



Research Article



Good University Governance and Its Role in Reaching Quality Education SDGs

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Received: June 23, 2025 / Accepted: March 15, 2026 / Published: March 18, 2026

Abstract: This study examines the increasing demands of globalization by asserting that higher education institutions must develop governance systems that operate effectively and ensure accountability. It argues that the implementation of Good University Governance functions as a strategic instrument to reinforce transparency, accountability, and participatory management within higher education institutions. The study investigates whether such implementation can significantly enhance educational quality in accordance with sustainable development objectives. Employing a normative legal research method, this research applies statutory, conceptual, and comparative approaches, including a comparison with governance practices in Malaysia and Singapore. The findings demonstrate that first, the implementation of Good University Governance substantially improves the quality of university governance by promoting institutional transparency, accountability, and responsiveness to societal needs. Second, higher education institutions encounter persistent challenges in implementing Good University Governance, particularly in relation to inadequate infrastructure, limited human resource capacity, regulatory inconsistency, and weak monitoring and transparency mechanisms. Third, the study formulates legal strategies that prioritize regulatory strengthening, effective supervision, protection of stakeholder rights, and the integration of technology to establish adaptive, transparent, and accountable governance systems that support the realization of quality education within the framework of sustainable development.

Keywords: Education; Governance; University; Quality;



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INTRODUCTION

Higher education institutions are increasingly recognizing their strategic role in embedding the sustainability paradigm within the educational sector, particularly in addressing complex global challenges associated with sustainable development.¹ This awareness was significantly reinforced following the United Nations Conference on Environment and Development, held in Rio de Janeiro in 1992, which underscored the critical contribution of higher education and pedagogy in operationalizing the sustainability principles reflected in the Sustainable Development Goals (SDGs).² This commitment was further solidified when the United Nations (UN) designated the period from 2005 to 2014 as the Decade of Education for Sustainable Development, thereby cementing education as a fundamental instrument for instilling sustainability

¹ Carla Patricia Finatto and others, 'Environmental, Social, Governance and Sustainable Development Goals: Promoting Sustainability in Universities', *International Journal of Sustainability in Higher Education*, 25.6 (2024), 1121–36 <https://doi.org/10.1108/IJSHE-11-2022-0361>

² Elliott Mokski and others, 'Education for Sustainable Development in Higher Education Institutions: An Approach for Effective Interdisciplinarity', *International Journal of Sustainability in Higher Education*, 24.1 (2023), 96–117 <https://doi.org/10.1108/IJSHE-07-2021-0306>



values.³ Consequently, various terminologies such as "sustainable education," "education for sustainable development," and "education for sustainability" emerged to characterize learning processes that emphasize long-term well-being across economic, ecological, and social justice dimensions.⁴ This dedication was reinvigorated by the establishment of the SDGs in 2015, which serve as a universal call to action to eradicate poverty, protect the environment, and ensure that all individuals enjoy freedom and harmony by 2030. One of the most salient objectives of the SDGs is the provision of high-quality education for learners (SDG 4).⁵ In light of these growing demands, universities are required not only to integrate sustainability values into their curricula but also to ensure institutional sustainability.⁶

A concept that is gaining increasing prominence in contemporary university administration is Good University Governance (GUG). GUG essentially represents the application of good corporate governance principles within higher education institutions, aimed at enhancing educational quality.⁷ Governance within these institutions encompasses the structures and mechanisms for decision-making regarding issues that impact the academic community and its broader stakeholders.⁸ At present, the core of GUG lies in the capacity to achieve sustainability by strategically aligning institutional missions and activities with the broader objectives of sustainable development. An effective governance structure necessitates functional leadership equipped with sufficient autonomy to execute its duties while safeguarding institutional integrity in alignment with its overarching vision and mission. Fundamental governance principles, such as transparency, accountability, responsibility, efficiency, equity, and a robust reward and sanction mechanism must be rigorously upheld within higher education institutions.⁹ Furthermore, GUG serves as a crucial element within the university management framework, fostering campus sustainability across various domains, including pedagogical processes, research

³ Grigore Ioan Piroasca and others, 'Education for Sustainable Development – An Evaluation of Students' Perceptions within the Bucharest University of Economic Studie', *Www.Amfiteatru economic.Ro*, 22.54 (2020), 346 <https://doi.org/10.24818/EA/2020/54/346>

⁴ Elena-Claudia Serban and others, 'Sustainable Universities, from Indifference to Joint Action—A Panel Data Analysis', *Amfiteatru Economic*, 22.54 (2020), 376 <https://doi.org/10.24818/EA/2020/54/376>

⁵ Munish Saini and others, 'Sustainable Development Goal for Quality Education (SDG 4): A Study on SDG 4 to Extract the Pattern of Association among the Indicators of SDG 4 Employing a Genetic Algorithm', *Education and Information Technologies*, 28.2 (2023), 2031–69 <https://doi.org/10.1007/s10639-022-11265-4>

⁶ Ammar Abulibdeh, Esmat Zaidan and Rawan Abulibdeh, 'Navigating the Confluence of Artificial Intelligence and Education for Sustainable Development in the Era of Industry 4.0: Challenges, Opportunities, and Ethical Dimensions', *Journal of Cleaner Production*, 437 (2024), 140527 <https://doi.org/10.1016/j.jclepro.2023.140527>

⁷ Ali Muktiyanto, Ancella Anitawati Hermawan and Rini Dwiyan Hadiwidjaja, 'The Role of Management Control Systems in the Performance of Higher Education through Good University Governance', *International Journal of Trade and Global Markets*, 13.3 (2020), 288 <https://doi.org/10.1504/IJTM.2020.108777>

⁸ Ismaila Rimi Abubakar, Yusuf A. Aina and Habib M. Alshuwaikhat, 'Sustainable Development at Saudi Arabian Universities: An Overview of Institutional Frameworks', *Sustainability*, 12.19 (2020), 8008 <https://doi.org/10.3390/su12198008>

⁹ Dwi Sulistiani, Fantika Febry Puspitasari and Siti Ma'rifatul Hasanah, 'The Role Of Independence And Effectiveness Of Internal Audit To Good University Governance', *Jurnal Reviu Akuntansi Dan Keuangan*, 13.1 (2023), 53–69 <https://doi.org/10.22219/jrak.v13i1.25539>



endeavors, campus operations, and community service initiatives.¹⁰ The role of GUG is also evident in the formulation of sustainability strategies and models within universities, such as utilizing the campus as a "living laboratory" or integrating the institution into regional networks for social, environmental, and economic resilience.¹¹

The implementation of GUG has emerged as a pivotal agenda for university reform in Indonesia. This initiative was explicitly outlined in the agenda of the Ministry of National Education of the Republic of Indonesia through the Higher Education Long-Term Strategy (HELT5) 2003–2012.¹² Through the application of good governance practices, it is anticipated that all state universities in Indonesia will elevate their quality of service to society. Consequently, this advancement is expected to foster greater public trust and participation in the institutional role of Indonesian universities.¹³ The execution of good governance within Indonesian university administration is fundamentally linked to the accountability and transparency of planned programs and activities, alongside performance evaluation indicators.¹⁴ This framework is further substantiated by Government Regulation Number 4 of 2014, specifically Article 33, which mandates that the autonomy of university management must be exercised in accordance with the principles of accountability, transparency, non-profitability, quality assurance, effectiveness, and efficiency. Furthermore, Article 22, paragraph (3) stipulates that this managerial autonomy encompasses both academic and non-academic domains.¹⁵ While academic aspects constitute the primary core activities of a university, non-academic aspects, serving as supporting functions for education, research, and community service, such as finance, asset management, organizational structure, and human resources significantly contribute to the realization of institutional objectives and thereby demand substantial attention.¹⁶

The implementation of GUG significantly influences the quality of higher education institutions. It is widely acknowledged that higher education institutions serve as

¹⁰ Walter Leal Filho and others, 'Governance in the Implementation of the UN Sustainable Development Goals in Higher Education: Global Trends', *Environment, Development and Sustainability*, 27.9 (2023), 20695–718 <https://doi.org/10.1007/s10668-023-03278-x>

¹¹ Sumiani Yusoff and others, 'Sustainability Initiative for a Malaysian University Campus: Living Laboratories and the Reduction of Greenhouse Gas Emissions', *Environment, Development and Sustainability*, 23.9 (2021), 14046–67 <https://doi.org/10.1007/s10668-021-01250-1>

¹² J. Zike and Sam Illingworth, "'I Have Struggled': How Individual Identities Impacted Staff Working Experiences in Higher Education during COVID-19", *Perspectives: Policy and Practice in Higher Education*, 28.3 (2024), 121–31 <https://doi.org/10.1080/13603108.2023.2192531>

¹³ Marlan Hutahaeen, Ixora Javanisa Eunike and Andri Dayarana K. Silalahi, 'Do Social Media, Good Governance, and Public Trust Increase Citizens' e-Government Participation? Dual Approach of PLS-SEM and FsQCA', ed. by Zheng Yan, *Human Behavior and Emerging Technologies*, 2023 (2023), 1–19 <https://doi.org/10.1155/2023/9988602>

¹⁴ Muhamad Saleh and Retno Widiastuti, 'Transformation of Ministerial Performance Evaluation: Integrating Key Performance Indicators and Principles of Transparency into the Governance System', *Journal of Constitutional and Governance Studies*, 2025, 1–19 <https://doi.org/10.20885/JCGS.vol2.iss1.art1>

¹⁵ Erma Fatmawati and others, 'Change Management towards Good University Governance in Indonesia: Study at Islamic Religious Universities Based on BLU Mandate', *Cogent Social Sciences*, 10.1 (2024) <https://doi.org/10.1080/23311886.2024.2333081>

¹⁶ Zhang Ce and others, 'Employee Motivation and Job Performance of Non-Academic Staff in Chinese Universities', *Societies*, 15.8 (2025), 227 <https://doi.org/10.3390/soc15080227>



strategic actors in the attainment of the SDGs.¹⁷ As highlighted in the 2022 UNDP Indonesia report, these institutions are key drivers in achieving the SDGs due to their critical role in generating knowledge, fostering innovation, and developing human resources with a sustainability perspective.¹⁸ The successful execution of GUG positively impacts the caliber of education provided. By effectively operationalizing GUG principles, educational institutions will be equipped to produce graduates who are not only academically proficient but also capable of making active societal contributions.¹⁹ This paradigm aligns with the vision of sustainable and globally competitive human development. A fundamental principle of GUG is the enhancement of human capital quality, encompassing faculty members, administrative staff, and students. Faculty quality remains a paramount factor in the delivery of superior education. Consequently, GUG must ensure that lecturers possess adequate academic and pedagogical competencies, alongside ample opportunities for professional development through continuous training and educational programs.²⁰

In practice, the implementation of GUG in higher education institutions confronts several fundamental challenges. A primary issue is the inadequate legal awareness among university stakeholders. Numerous faculty members and institutional administrators have yet to fully comprehend the prevailing regulations and their implications for GUG execution. Consequently, continuous training and dissemination programs are imperative to elevate legal literacy within the academic community.²¹ These challenges are increasingly conspicuous in various instances of campus closures, accreditation deficits, and suboptimal human resource quality, all of which reflect institutional non-compliance with the principles of good governance.²² The author has compiled the following data from diverse sources to substantiate this. *First*, in 2023, the Ministry of Education, Culture, Research, and Technology revoked the operational licenses of 23 private higher education institutions due to severe violations, including the illicit sale of diplomas, the falsification of student data, and fictitious instructional practices. The affected students were subsequently transferred to alternative institutions in coordination with the Higher Education Service Institutions. "Fictitious learning" emerged as a significant finding underlying these revocations,

¹⁷ Dev Raj Adhikari and Prakash Shrestha, 'Knowledge Management Initiatives for Achieving Sustainable Development Goal 4.7: Higher Education Institutions' Stakeholder Perspectives', *Journal of Knowledge Management*, 27.4 (2023), 1109–39 <https://doi.org/10.1108/JKM-03-2022-0172>

¹⁸ Datu Buyung Agusdinata, 'The Role of Universities in SDGs Solution Co-Creation and Implementation: A Human-Centered Design and Shared-Action Learning Process', *Sustainability Science*, 17.4 (2022), 1589–1604 <https://doi.org/10.1007/s11625-022-01128-9>

¹⁹ Boriss Misnevs and Igor Kabashkin, 'Competence-Based Digital Framework for Education as a Service', in Arai, K. (Eds) *Advances in Information and Communication. FICC 2023. Lecture Notes in Networks and Systems* (Springer, Cham, 2023), pp. 775–84 https://doi.org/10.1007/978-3-031-28076-4_56

²⁰ Romina Ifeoma Asiyai, 'Best Practices for Quality Assurance in Higher Education: Implications for Educational Administration', *International Journal of Leadership in Education*, 25.5 (2022), 843–54 <https://doi.org/10.1080/13603124.2019.1710569>

²¹ Zaitun Qamariah and Ibnu Elmi A.S. Pelu, 'Implementation of Good University Governance in Services for Students with Disabilities at Islamic Universities: A Literature Review', *Mudir: Jurnal Manajemen Pendidikan*, 7.2 (2025), 225–35 <https://doi.org/10.55352/qt2zjv29>

²² Olasile Babatunde Adedoyin and others, 'National Policy on Open Educational Resources for Higher Education in Nigeria: Evaluation of Institutional Compliance Rate to Infrastructure and the Connectivity Goal', *Higher Education Policy*, 2024 <https://doi.org/10.1057/s41307-024-00387-8>



despite refutations from several of the implicated institutions.²³ *Second*, in 2019, a total of 243 private higher education institutions were suspended due to grave infractions, such as the issuance of fraudulent diplomas and the institutional inability to progress in alignment with national standards.²⁴

Third, in August 2024, the National Accreditation Board for Higher Education (BAN-PT) reported that 84 private higher education institutions were at risk of license revocation due to opaque organizational management and non-compliance with accreditation mandates. This predicament raised concerns within the House of Representatives of the Republic of Indonesia regarding the trajectory of the affected students should these revocations materialize. Furthermore, in the West Java and Banten regions, seven PTS faced stringent deadlines to fulfil accreditation standards as stipulated in the Minister of Education, Culture, Research, and Technology Regulation No. 53 of 2023, with imminent closure pending non-compliance.²⁵ *Fourth*, deficiencies in accreditation and internal quality assurance were highlighted during the evaluation of 200 problematic institutions. This vulnerability was clearly illustrated in BAN-PT's 2015 assessment of approximately 200 higher education institutions identified as problematic, which included incidents of fraudulent diploma issuance. A highly salient example is the downgrade of Lambung Mangkurat University's (ULM) accreditation from an 'A' to a 'C', attributed to the inadequate implementation of the Internal Quality Assurance System and academic misconduct, encompassing alleged irregularities in the appointment of eleven professors within the Faculty of Law. These findings catalyzed public discourse on academic integrity and the efficacy of internal university oversight.²⁶ *Fifth*, challenges related to human resource quality and campus governance were similarly manifested in the mass invalidation of diplomas at Stikom Bandung, where 233 diplomas were revoked between 2018 and 2023 due to academic procedural errors. These infractions involved Grade Point Average (GPA) discrepancies within the Higher Education Database, credit hour deficits, and study durations exceeding permissible limits. Collectively, these cases illustrate that without legal awareness, regulatory compliance, and a robust governance framework, the optimal implementation of GUG remains unattainable.²⁷

Fundamentally, the application of GUG has been implemented across various higher education institutions globally, frequently demonstrating effective outcomes in elevating the quality of institutional governance. A prominent example can be observed in its application within Malaysian higher education institutions. In Malaysia, GUG principles are applied with relative consistency, particularly concerning

²³ Argo Pambudi and others, 'The Impact of Bureaucracy on Higher Education: Lessons from Indonesia', *Policy Futures in Education*, 23.8 (2025), 1446–67 <https://doi.org/10.1177/14782103251367218>

²⁴ John Budd, 'From Neoliberalism to Authoritarianism: Higher Education's Challenges', *Globalisation, Societies and Education*, 2026, 1–13 <https://doi.org/10.1080/14767724.2026.2623021>

²⁵ Pambudi and others.

²⁶ Tony de Souza-Daw and Robert Ross, 'Fraud in Higher Education: A System for Detection and Prevention', *Journal of Engineering, Design and Technology*, 21.3 (2023), 637–54 <https://doi.org/10.1108/JEDT-12-2020-0504>

²⁷ Giulio Marini and Viviana Meschitti, 'Why Do Universities Use Voluntary Redundancy Schemes? Human Resource Management in Marketised Higher Education Institutions', *Personnel Review*, 54.7 (2025), 1873–94 <https://doi.org/10.1108/PR-01-2024-0007>



institutional transparency and accountability. A highly salient aspect is the transparency of financial management, wherein Malaysian universities employ more systematic mechanisms for managing, overseeing, and disseminating financial information to the public. Such transparency not only bolsters public trust in higher education institutions but also fortifies institutional accountability regarding the utilization of public resources. Furthermore, the participation of academics in decision-making processes constitutes a vital characteristic of university governance in Malaysia. The implemented governance framework enables faculty members to actively engage in university policy formulation, thereby allowing academic perspectives to directly inform institutional development trajectories. This environment fosters a more collaborative workplace and cultivates a strong sense of belonging among the academic community. In contrast to the situation in Indonesia, the application of GUG principles in higher education still encounters numerous challenges, as elucidated in the preceding paragraphs. Consequently, concerted efforts are required to strengthen university governance in Indonesia, both in terms of practical implementation and regulatory frameworks to ensure the optimal application of GUG principles in supporting the attainment of quality education targets within the SDGs.

Scholars have conducted extensive research on GUG. For instance, Fatkuroji et al. (2025) assert that information technology plays a pivotal role in the implementation of GUG, particularly in enhancing transparency, accountability, and participation.²⁸ A study by Agus Cahyana et al. (2023) demonstrates that the application of GUG exerts a positive and significant effect on university performance, whereas top management support does not significantly influence this performance.²⁹ Research by Risanty and Sambas Ade Kusuma (2019) indicates that the implementation of GUG serves as a fundamental guideline for universities in realizing their vision and mission, as well as in achieving high-quality education.³⁰ Furthermore, Nur Siyami (2020) highlights the impact of GUG implementation on inter-university competitiveness, specifically in terms of elevating educational quality and public trust.³¹ Finally, Khalid Zaman (2015) reveals that governance indicators act as robust contributors to amplifying educational outcomes, which subsequently aids in formulating policies geared toward the internationalization of universities.³²

²⁸ Fatkuroji and others, 'Evaluation of Academic Information Systems in Realizing Good University Governance', *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6.1 (2025), 139–54 <https://doi.org/10.31538/munaddhomah.v6i1.1675>

²⁹ Agus Cahyana, Dahri Tanjung and Asty Khairi Inayah Syahwani, 'Implementation of Good University Governance: Top Management Support and State University Performance', ed. by E. Wiraguna and others, *E3S Web of Conferences*, 454 (2023), 03014 <https://doi.org/10.1051/e3sconf/202345403014>

³⁰ Risanty Risanty and Sambas Ade Kesuma, 'Good University Governance: Experience from Indonesian University', *Jurnal Perspektif Pembiayaan Dan Pembangunan Daerah*, 6.4 (2019), 515–24 <https://doi.org/10.22437/ppd.v6i4.6195>

³¹ Nur Siyami, 'Impact of the Good University Governance Implementation to Measure Stakeholder Satisfaction STIE Rajawali Purworejo', in *Proceedings of the 3rd International Conference on Banking, Accounting, Management and Economics (ICOBAME 2020)* (Atlantis Press, 2020) <https://doi.org/10.2991/aebmr.k.210311.015>

³² Khalid Zaman, 'Quality Guidelines for Good Governance in Higher Education across the Globe', *Pacific Science Review B: Humanities and Social Sciences*, 1.1 (2015), 1–7 <https://doi.org/10.1016/j.psrb.2016.01.001>



Drawing upon existing literature, a notable research gap remains concerning the fortification of regulatory frameworks and legal policies. This deficiency has precipitated persistent non-compliance among several universities in the application of good governance principles namely transparency, accountability, and participation, within the administration of higher education institutions. Consequently, such non-compliance inevitably degrades the caliber of university governance and impedes continuous quality improvement initiatives within higher education. A broader repercussion is the obstruction of the SDGs in education, particularly SDG 4, which underscores the imperative of providing equitable, inclusive, and high-quality education. Therefore, a critical reassessment and reinforcement of the regulatory frameworks and legal policies governing higher education administration are imperative. The reformulation of these policies must be capable of establishing a more effective oversight mechanism, enhancing institutional compliance, and fostering the consistent application of GUG principles across all universities. Through the enactment of comprehensive regulations and their rigorous implementation, it is anticipated that university governance systems will operate with greater transparency, accountability, and responsiveness to societal needs, thereby making a tangible contribution to the realization of high-quality and sustainable higher education.

METHOD

This study constitutes normative legal research employing statutory, conceptual, and comparative approaches.³³ The statutory approach is utilized to examine regulations pertaining to the administration of higher education and educational practices in relation to the focal research problem. This approach is executed by evaluating the consistency and conformity among various regulatory frameworks. Furthermore, the conceptual approach is adopted to reinforce the application of GUG in achieving high-quality education by conducting an analysis grounded in the theory of Sociological Jurisprudence. The comparative approach is employed to juxtapose the concepts and regulatory frameworks concerning GUG implemented in other jurisdictions, specifically Malaysia and Singapore. The data sources comprise primary legal materials, encompassing national legislation and relevant international conventions or regulations, alongside secondary legal materials, including scientific journals, academic literature, and other research findings that substantiate the analysis.³⁴

RESULT AND DISCUSSION

The Implementation of Good University Governance as a Pathway to Achieving Quality Education

Higher education plays a highly strategic role in supporting national development, particularly in cultivating high-quality, competent human resources equipped with robust competitiveness at both national and global echelons. Universities function not merely as educational institutions for knowledge transfer, but also as epicenters for

³³ Jundiani and others, 'Urban Green Space Regulation: Challenges to Water Resources Conservation in Indonesia and Australia', *Journal of Human Rights, Culture and Legal System*, 4.1 (2024), 169–93 <https://doi.org/10.53955/jhcls.v4i1.128>

³⁴ Ni Komang Sutrisni and others, 'The Compliance of Governance on Family Data Protection Regulation', *Journal of Human Rights, Culture and Legal System*, 4.3 (2024), 706–41 <https://doi.org/10.53955/jhcls.v4i3.293>



cultivating innovation, conducting research, and shaping the intellectual character of society. Through the execution of education, research, and community service, higher education institutions are expected to produce graduates who are not only academically exceptional but also highly adaptable and capable of making tangible contributions to social, economic, and technological advancement.³⁵ Concurrent with the rapid acceleration of globalization and digitalization, universities confront increasingly complex imperatives to continuously elevate the quality of academic services, administrative systems, and institutional governance that is both transparent and accountable. Shifting societal dynamics, advancements in information technology, and escalating competition among higher education institutions necessitate swift and innovative institutional adaptation.³⁶ Consequently, higher education institutions must undergo multifaceted transformations, ranging from the fortification of instructional quality and the integration of digital technology in educational management to the implementation of effective institutional governance to maintain relevance amidst societal needs and contemporary developments.³⁷

A critical indicator in evaluating the contemporary success of higher education administration is the implementation of GUG principles.³⁸ This concept is perceived as a governance framework functioning to direct, oversee, evaluate, and control the operations of higher education organizations, encompassing both internal dimensions and relationships with external stakeholders.³⁹ Through the application of GUG, universities are anticipated to enhance institutional performance in a more structured, systematic, and quality-oriented manner regarding educational services. Conceptually, GUG constitutes the operationalization of good governance principles within university administration, integrating the values of transparency, accountability, participation, and responsiveness into the institutional management system.⁴⁰ The execution of these principles facilitates the establishment of an open and responsible governance structure capable of more effectively addressing the needs of the academic community and society at large. Furthermore, the implementation of GUG aims to fortify institutional legitimacy and elevate public trust in higher education institutions. This level of public trust serves as a paramount factor, particularly in securing financial backing from both governmental and societal sources, as well as in

³⁵ Elpisah and others, 'Education as a Strategic Investment for National Human Resource Development', in *Proceedings of the 2nd World Conference on Social and Humanities Research (W-SHARE 2022)* (Atlantis Press, 2023), pp. 207–14 https://doi.org/10.2991/978-2-38476-084-8_28

³⁶ Mehboob Ul Hassan, Ammara Murtaza and Khalid Rashid, 'Redefining Higher Education Institutions (HEIs) in the Era of Globalisation and Global Crises: A Proposal for Future Sustainability', *European Journal of Education*, 60.1 (2025) <https://doi.org/10.1111/ejed.12822>

³⁷ Mamdouh Alenezi, 'Digital Learning and Digital Institution in Higher Education', *Education Sciences*, 13.1 (2023), 88 <https://doi.org/10.3390/educsci13010088>

³⁸ Rini Dwiyan Hadiwidjaja and Kurnia Endah Riana, 'Good University Governance To Universities Performance: Systematic Literature Review', *Eduvest - Journal of Universal Studies*, 4.5 (2024), 4229–43 <https://doi.org/10.59188/eduvest.v4i5.1289>

³⁹ Matthijs Krooi, Jill Whittingham and Simon Beusaert, 'Introducing the 3P Conceptual Model of Internal Quality Assurance in Higher Education: A Systematic Literature Review', *Studies in Educational Evaluation*, 82 (2024), 101360 <https://doi.org/10.1016/j.stueduc.2024.101360>

⁴⁰ Christine Ayu Ashari, "Educational Transformation Through Good University Governance: Hr Empowerment Strategies In Private Universities," *Journal of Entrepreneurship*, August 23, 2024, 86–95, <https://doi.org/10.56943/joe.v3i2.597>



reinforcing the university's role as a vital contributor to the nation's social and intellectual advancement.⁴¹

The implementation of GUG must become an integrated governance system that is institutionally embedded within higher education administration. In practice, the application of GUG should not be perceived merely as a normative concept, but rather as an ongoing process involving various sustainable organizational management mechanisms.⁴² This system necessitates coherence among the policies, procedures, and actors involved in university management to cultivate an effective, transparent, and professional administrative process. Consequently, the constituent components of GUG serve as a critical foundation for ensuring that every governance procedure operates optimally and generates proficient institutional performance.⁴³ Furthermore, each component of GUG must be implemented consistently and continuously, without disproportionately prioritizing or marginalizing any specific element. This imperative arises because these components are intricately interconnected and mutually reinforcing in the formation of a holistic governance framework. Should a single component fail to be executed optimally, the overall efficacy of GUG implementation could be substantially compromised. Thus, higher education institutions must ensure that all GUG principles and components are applied in a balanced manner to establish institutional governance that is accountable, transparent, and resolutely oriented toward the enhancement of higher education quality.⁴⁴

From the perspective of Sociological Jurisprudence, the implementation of GUG is contingent not merely upon existing regulations, but equally upon the norms and values evolving within society.⁴⁵ In this context, Sociological Jurisprudence provides a compelling analytical lens for examining the application of GUG. This approach underscores the imperative of conceptualizing law within its broader social context. Consequently, analyzing this social context is paramount to understanding how legal frameworks can operate efficaciously to underpin GUG. Furthermore, Sociological Jurisprudence accentuates the active participation of the community in educational decision-making processes.⁴⁶ Integrating the public into these processes can

⁴¹ Anna Smolentseva, 'The Contributions of Higher Education to Society: A Conceptual Approach', *Studies in Higher Education*, 48.1 (2023), 232–47 <https://doi.org/10.1080/03075079.2022.2130230>

⁴² Kavitha Haldorai, Woo Gon Kim and Kullada Phetvaroon, 'Top Management Commitment, Institutional Pressures and Green Supply Chain Practices: Pathways to Sustainable Performance', *Journal of Hospitality and Tourism Insights*, 8.8 (2025), 2860–79 <https://doi.org/10.1108/JHTI-07-2024-0773>

⁴³ Thomais Gkrimpizi, Vassilios Peristeras and Ioannis Magnisalis, 'Classification of Barriers to Digital Transformation in Higher Education Institutions: Systematic Literature Review', *Education Sciences*, 13.7 (2023), 746 <https://doi.org/10.3390/educsci13070746>

⁴⁴ Sri Yulianty Mozin and Yacob Noho Nani, *The Role of Good University Governance in Improving Higher Education Performance* (Atlantis Press SARL, 2025) https://doi.org/10.2991/978-2-38476-360-3_35

⁴⁵ Putu Gde Nuraharja Adi Partha, Putu Lia Puspita and Dominikus Rato, 'Ideal Concept In The Implementation Of Legal Philosophy In The Perspective Of Sociological Jurisprudence In Indonesia', *Journal of Law, Politic and Humanities*, 4.3 (2024), 364–72 <https://doi.org/10.38035/jlph.v4i3.371>

⁴⁶ Daniel J. Hurst and others, 'Religious Perspectives Regarding the Ethical Issues Associated With Clinical Xenotransplantation', *Xenotransplantation*, 32.2 (2025) <https://doi.org/10.1111/xen.70036>



substantially augment the legitimacy and accountability of enacted policies.⁴⁷ For example, academic institutions can engage alumni and local communities in the formulation of novel programs or educational policies tailored to societal needs.⁴⁸ Such civic engagement in education also engenders platforms for dialogue and collaborative synergy between universities and broader stakeholders. By forging robust partnerships with industry sectors and governmental bodies, universities are better positioned to identify labor market trajectories and respond proactively through the development of pertinent curricula. This collaborative ecosystem concurrently generates invaluable opportunities for students to acquire practical, experiential learning throughout their academic tenure.⁴⁹

Furthermore, within the framework of Sociological Jurisprudence, it is crucial to analyze how law and educational policies reflect prevailing social norms. For instance, policies promoting diversity and inclusion in student admissions must be reinforced by regulations that facilitate access for marginalized groups.⁵⁰ In this manner, GUG serves not merely to satisfy administrative prerequisites but also plays a pivotal role in shaping a more equitable and egalitarian society. Premised on this approach, the principles of GUG are inextricably linked to the core tenet of Sociological Jurisprudence, namely that law must function as an instrument to achieve equilibrium and social justice within society.⁵¹ Each principle of university governance, such as transparency, accountability, participation, efficiency, and equity can be correlated with the implementation of legal regulations that foster a higher education system responsive to societal needs. The correlation between GUG principles and the perspective of Sociological Jurisprudence is delineated in the following table.

Table 1. The Correlation between the Principles of Good University Governance and Sociological Jurisprudence

GUG Principles	Implementation in Legal Regulations	Correlation with Sociological Jurisprudence
Transparency	Mandatory publication of annual reports, open information systems, and public accessibility to academic data.	Cultivating public trust through information transparency that aligns with societal needs.
Accountability	Periodic financial and performance audits executed by independent external bodies.	Fostering social justice by ensuring that every institutional action conforms to prevailing legal norms.
Participation	The establishment of consultative councils comprising students, faculty	Accommodating the aspirations of the public and stakeholders congruent with

⁴⁷ Azlan Abas and others, 'A Systematic Literature Review on Public Participation in Decision-Making for Local Authority Planning: A Decade of Progress and Challenges', *Environmental Development*, 46 (2023), 100853 <https://doi.org/10.1016/j.envdev.2023.100853>

⁴⁸ Sudipta Chowdhury and Ammar Alzarrad, 'Advancing Community-Based Education: Strategies, Challenges, and Future Directions for Scaling Impact in Higher Education', *Trends in Higher Education*, 4.2 (2025), 21 <https://doi.org/10.3390/higheredu4020021>

⁴⁹ Abhilasha Singh and Patrick Blessinger, 'The New Future and the Employment Imperative: Effectively Aligning Student Interest, Industry Needs and University Programmes', *Journal of Applied Research in Higher Education*, 16.2 (2024), 469–82 <https://doi.org/10.1108/JARHE-09-2022-0285>

⁵⁰ ROGER COTTERRELL, 'A Socio-legal Quest: From Jurisprudence to Sociology of Law and Back Again', *Journal of Law and Society*, 50.1 (2023), 3–16 <https://doi.org/10.1111/jols.12403>

⁵¹ Andi Annisa Nurlia Mamonto, Viorizza Suciani Putri and Nazwa Milka Salsabila, 'Legal Reconstruction of the Distribution of Common Property through a Study of Sociological Jurisprudence', *Journal of Law, Politic and Humanities*, 5.5 (2025), 3392–3401 <https://doi.org/10.38035/jlph.v5i5.1988>



GUG Principles	Implementation in Legal Regulations	Correlation with Sociological Jurisprudence
	members, and community representatives.	the broader social context.
Efficiency	Regulatory frameworks governing efficient and outcome-oriented university budgetary management.	Integrating social dimensions to mitigate inefficiencies and bolster institutional sustainability.
Equity	Human rights safeguarding policies within universities, encompassing robust anti-discrimination measures.	Promoting social cohesion by cultivating an inclusive and equitable academic environment.

Source: Data processed by the author

The preceding table demonstrates that each principle of GUG possesses a direct correlation with the Sociological Jurisprudence approach, which posits the law as an instrument for realizing social welfare.⁵² For instance, the principles of transparency and accountability are instrumental in cultivating public trust in educational institutions through information disclosure and institutional responsibility.⁵³ Concurrently, the principle of participation ensures that university policies are not formulated exclusively via a top-down mechanism, but actively incorporate the aspirations of the public and the academic community.⁵⁴ Furthermore, the principles of efficiency and equity underscore the imperative of optimal resource utilization while simultaneously safeguarding individual rights within the campus environment.⁵⁵ Consequently, the application of GUG extends beyond mere organizational management, it signifies how higher education regulations function as social instruments capable of engendering inclusive, equitable, and sustainable university governance.⁵⁶ Within the higher education context, the successful execution of GUG positively impacts the caliber of education delivered. By effectively operationalizing these principles, educational institutions will be equipped to cultivate graduates who are not only academically proficient but also adept at making active societal contributions. This paradigm aligns seamlessly with the overarching vision of sustainable and globally competitive human development.⁵⁷

⁵² COTTERRELL.

⁵³ Fauzia Bakhtiar and others, 'Exchange Rate Effectiveness in Five ASEAN Countries: Indonesia, Malaysia, Singapore, Thailand and the Philippines', *EPaper Bisnis: International Journal of Entrepreneurship and Management*, 1.4 (2024), 67–81 <https://doi.org/10.61132/epaperbisnis.v1i4.128>

⁵⁴ Tom Henfrey and others, 'Rethinking the Sustainable Development Goals: Learning with and from Community-led Initiatives', *Sustainable Development*, 31.1 (2023), 211–22 <https://doi.org/10.1002/sd.2384>

⁵⁵ Sofik Handoyo, 'Public Governance and National Environmental Performance Nexus: Evidence from Cross-Country Studies', *Heliyon*, 10.23 (2024), e40637 <https://doi.org/10.1016/j.heliyon.2024.e40637>

⁵⁶ Darmawangsa Darmawangsa and Arifuddin Arifuddin, 'Human Resource Development Strategies for Achieving Good University Governance: A Literature Review', in *Proceedings of the 9th International Conference on Accounting, Management, and Economics 2024 (ICAME 2024)* (Atlantis Press, 2025), pp. 2877–82 https://doi.org/10.2991/978-94-6463-758-8_234

⁵⁷ Ahmed G. Abo-Khalil, 'Integrating Sustainability into Higher Education Challenges and Opportunities for Universities Worldwide', *Heliyon*, 10.9 (2024), e29946 <https://doi.org/10.1016/j.heliyon.2024.e29946>



Challenges in Implementing Good University Governance for the Enhancement of Quality Education

The implementation of GUG within higher education institutions constitutes a pivotal factor in the endeavor to enhance the quality of higher education. Through the application of good governance principles, namely transparency, accountability, participation, independence, and equity universities are expected to manage resources more effectively while bolstering public trust in educational institutions.⁵⁸ Furthermore, the application of GUG plays a crucial role in establishing a professional university management system that is responsive to societal needs and capable of supporting the core functions of higher education: education, research, and community service. Nevertheless, the operationalization of GUG principles across numerous higher education institutions continues to confront a variety of challenges.⁵⁹

First, the lack of adequate facilities within the campus environment poses a significant challenge to the implementation of GUG. Many higher education institutions in Indonesia still confront limitations in providing supporting infrastructure, including information technology infrastructure and integrated institutional management systems. In fact, the availability of such facilities is paramount to supporting the principles of transparency, accountability, and participation in university governance. These constraints often result in sub-optimal academic data management, financial reporting, and internal oversight systems, which are essential components for achieving good university governance. Furthermore, the lack of technological support and information systems can impede data-driven decision-making processes and the transparency of information for stakeholders. Without modern and integrated management systems, academic and managerial administrative processes tend to operate manually or in a fragmented manner, thereby increasing the risk of data mismanagement and diminishing the institution's operational efficiency.⁶⁰

Second, the deficiency in human resource quality represents a significant challenge to the implementation of GUG within higher education institutions. The uneven distribution of human resource quality results in a lack of professional personnel with adequate competencies in higher education management, organizational governance, and strategic decision-making across all institutions. In many instances, university administration remains narrowly focused on purely administrative aspects, lacking a comprehensive understanding of good governance principles, such as transparency, accountability, participation, and independence. This condition indicates that the managerial and institutional capacities of several universities require further strengthening to effectively operationalize GUG principles.⁶¹ Furthermore, the limited

⁵⁸ Prosper Mbelle Mekolle, 'Towards Good Governance in the Management of Educational Institutions in Cameroon: Importance, Challenges and Opportunities', *American Journal of Leadership and Governance*, 9.4 (2024), 23–47 <https://doi.org/10.47672/ajlg.2459>

⁵⁹ Mozin and Nani.

⁶⁰ Ratih Purnamasari and others, 'Technological Infrastructure and Financial Resource Availability in Enhancing Public Services and Government Performance: The Role of Digital Innovation Adoption in Indonesia', *Social Sciences & Humanities Open*, 11 (2025), 101621 <https://doi.org/10.1016/j.ssaho.2025.101621>

⁶¹ Georgios Karamatzanis, Anna Tilba and Konstantinos Nikolopoulos, 'Corporate Governance Reporting, Disclosures, Monitoring, and Decision-Making: The Role of Big Data Analytics and



availability of training and capacity-building programs for both academic and administrative staff exacerbates these issues. Numerous faculty members and administrative personnel have not received sufficient training regarding university management, academic information system administration, or institutional oversight and evaluation mechanisms. Consequently, the comprehension of GUG principles remains suboptimal, and their institutional implementation is frequently inconsistent. Therefore, as asserted by Mulyani, enhancing GUG implementation in Indonesia necessitates greater investment in infrastructure development and human resource capacity building through training, the reinforcement of management information systems, and policies that foster transparency and the participation of the academic community.⁶²

Third, there is an inconsistency in regulations and policies supporting the implementation of GUG. Several universities in Indonesia still confront difficulties in aligning their internal policies with continuously evolving national regulations. Rapid shifts in higher education policies, coupled with a lack of coordination among authoritative institutions, frequently serve as impediments to achieving good governance standards. Furthermore, existing regulations tend to be generic and fail to provide sufficiently clear guidelines for universities to effectively implement GUG principles. The discrepancy between central and local policies also constitutes a major obstacle. Indonesian universities, particularly those located outside of Java, often encounter constraints in applying GUG due to divergent interpretations between the central and regional governments regarding the ideal execution of university governance. Distinct geographical, cultural, and social factors in each region result in variations in how universities manage their governance, despite being bound by the same centralized governmental regulations.⁶³

Fourth, there are significant constraints in the oversight and evaluation of transparency. Although GUG emphasizes the importance of accountability in university administration, many institutions lack effective oversight and evaluation systems. Weak internal oversight frequently leads to the abuse of authority, a lack of transparency in financial management, and practices that deviate from GUG principles. Furthermore, external supervision from both the government and the public remains suboptimal, thereby diminishing the overall efficacy of GUG implementation. Beyond oversight issues, transparency itself remains a formidable challenge within the Indonesian higher education landscape. Despite being a foundational principle of GUG, many universities have yet to institutionalize the provision of easily accessible public information regarding policies, budgets, and decision-making processes. This limited transparency can engender distrust among students, faculty members, and the public toward university management. Moreover, a lack of transparency may adversely affect educational quality, as it precludes the

Technological Tools', *Corporate Governance: An International Review*, 34.1 (2026), 2–17 <https://doi.org/10.1111/corg.12646>

⁶² Remigius C. Nnadozie, 'Monitoring and Evaluation Implications of the 2014 Regulations for Reporting by Public Higher Education Institutions in South Africa', *Cogent Education*, 11.1 (2024) <https://doi.org/10.1080/2331186X.2024.2302580>

⁶³ Jerald Ozee Fernandes and Balgopal Singh, 'Accreditation and Ranking of Higher Education Institutions (HEIs): Review, Observations and Recommendations for the Indian Higher Education System', *The TQM Journal*, 34.5 (2022), 1013–38 <https://doi.org/10.1108/TQM-04-2021-0115>



existence of mechanisms that allow for external scrutiny of the quality of instruction and research within the university.⁶⁴ In a broader context, the implementation of university governance can be understood through a comparative analysis of higher education systems across Southeast Asia, particularly in Singapore and Malaysia. Both nations confront distinct challenges and opportunities regarding the evolution of their governance frameworks, accreditation standards, and quality assurance mechanisms within higher education.

Singapore possesses a relatively centralized and stringent higher education regulatory system, enabling institutional oversight to operate in a more coordinated and consistent manner.⁶⁵ Higher education institutions in the country are under the purview of the Ministry of Education Singapore, which is responsible for formulating policies, establishing quality standards, and ensuring accountability in higher education administration. For the private higher education sector, oversight is conducted by SkillsFuture Singapore through various regulatory frameworks, such as the Enhanced Registration Framework and the Edu-Trust Certification Scheme. These frameworks mandate that every private educational institution meets standards for governance, instructional quality, and information transparency for students before they are permitted to operate.⁶⁶ Furthermore, public universities in Singapore implement rigorous accountability mechanisms in their management. Higher education institutions are required to undergo periodic external audits, compile transparent annual reports, and enter into performance agreements with the government. Through these mechanisms, the government can evaluate university achievements across various dimensions, including teaching quality, research, community service, and institutional development. Such a structured oversight system not only ensures accountability in the utilization of public funds but also incentivizes universities to continuously elevate their quality and international competitiveness.⁶⁷

Meanwhile, Malaysia relies on a relatively centralized higher education quality regulatory system through the Malaysian Qualifications Agency (MQA). This agency is responsible for managing the national qualifications framework, known as the Malaysian Qualifications Framework (MQF), which serves as the national standard to ensure the quality and equivalence of higher education qualifications.⁶⁸ Through this framework, the Malaysian government establishes clear guidelines regarding academic qualification levels, learning standards, and competency outcomes that must be met

⁶⁴ Maher Jesry and others, 'Exploring the Value of a Risk-Management Quality-Assurance Model to Support Delivery of Quality Higher Education in the Conflict-Affected Northwest of Syria', *International Journal of Educational Research Open*, 3 (2022), 100134 <https://doi.org/10.1016/j.ijedro.2022.100134>

⁶⁵ János Kálmán, 'The Role of Regulatory Sandboxes in FinTech Innovation: A Comparative Case Study of the UK, Singapore, and Hungary', *FinTech*, 4.2 (2025), 26 <https://doi.org/10.3390/fintech4020026>

⁶⁶ Yeap Peik Foong and others, 'Singapore Smart Nation: Journey into a New Digital Landscape for Higher Education', in *Emerging Technologies in Business* (Singapore: Springer Nature Singapore, 2024), pp. 281–304 https://doi.org/10.1007/978-981-97-2211-2_13

⁶⁷ Ka Ho Mok and Tual Sawn Khai, 'Transnationalization of Higher Education in China and Asia: Quality Assurance and Students' Learning Experiences', *Asian Education and Development Studies*, 13.3 (2024), 208–26 <https://doi.org/10.1108/AEDS-01-2024-0004>

⁶⁸ Morshidi Sirat and Chang Da Wan, 'Higher Education in Malaysia', in *Springer International Handbooks of Education* (Singapore: Springer Singapore, 2024), pp. 609–31 https://doi.org/10.1007/978-981-16-8136-3_14-1



by every higher education program. In its implementation, all study programs offered by higher education institutions, both public and private universities, are required to undergo an accreditation process by the MQA and be officially recorded in the Malaysian Qualifications Register (MQR). This registration serves as a vital reference for various parties, including students, employers, and other educational institutions to ensure that a study program has met national quality standards. With such a structured system, Malaysia can create transparency and certainty in the recognition of academic qualifications, while simultaneously strengthening the credibility of its higher education at both national and international levels.⁶⁹

Nevertheless, Indonesia continues to face various challenges in its implementation. This situation indicates that student protection and the consistency of higher education quality still require further reinforcement. In contrast to Singapore, which emphasizes a combination of public accountability, consumer protection, and institutional flexibility, and Malaysia, which relies on a centralized national qualifications framework, Indonesia remains in a transitional phase toward a more adaptive and integrated higher education governance system. With a consistent commitment to regulatory reform and the strengthening of implementation at the institutional level, Indonesia possesses significant potential to elevate the quality of its higher education, bolster global competitiveness, and provide enhanced protection for students as the primary stakeholders in the higher education system.⁷⁰

Legal Strategies and the Contribution of Good University Governance Toward the Achievement of Quality Education

Legal strategies in the implementation of GUG play a vital role in supporting the attainment of the Sustainable Development Goals in education, specifically SDG 4 (Quality Education), which underscores the importance of inclusive, equitable, and high-quality educational access for all. In this context, the law functions as a normative framework governing university governance to ensure it operates transparently, accountably, and is oriented toward the enhancement of educational quality. Through clear and comprehensive regulations, higher education institutions can ensure that every academic policy, resource management initiative, and decision-making process is conducted professionally and responsibly. Consequently, the application of GUG principles serves as a strategic instrument for establishing a high-quality and sustainable higher education system.⁷¹

The key to success in GUG-based governance lies in the awareness and commitment of all parties to collectively realize its objectives. Furthermore, the implementation of GUG within Indonesian higher education institutions necessitates a

⁶⁹ L Mageswary Lapchmanan and others, 'Developing Criteria for a Profession to Be Considered as Profession of Allied Health in Malaysia: A Qualitative Study from the Malaysian Perspective', *BMC Health Services Research*, 24.1 (2024), 165 <https://doi.org/10.1186/s12913-024-10569-0>

⁷⁰ Muhamad Rosyid Jazuli, Maimanah Mohammed Idris and Penlope Yaguma, 'The Importance of Institutional Quality: Reviewing the Relevance of Indonesia's Omnibus Law on National Competitiveness', *Humanities and Social Sciences Communications*, 9.1 (2022), 334 <https://doi.org/10.1057/s41599-022-01343-w>

⁷¹ R. Arifin and others, 'Indonesian Sustainable Development Policy: How the Government Ensures the Environment for Future Generations', *IOP Conference Series: Earth and Environmental Science*, 1355.1 (2024), 1–7 <https://doi.org/10.1088/1755-1315/1355/1/012005>



clear and well-functioning legal framework. In many instances, despite the existence of regulations governing university governance, the implementation of GUG principles is frequently hindered by regulations that are poorly aligned with practical needs on the ground.⁷² Consistent with contemporary developments, the higher education system must become more responsive to both global and domestic challenges, including the complexity of bureaucracy in decision-making processes.⁷³ In this context, the role of law in establishing effective governance becomes paramount to ensuring transparency, accountability, and participation within the administration of Indonesian higher education.⁷⁴ The legal system functions as a structure that organizes power relations within society, including within the context of managing higher education institutions, which must remain responsive to social dynamics and societal needs.⁷⁵

Strengthening the implementation of GUG within higher education institutions necessitates a strategy supported by a robust, systematic, and integrated legal framework. In this context, the law serves a crucial role as a normative instrument ensuring that GUG principles can be consistently implemented in the administration of higher education.⁷⁶ The principles of transparency, accountability, participation, independence, and equity must serve as the primary foundation for managing higher education institutions, ensuring that every policy and decision enacted by the university remains publicly accountable.⁷⁷ Consequently, university governance is oriented not only toward internal management effectiveness but also toward bolstering public trust in educational institutions. Furthermore, the existence of clear, comprehensive, and sustainable regulations is paramount in providing guidelines for universities to execute their core functions: education, research, and community service.⁷⁸ Robust regulation also functions to ensure that all university management processes operate in accordance with good governance principles while safeguarding

⁷² Futao Huang, Lilan Chen and Kiyomi Horiuchi, 'Exploring Perceptions of Public Good(s), Government, and Global Contributions in Japanese Higher Education: A Phenomenographic Approach', *Higher Education*, 89.1 (2025), 239–57 <https://doi.org/10.1007/s10734-024-01299-7>

⁷³ Jörn Ege and others, 'Under What Conditions Does Bureaucracy Matter in the Making of Global Public Policies?', *Governance*, 36.4 (2023), 1313–33 <https://doi.org/10.1111/gove.12741>

⁷⁴ Andrew Rosser, 'Higher Education in Indonesia: The Political Economy of Institution-Level Governance', *Journal of Contemporary Asia*, 53.1 (2023), 53–78 <https://doi.org/10.1080/00472336.2021.2010120>

⁷⁵ Marbella Sánchez-Soriano and others, 'Inclusive Governance: Empowering Communities and Promoting Social Justice', *Frontiers in Political Science*, 6 (2024) <https://doi.org/10.3389/fpos.2024.1478126>

⁷⁶ Wilda Farah and Titik Aryati, 'The Influence of Good University Governance and International Reputation on University Performance: The Moderating Role Of Internal Audit Unit Capability', *Asian Journal of Management, Entrepreneurship and Social Science*, 5.3 (2025), 772–803 <https://doi.org/https://doi.org/10.63922/ajmesc.v5i03.1430>

⁷⁷ Bahar Memarian and Tenzin Doleck, 'Fairness, Accountability, Transparency, and Ethics (FATE) in Artificial Intelligence (AI) and Higher Education: A Systematic Review', *Computers and Education: Artificial Intelligence*, 5 (2023), 100152 <https://doi.org/10.1016/j.caeai.2023.100152>

⁷⁸ Saeed Jameel Aburizaizah, 'The Role of Quality Assurance in Saudi Higher Education Institutions', *International Journal of Educational Research Open*, 3 (2022), 100127 <https://doi.org/10.1016/j.ijedro.2022.100127>



the rights and interests of all stakeholders within the academic environment, including students, faculty members, administrative staff, and the broader community.⁷⁹

From the perspective of Sociological Jurisprudence, the implementation of regulations supporting university governance must account for the evolving social dynamics within society. This theory, pioneered by Roscoe Pound, perceives the law not merely as a set of formal norms but as a social institution that must be capable of adapting to shifting values, needs, and social structures.⁸⁰ Therefore, regulations concerning the application of GUG should not be formulated solely as normative or administrative rules; they must also address the social conditions, cultural nuances, and actual needs of the academic community in which the university operates.⁸¹ Within this framework, the law functions not only as an instrument of social control but also as a means of social engineering, enabling higher education institutions to develop adaptively in response to contemporary changes.⁸² Regulations designed with a consideration for social reality provide the necessary space for universities to implement governance that is more responsive, inclusive, and participatory. Consequently, the application of GUG transcends administrative obligation, evolving into a strategic mechanism that empowers universities to respond flexibly to the needs of the academic community while simultaneously enhancing their global competitiveness.⁸³

The legal framework governing the administration of higher education in Indonesia, specifically through Law Number 12 of 2012 concerning Higher Education, fundamentally provides the normative foundation for the application of GUG principles within university environments. These provisions are further reinforced by various derivative regulations issued by the Ministry of Education, Culture, Research, and Technology, including ministerial regulations that provide more technical guidelines regarding institutional governance, accountability, and higher education administrative mechanisms. Conceptually, this regulatory framework is intended to ensure that universities execute their functions of education, research, and community service in a manner that is transparent, accountable, and oriented toward quality enhancement.⁸⁴ Nevertheless, in practice, the implementation of GUG principles still

⁷⁹ Yueqiao Jin and others, 'Generative AI in Higher Education: A Global Perspective of Institutional Adoption Policies and Guidelines', *Computers and Education: Artificial Intelligence*, 8 (2025), 100348 <https://doi.org/10.1016/j.caeai.2024.100348>

⁸⁰ COTTERRELL.

⁸¹ Anna Shutaleva and others, 'Sustainability of Inclusive Education in Schools and Higher Education: Teachers and Students with Special Educational Needs', *Sustainability*, 15.4 (2023), 3011 <https://doi.org/10.3390/su15043011>

⁸² Kanos Matyokurehwa and others, 'Enhanced Social Engineering Framework Mitigating against Social Engineering Attacks in Higher Education', *SECURITY AND PRIVACY*, 5.5 (2022) <https://doi.org/10.1002/spy2.237>

⁸³ Anne Goldbach and others, 'Social Responsibility in the Context of Inclusive Higher Education Development – Experiences and Insights from the Perspective of Participatory Teaching', *International Journal of Sustainability in Higher Education*, 23.4 (2022), 799–814 <https://doi.org/10.1108/IJSHE-04-2021-0140>

⁸⁴ Dwi Suhartini and others, 'Comparative Study of Green Accounting Implementation Based on University Social Responsibility (USR) and Good University Governance (GUG) Policy', *IJEED (International Journal of Entrepreneurship and Business Development)*, 5.2 (2022), 323–31 <https://doi.org/10.29138/ijeed.v5i2.1773>



encounters a series of complex challenges. A primary issue is the discrepancy between the legal norms formulated in regulations and their actual implementation at the institutional level. Furthermore, there remain regulatory lacunae in several aspects of university governance, alongside weak oversight mechanisms that should ideally guarantee compliance with GUG principles. This situation indicates that the existing legal framework still requires fortification, both through the refinement of regulations and the development of more effective oversight systems. Consequently, there are several critical aspects that need to be addressed and reconstructed within higher education regulations to ensure that GUG implementation operates optimally and can realize ideal university governance.⁸⁵

First, strengthening regulations concerning the protection of employment rights within higher education institutions must be a primary focus in GUG implementation. Such protection encompasses the fulfillment of fundamental employee rights, including the provision of competitive salaries, adequate allowances, and health facilities that support the well-being of faculty and administrative staff.⁸⁶ This guarantee of welfare plays a pivotal role in creating a conducive and professional working environment, enabling both lecturers and administrative personnel to execute their academic and administrative duties optimally.⁸⁷ Beyond welfare aspects, regulations must also encourage human resource capacity building within universities. Institutions should provide extensive opportunities for faculty members to enhance their competencies through various professional development activities, such as academic training, participation in scientific conferences, and research collaborations with other higher education institutions at both national and international levels. These developmental efforts not only impact the enhancement of individual faculty quality but also contribute directly to improving instructional quality, research productivity, and the overall academic reputation of the university.⁸⁸

Second, the strengthening of legal capacity constitutes a vital aspect of supporting GUG implementation within higher education institutions. University administrators must acquire adequate training and comprehension regarding the legal principles of governance, including regulatory aspects, accountability, and mechanisms for resolving legal issues that may arise during the administration of higher education.⁸⁹ Such understanding is indispensable to ensure that every institutional policy enacted

⁸⁵ Nadia Asandimitra Hariyati, Nadia Asandimitra, Hariyati and Nunik Dwi Kusumawati Nunik Dwi Kusumawati, 'Good University Governance (GUG): Determinants and Performance Outcomes for State Universities with Legal Entities (PTNBH) in East Java', *GLOBAL BUSINESS FINANCE REVIEW*, 30.4 (2025), 40–47 <https://doi.org/10.17549/gbfr.2025.30.4.40>

⁸⁶ Sirrul Hayati and Ceacilia Srimindarti, 'Technical Assistance in Improving the Capabilities of the Internal Audit Unit (SPI) of UIN Mataram Towards Good University Governance (GUG)', *Society: Jurnal Pengabdian Masyarakat*, 4.6 (2025) <https://doi.org/https://doi.org/10.55824/8xerz46>

⁸⁷ Oba Baba Ayoku, Ibrahim Solahudeen Owoyale-Abdulganiy and Salihu AbdulRasaki, 'Assessment of Welfare Packages in Secondary Schools: An Implication on Educational Managers', *Neraca: Jurnal Pendidikan Ekonomi*, 10.1 (2024), 46–53 <https://doi.org/10.33084/neraca.v10i1.8404>

⁸⁸ Mohammad Moshtari and Alireza Safarpour, 'Challenges and Strategies for the Internationalization of Higher Education in Low-Income East African Countries', *Higher Education*, 87.1 (2024), 89–109 <https://doi.org/10.1007/s10734-023-00994-1>

⁸⁹ Anil Balan, 'Examining the Ethical and Sustainability Challenges of Legal Education's AI Revolution', *International Journal of the Legal Profession*, 31.3 (2024), 323–48 <https://doi.org/10.1080/09695958.2024.2421179>



by university leadership is not only oriented toward managerial efficiency but also remains aligned with prevailing legal provisions. Consequently, bolstering the legal capacity of university administrators can enhance the quality of decision-making and minimize potential legal conflicts in the delivery of higher education.⁹⁰ Furthermore, legal education reform represents a strategic step toward fostering legal awareness and compliance among administrators and the academic community. This approach is consistent with the tenets of Sociological Jurisprudence, which perceives the law as a social institution that must be capable of adapting to the dynamics of societal change. In the context of higher education, the law functions not merely as a tool for administrative control but also as an instrument that fosters the creation of university governance that is transparent, responsive, and oriented toward the public interest. Therefore, the application of functional and adaptive law is essential to ensure that the university governance system can address evolving social challenges, including those within the era of educational globalization.⁹¹

Third, the strengthening of effective and independent oversight systems represents a crucial element in supporting GUG implementation within higher education institutions.⁹² Oversight must not only be conducted by internal university bodies, such as internal audit units or academic senates, but must also involve external agencies with the authority to assess the quality and accountability of higher education administration. The involvement of external entities facilitates a more objective and transparent evaluation process, enabling universities to obtain constructive feedback to enhance their institutional governance quality.⁹³ In Indonesia, this external oversight function is primarily executed by the National Accreditation Agency for Higher Education and various Independent Accreditation Agencies tasked with evaluating the quality of both study programs and higher education institutions. Objective, quality-standard-based external oversight incentivizes universities to undertake continuous improvements across various management aspects, ranging from academic systems and resource management to financial transparency.⁹⁴ Furthermore, an open, data-driven, and evidence-based oversight system plays a vital role in bolstering institutional accountability. With clear and measurable evaluation mechanisms, every policy and university management practice can be held publicly accountable. Therefore, strengthening independent oversight serves not merely as an

⁹⁰ P. S. Aithal and Adithya Kumar Maiya, 'Development of a New Conceptual Model for Improvement of the Quality Services of Higher Education Institutions in Academic, Administrative, and Research Areas', *International Journal of Management, Technology, and Social Sciences*, 8.4 (2024), 260–308 <https://doi.org/10.2139/ssrn.4770790>

⁹¹ Suleman Ahmad Khairullah and others, 'Implementing Artificial Intelligence in Academic and Administrative Processes through Responsible Strategic Leadership in the Higher Education Institutions', *Frontiers in Education*, 10 (2025) <https://doi.org/10.3389/feduc.2025.1548104>

⁹² Yiyi Xu and others, 'Strategies for Sustainable Development in University Education: Breaking Barriers and Cultivating Awareness', *Education and Information Technologies*, 29.17 (2024), 22567–608 <https://doi.org/10.1007/s10639-024-12727-7>

⁹³ Husna Ni'matul Ulya, 'The Role of Internal Supervision Unit in Enhancing Governance and Management of Higher Education', *J-MPI (Jurnal Manajemen Pendidikan Islam)*, 8.1 (2023), 1–19 <https://doi.org/10.18860/jmpi.v1i1.20654>

⁹⁴ Hafiez Sofyani, Haslida Abu Hasan and Zakiah Saleh, 'Does Internal Control Contribute to Quality Management in Higher Education Institutions? Indonesia's Adoption Experience of the COSO Integrated Framework', *The TQM Journal*, 35.8 (2023), 2162–80 <https://doi.org/10.1108/TQM-06-2022-0201>



administrative control tool but also as a strategic instrument to ensure that higher education administration aligns with the principles of transparency, accountability, and sustainable quality enhancement.⁹⁵

Fourth, strengthening the evaluation of existing policies and regulations constitutes a vital step in ensuring the effectiveness of GUG implementation within higher education institutions. Evaluations of policies and regulations governing higher education administration must be conducted periodically to remain relevant to contemporary dynamics, including shifts in the global education system and technological advancements.⁹⁶ Through continuous evaluation, universities can identify weaknesses in current policy implementation while formulating more adaptive and responsive improvements tailored to the needs of the academic community.⁹⁷ This evaluative process also facilitates the creation of a more flexible governance system, enabling universities to adjust to emerging challenges in the era of educational globalization. Furthermore, the utilization of information technology represents a strategic factor in supporting policy evaluation and oversight systems within university environments. The adoption of digital-based management systems can enhance transparency in financial administration, streamline institutional performance evaluations, and reinforce internal oversight mechanisms.⁹⁸ In Indonesia, various higher education information systems managed by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, such as the Higher Education Database, have become essential instruments for national academic data collection and monitoring. By optimally leveraging digital technology, higher education institutions can establish management systems that are more transparent, accountable, and data-driven; thus, technology functions not merely as an administrative tool but as an effective instrument for social control and the enhancement of higher education governance quality.⁹⁹

Fifth, strengthening regulations regarding the protection of student rights as a primary stakeholder in higher education administration constitutes a paramount aspect of GUG implementation.¹⁰⁰ Students do not merely function as learners; they are integral members of the academic community entitled to receive educational

⁹⁵ Charl de Villiers, Ruth Dimes and Matteo Molinari, 'Determinants, Mechanisms and Consequences of UN SDGs Reporting by Universities: Conceptual Framework and Avenues for Future Research', *Journal of Public Budgeting, Accounting & Financial Management*, 37.2 (2025), 329–49 <https://doi.org/10.1108/JPBAFM-07-2023-0125>

⁹⁶ Eric C. K. Cheng and Tianchong Wang, 'Institutional Strategies for Cybersecurity in Higher Education Institutions', *Information*, 13.4 (2022), 192 <https://doi.org/10.3390/info13040192>

⁹⁷ Yanti Andriyani and others, 'Adaptive Innovation Model Design: Integrating Agile and Open Innovation in Regional Areas Innovation', *Journal of Open Innovation: Technology, Market, and Complexity*, 10.1 (2024), 100197 <https://doi.org/10.1016/j.joitmc.2023.100197>

⁹⁸ Ritesh Chugh and others, 'Implementing Educational Technology in Higher Education Institutions: A Review of Technologies, Stakeholder Perceptions, Frameworks and Metrics', *Education and Information Technologies*, 28.12 (2023), 16403–29 <https://doi.org/10.1007/s10639-023-11846-x>

⁹⁹ Maarja Beerkens, 'An Evolution of Performance Data in Higher Education Governance: A Path towards a "Big Data" Era?', *Quality in Higher Education*, 28.1 (2022), 29–49 <https://doi.org/10.1080/13538322.2021.1951451>

¹⁰⁰ Shahper Richter and others, 'Chatbots in Tertiary Education: Exploring the Impact of Warm and Competent Avatars on Self-directed Learning', *British Journal of Educational Technology*, 56.5 (2025), 2102–24 <https://doi.org/10.1111/bjet.13610>



services that are equitable, transparent, and free from discriminatory practices.¹⁰¹ Consequently, the legal system governing higher education must provide robust safeguards for student rights, including the right to high-quality academic services, equal treatment, and access to information pertinent to the educational process.¹⁰² In Indonesia, these protective principles are stipulated in Law Number 12 of 2012 concerning Higher Education, which mandates that universities guarantee the fulfillment of student rights within the learning process and academic life. Furthermore, higher education regulations must establish effective and transparent grievance mechanisms to address various forms of rights violations, such as discrimination, abuse of authority, or actions detrimental to students' academic interests. The existence of a clear complaint system provides a secure and protected platform for students to voice grievances, while simultaneously incentivizing universities to enhance accountability in their policies and management practices. Through robust legal protection mechanisms and responsive grievance systems, higher education institutions can foster an academic environment that is more equitable, inclusive, and oriented toward respecting the rights of the entire academic community.¹⁰³

Based on the framework for strengthening GUG implementation through legal regulations and policies, efforts to enhance the quality of university governance are directed toward supporting the achievement of SDG 4, namely ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. With a robust regulatory framework that is adaptive to social dynamics and technological advancements, the application of GUG can serve as a vital instrument in sustainably reinforcing the quality of higher education. Effective university governance not only improves the efficiency and accountability of educational institutions but also fosters an academic environment that is more inclusive, transparent, and responsive to societal needs. Therefore, the integration of legal policies, oversight systems, and technological innovation in higher education management constitutes a strategic step to ensure that the higher education system can make a substantive contribution to realizing sustainable development goals in the field of education.¹⁰⁴

CONCLUSION

Based on the preceding discussion, several conclusions can be drawn, first, the implementation of GUG is a pivotal factor in enhancing the quality of university governance, thereby enabling the delivery of higher education that is transparent, accountable, and responsive to societal needs. Through the application of governance principles, higher education institutions not only improve institutional management quality but also contribute to realizing quality education as targeted in Sustainable

¹⁰¹ Cristián Bellei, Mariana Contreras and Fabián Guajardo, 'Families' Responses to a New Centralized School Admission System. School Choice and Justice in Education', *International Journal of Educational Development*, 113 (2025), 103202 <https://doi.org/10.1016/j.ijedudev.2024.103202>

¹⁰² Molefi Matsieli and Stephen Mutula, 'COVID-19 and Digital Transformation in Higher Education Institutions: Towards Inclusive and Equitable Access to Quality Education', *Education Sciences*, 14.8 (2024), 819 <https://doi.org/10.3390/educsci14080819>

¹⁰³ Maxine Evers and Patty Kamvounias, 'Ombudsmen and Australian Universities: Learning from Student Complaints', *Journal of Higher Education Policy and Management*, 47.3 (2025), 249–65 <https://doi.org/10.1080/1360080X.2025.2457177>

¹⁰⁴ Saini and others.



Development Goal 4. Second, GUG implementation in universities still confronts various challenges, such as limitations in facilities and infrastructure, deficiencies in human resource quality, regulatory inconsistencies, and weak systems of oversight and transparency within institutional management. Although nations such as Singapore and Malaysia have demonstrated more structured higher education governance systems, Indonesia remains in the process of reinforcing its regulations and implementation to achieve effective university governance capable of supporting quality education. Third, the legal strategy for GUG implementation emphasizes the strengthening of regulations, oversight, the protection of stakeholder rights, and the utilization of technology to create university governance that is transparent, accountable, and adaptive, aimed at supporting the achievement of SDG 4 on Quality Education.

Acknowledgement

This article constitutes a component of the author's doctoral dissertation entitled "*Pembaharuan Good University Governance Dalam Rangka Mencerdaskan Kehidupan Bangsa Berdasarkan Teori Kesejahteraan*" which the author (Zul Karnen) prepared within the Doctoral Program in Law at Universitas Al Azhar Indonesia under the supervision of Prof. Dr. Suparji, S.H., M.H. and Dr. Aris Machmud, S.E., M.H.

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