss teaching plots and also the need to draw up strategic steps at the beginning of the semester. Midterm meetings are held for *Tri Dharma* monitoring and evaluation. The end of semester meeting is to evaluate work programs and the quality of learning.
2. Meetings at any time/incidental carried out through leadership meetings and followed by all lecturers and the results distributed to all lecturers
  3. Conducting meetings is to arrange the RKAT following the plan to achieve the JMKP S1 mission vision. To compile the RKAT, scrutiny is undertaken as needed and based on performance. The RKAT results are told to all lecturers to communicate financial planning for the next year.
  4. The department organizes workshops to discuss curriculum, research plans, research master plans, research roadmaps, and also to plan community service.
  5. Student activities, program development, and lecturer activities are informed through departmental meetings and plenary meetings.
  6. If there is a made decision in a short and fast time, then the department head and the Secretary of the Department makes the decision.

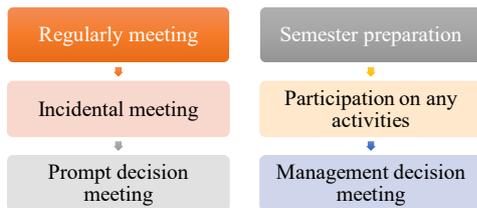


Figure 3. Meeting type chart

**Responsiveness**

As a form of responsiveness from the MKP Study Program to the demands or needs of students, the community, and other stakeholders, the study program runs several activities. Some of them are: First, holding a guest lecture held every semester. The guest lecture usually takes themes related to the study of political sciences, for example, the development and problems of regional autonomy, poverty, slum area policy, bureaucracy pathology, the prospect of regional autonomy, the dynamics and the design of regional budgets (APBD).

Second, holding seminars and dialogues related to the problems of Indonesian politics and government. This

activity is usually conducted to respond to the issues of socio-political, the state, and the government, including local, national, and international scale (world policy). Seminars and dialogues bring academics and practitioners who are experts in the matters discussed.

Third, conducting comparative studies in various government agencies, the private sector, and Non-Government Organization (NGO) Institutions. Through these hearings students can understand and associate governmental theories with real facts derived from experiences that have been carried out by NGO activists, for example NDI activists who are concerned with the area of regional budget advocacy (APBD) can directly tell students how the local budget forms, and what are the problems in the process of determining, implementing, and up to the stage of budget accountability.

Fourth, holding intensive discussions conducted semi-formally. This discussion is conducted with students and lecturers in departments, laboratories, departmental offices, and in cafes and stalls. The purpose of the activity is so that students can explore the knowledge acquired in the classroom, which is related to the issues of state administration. In addition to these objectives, through these activities, students can interact with lecturers who are not only in the classroom so that the relationship between lecturers and students is dynamic, creative, and critical.

Fifth, in addition to scientific activities as mentioned above, the governmental science department also conducts social events such as holding social services, opening push together with the community, and others.

**Transparency**

Transparency defines as openness in expressing information and relevant and transparency in carrying out the decision-making process. Transparency is implemented through the mechanism of checks & balances and efforts to avoid conflict of interest and prioritize collegiality, to minimize the practice of collusion, corruption, and nepotism. Thus, the management of all decisions, including academic management, provides *Tri Dharma* tertiary education and resource management system, namely HR; finance; infrastructure; data and information, need to be managed transparently.

Chart an effort to implement transparency is in Figure 4 below.



Figure 4. Transparency

**Accountability**

The direction of the development of UGM long-term (25 years) is the foundation to unite the steps of the stakeholders towards achieving UGM goals, mission, and vision. In line with this, the UGM Board of Trustees (MWA) through MWA Regulation Number 4 of 2015 has

established UGM General Policy 2012–2037. UGM General Policy contains necessary policies, both in the fields of education, research, community service, human resources, physical and environmental infrastructure, organization and governance, finance, information systems, and cooperation. The General Policy covers five stages, namely the stabilization stage (2012-2017), deepening (2017–2022), maturation (2022–2027), enlightenment (2027–2032), and leadership (2032–2037). This general policy demands accountability from policy implementers.

Accountability at UGM is a form of UGM accountability to the community which consists of:

- a. Academic accountability; and
- b. Non-Academic accountability.

UGM accountability must be realized by meeting the National Higher Education Standards. UGM accountability is carried out through the annual reporting system and the end of the Chancellor's tenure. UGM annual report on accountability is published to the public.

MKP policies govern legislation, and UGM internal regulations apply following Government Regulation of the Republic of Indonesia Number 67 of 2013 concerning Statutes of Gadjah Mada University.

The form and hierarchy of UGM internal regulations are as follows:

1. MWA Regulations;
2. Rector's Regulation; and
3. Other regulations ordered by higher regulations.

### The strategy of GUG at MKP UGM

Fisipol translates its strategy in 3 stages (Fisipol Dean Dean Performance Report for the period 2012-2016. First, *Tri Dharma* which can develop UGM scientific and scientific knowledge by (1) optimizing postgraduate resources, international programs, training and training, (2) becoming key partner by providing support in the form of regulations, accessible doing business, start-up, service relief, foreign student visas, model facilitation, protection against system development and innovation, (3) providing resources (BOPTN, CSR). Secondly, *Tri Dharma* that produce resources, namely (1) realizing research and development that contributes resources by linking research with potential customers (customers) and providing knowledge, technology, goods and services that can generate resources, while solving social problems, (2) developing education and teaching which generates resources, (3) strengthening community service that produces resources.

The third stage is (1) *Tri Dharma* activities that can solve social problems, and (2) *Tri Dharma* activities that generate real knowledge. For *Tri Dharma* activities that can solve social problems are carried out by (1) developing applied research that can address social issues by conducting conversion studies from pure science to applied, improving applied science, and contextualizing applied science with social needs. (2) developing applied research-based education and teaching, (3) developing a Socio-Political Laboratory for Applied Sciences to enrich applied science, improve student quality, and solve social problems. The *Tri Dharma* activities that produce real knowledge are

carried out by (1) developing Research to produce pure science, (2) improving Education and Teaching that disseminates pure science, and (3) community service related to pure science dissemination.

UGM's Faculty of Social Sciences has its pattern in managing students, lecturers, employees, and stakeholders to bring benefits to the development of the faculty as well as all study programs including MKP. The MKP study program also realizes that managing relationships with prospective students, students, alumni, budgetary resources, reducing spending, and increasing income capacity is very important in the current era of internationalization. Complete physical and institutional infrastructure facilities owned by UGM are essential factors behind the success of this department to develop themselves as study programs that support UGM to enter the international network on all types of international ranking such as ARWU (Academic Ranking World University), THES (the Times Higher Education Supplement), Webometric, 4ICU (4 International Colleges and Universities), Top 100 Asia, QS World University Ranking.

### Quality Assurance

MKP as part of Faculty of Social Sciences and Political Sciences UGM follows directions at both departmental and faculty levels to support the vision and mission of study programs and faculties. This quality assurance is the primary key to public trust and prospective students specifically to consider their choice of the chosen study program. Here is the status of the quality of accreditation at the Faculty of Social and Political Science of UGM.

Table 1. ASEAN University Network-Quality Assurance and National Accreditation by National Accreditation Board (*Badan Akreditasi Nasional Perguruan Tinggi/BAN-PT*)

| Department                      | Institution | Remarks   | Year              | Duration                              |
|---------------------------------|-------------|-----------|-------------------|---------------------------------------|
| Sociology                       | BAN-PT      | A         | 30 August 2014    | 30 August 2014 – 29 August 2019       |
| International Relations Science | BAN-PT      | A         | 2 November 2014   | 2 November 2014 – 1 November 2019     |
| Communication Science           | BAN-PT      | A         | 9 January 2015    | 9 January 2015 – 9 January 2020       |
|                                 | AUN-QA      | Certified | 21 October 2013   | 21 October 2013 – 20 October 2017     |
| Social Welfare and Development  | BAN-PT      | A         | 9 January 2015    | 9 January 2015 – 9 January 2020       |
| Management and Public Policy    | BAN-PT      | A         | 19 September 2015 | 19 September 2015 - 19 September 2020 |
|                                 | AUN-QA      | Certified | 21 October 2013   | 21 October 2013 – 20 October 2017     |
| Politics and Government         | BAN-PT      | A         | 19 December 2015  | 19 December 2015 - 19 December 2020   |
|                                 | AUN-QA      | Certified |                   |                                       |

The results of the accreditation status are inseparable from the quality assurance process, Faculty of

Social Sciences, Departments, and Study Programs of UGM. Based on the UGM Internal Quality Assurance System document: History, Implementation, and Development (2013. KJM UGM), the University Quality Assurance System (SPM-PT) at UGM consists of two stages of quality assurance. These stages are as follows. First, it is the Internal Quality Assurance (PMI) stage, and the second stage is the External Quality Assurance (PME). The difference between the internal and external words here lies in the standard used. When conducting quality assurance using their standards, quality assurance is at an internal stage. If used and or applied the BAN-PT standards or others, quality assurance has entered an external stage. Current PME standards such as the standards of BAN-PT, AUN, ISO, ABET, ASIIN, etc.

#### V. CONCLUSION

This research concludes that in general, the implementation of the GUG institutionalization strategy at IP UMY and UGM Faculty of Political and Political Sciences MKP has gone well. It is seen through the application of eight GUG principles, namely participation, law enforcement, transparency, responsiveness, consensus orientation, equality, inclusiveness, effectiveness and efficiency, and accountability in managing the institution. IP UMY and MKP UGM are different in receiving input, both lecturers, education staff and new students. Differences include their admission program. MKP UGM does not have problems with the quantity and quality of its students. Without promotions, the competition level of prospective new students is very tight because there are many enthusiasts. Thus, the quality of input can be maintained. Quality inputs supported by competent lecturers and education staff and adequate facilities make the learning process run optimally. They are further producing graduates who have strong competencies.

Although today there is no difference between public and private universities, especially seen from the presence of national external quality assurance by BAN-PT, the level of PTS competition is getting tighter, making IP UMY have to show its distinctive superiority compared to others.

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