

## THE IMPLEMENTATION OF GOOD UNIVERSITY GOVERNANCE AND INTELLECTUAL CAPITAL IN UNIVERSITIES AT DIFFERENT NATIONAL ACCREDITATION LEVELS

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### ABSTRACT

*To improve the quality performance, universities are required to implement good governance by utilizing available resources. This study aims to determine the impact of Good University Governance implementation on the Intellectual Capital in higher education at two universities with different national accreditation. The research utilized primary data in the form of a questionnaire by taking respondents from structural and non-structural officials at university. Sample method using a saturated sampling technique. This research applied a descriptive quantitative approach with the Partial Least Square data analysis method, consist of the outer model test to meet the validity and reliability and the inner model test to meet the impact of the implementation of Good University Governance on Intellectual Capital. The results shows there are stronger impact was found at universities with A national accreditation and lower impact at university with B national accreditation. Good University Governance serves as the main factor of Intellectual Capital attractiveness. The Intellectual Capital implementation enhances the reputation and competitiveness of the university.*

*Keywords:* Good University Governance, Intellectual Capital, Accreditation, Level, University Quality

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### INTRODUCTION

The Meaning of Governance requires that organizational success in creating organizational value is done by using all available resources to meet the expectations of stakeholders. The organizational governance reflects the mechanism for achieving efficiency and plays an essential role in the sustainability of the organization, productivity, as well as the ability to face new challenges in the global environment (Maaki and Lodhi, 2014). Organization like higher education have stakeholders who are external parties certainly expect a university to be able to create graduates who have competence, university must be managed properly according to GUG. Higher education have autonomy in managing organization in which the management covers academic and non-academic activity... In order to produce quality graduates, university must be supported with adequate facilities and infrastructure, high discipline in providing guidance, educating, and teaching, cultural values in the university environment. The principle of non-profit emphasizes that every activity carried out by a university does not aim to seek profits or returns from the business. If there is any return from business activities, all of which must be used to increase the capacity or quality of the university services, good governance being important. Good governance must consist of: a) accountability; b) transparency; c) Non-profit; d) quality assurance; and e) effectiveness and efficiency. The accountability principle is the ability and commitment to account for all activities carried out by universities to all stakeholders following the statutory provisions. The principle of transparency means that the universities management must be open and able to present relevant, appropriate, and accurate information to stakeholders to prevent fraudulent practices, which can be detrimental to the community.

The application of good governance in universities known as good university governance difference from Good Corporate Governance, GUG lies in the focus of transfer knowledge that will create universities value (Januri et al., 2015). Through vision and mission, a university must develop good university governance by implementing superior management, where the mission is to seek, discover, and disseminate scientific truths. As a manifestation of good governance practices of higher education in Indonesia started in 2014 when many universities faced some issues of problem. Total of higher education in Indonesia 4,440, but 576 of which were under supervision, and 103 had to be closed down (Muktiyanto, 2016). Universities closed is due to poor governance, many irregularities in university operations. The weak competitiveness of universities indicates that the exemplary university governance implementation is still ineffective. The role of quality assurance principle is intended to ensure systemic activities to provide higher education services that meet or exceed higher education national standards and improve the quality of education services on an ongoing basis. The principle of effectiveness and efficiency means that every university management activity must be carried out systematically to utilize resources in higher education administration so that it is right on target and may prevent wasteful resources. Moenfar et al. (2013) identified a relationship between corporate governance mechanisms and intellectual capital disclosure. The implementation of intellectual capital is a standard of higher education performance, which is measured through the accreditation process. This study contributes to the literature that examines relationship between implementation of Good University Governance and Intellectual Capital. Safieddine et al., (2009) examined the relationship Good University Governance and Intellectual Capital in Academic Institutions, shows that the application of Governance in the Faculty becomes a major factor in the university Intellectual Capital. Through the vision and mission, a university should be able to develop the governance of universities by implementing superior management, where the mission of the college is looking for, find, and disseminate scientific truth

## LITERATURE REVIEW

### Good University Governance

Aristo, AD (2005) said that the concept of good corporate governance are different from the concept good university governance. Both concepts of good corporate governance and good university governance is actually a derivative of the concept of governance more generally. Of course, the implementation of a higher education can not be equated with the organization of a corporation or government. Good governance at the university needed to encourage the creation of governance with the principles issued by the National Committee on Corporate Governance (KNCG: 2006), namely: (1) transparency (2) accountability (3) responsibility (4) independency (5) the fairness and equality. University has a characteristic that is different from corporate or government while university have the strict levels of competition, universities must continue to realize the governance both as a system that is attached to the dynamics and governance of the university in the field of human resource management. While Muhi (2011) discuss that principles of good corporate governance, namely: transparency, autonomy (independence), accountability, responsibility, equality and fairness (fairness), are needed in universities to achieve continuous good performance for stakeholders. Universities should be cultivated an awareness that implementation of good governance is not only an obligation, but rather a necessity. The values of good governance in universities can be internalized into culture that it becomes a system that strengthen competitive advantage.

### Intellectual capital

*Intellectual Capital* is all of organization's resources include capital assets, and employees in the form of knowledge, talent and innovation of ideas skills, experience and capabilities of the power of thought which generate the creation of value to help companies achieve and maintain a competitive advantage (Maditinos et.al., 2011 ; Endi, 2011, Yi An et.al.). Intellectual Capital in Indonesia has been known since the advent of IAS 19 regarding unfulfilled assets (Ulum, 2009). Assets not realized a non-monetary asset identifiable without physical form (science and technology, design and implementation of systems or processes, licenses, intellectual property rights, knowledge. Zurnali, (2010) said implementation of the IC needs to be applied in Indonesia and in the global business environment, academic, government, businessmen and shareholders over the last decade. Bontis (2001) mention that Intellectual Capital consists of three elements:

- (1) Human Capital *Human Capital* is the lifeblood of intellectual capital, as a innovation and improvement that is difficult to measure. Human capital is also include knowledge, skills and competencies within an organization.
- (2) Structural Capital is an ability of the organization to meet the routine activity and the structure that supports employee efforts to produce intellectual performance and business performance, for example: system operations, manufacturing processes, organizational culture, management philosophy and all forms of intellectual property owned by the company.
- (3) Relational Capital is harmonious relationship network owned by the company with partners, both from the supplier and customers loyal and satisfied will service the company concerned, derived from the company's relationship with the government and with the surrounding community ,

Roos et.al, (2005) states the governance is needed in achieving the success of the organization to compete in the era of manufacturing to knowledge economy by maximize intellectual capital and value creation. Intellectual capital, according to Corcoles (2013), consists of human capital, structural capital, and relational capital. Human capital refers to a group of explicit and intangible knowledge from university members (professors, researchers, and assistants) obtained through formal and informal education. Structural capital concerns explicit knowledge related to internal processes, communication, and management expertise, as well as technical knowledge in organizations and ownership of patents, licenses, proprietary software, databases, and so on. Relational Capital is manifested in the form of cooperation between the university and other institutions developed and managed by the university.

## METHODOLOGY

The research uses regression research design, aimed at testing the relationship between variables in the analysis, namely examining the impact of good university governance with intellectual capital at universities. Research object is an event, phenomenon, or research problem that has been abstracted into a concept or variable (Arikunto, 2015). The object of this research is the concept of Good University Governance and Intellectual Capital.

### *Operationalization of Variables*

#### Good University Governance

GUG variable measured using four dimensions:

- a. Context of the university mission and goals.
- b. Autonomy
- c. Accountability
- d. Participation

#### Intellectual Capital

Intellectual capital in tertiary institutions consists of three dimension (human capital, structural capital, and relational capital). Indicators items used in this study adopts 46 elements of intellectual capital disclosure components.

**Table 1. Operationalization of Variables**

<b>Variables</b>	<b>Dimensions</b>	<b>Indicators</b>
<b>Good University Governance (World Bank, 2012)</b>	Context, Mission, and Goals	<ol style="list-style-type: none"> <li>1. The mission achievement level of tertiary institutions which is in line with the mission of Higher Education (National)</li> <li>2. The achievement of study program objectives which supports the university mission.</li> <li>3. The level of academic and non-academic violations</li> </ol>
	Autonomy	<ol style="list-style-type: none"> <li>1. Percentage of Accredited tertiary study programs</li> <li>2. Percentage of doctoral qualification lecturers</li> <li>3. The proportion of funds allocated for academic program development</li> <li>4. Sufficiency ratio of one workforce to the number of students</li> </ol>
	Accountability	<ol style="list-style-type: none"> <li>1. Number of publications in international journals</li> <li>2. Community service programs implementation</li> <li>3. The Monitoring and evaluation of internal funding accountable for all working units</li> </ol>
	Participation	<ol style="list-style-type: none"> <li>1. Service success rate in the section implementing services</li> <li>2. Academic Senate performance levels</li> <li>3. The Role of Board of Trustees/Associate Board/Foundation related to University performance</li> <li>4. Procedures for appointing academic senate administrator</li> </ol>
<b>Intellectual Capital Ramires (2013)</b>	Human Capital	<ol style="list-style-type: none"> <li>1. The number of full-time Professor</li> <li>2. Number and Type of Training</li> <li>3. Number of Permanent Lecturers</li> <li>4. Number of non-permanent lecturers (guest lecturers, extraordinary lecturers, expert lecturers)</li> <li>5. Lecturer achievements (awards, grants, program funding)</li> <li>6. Qualifications (number of positions) of academic lecturers</li> <li>7. Academic lecturers' competence (lecturers with undergraduate, postgraduate, doctoral degree)</li> <li>8. Number of non-academic staffs (librarians, technicians, laboratory assistants)</li> </ol>
	Structural Capital	<ol style="list-style-type: none"> <li>1. Investment in an electronic media library</li> <li>2. Income from licenses</li> <li>3. Number of licenses granted</li> <li>4. Measurement and laboratory services</li> <li>5. The vision of study programs</li> <li>6. The mission of the study program</li> <li>7. Objectives and goals</li> <li>8. Delivery strategy (delivery method)</li> <li>9. The technology used in learning</li> <li>10. Syllabus and learning plan</li> <li>11. Learning techniques</li> <li>12. Facilities, infrastructure, funds for learning</li> <li>13. Learning evaluation system (student and lecturer attendance)</li> <li>14. Guardianship system</li> <li>15. Average study period</li> <li>16. Number of lecturers per student</li> <li>17. Drop Out Ratio</li> <li>18. Average students per supervisor lecturer</li> <li>19. The average number of meetings/supervision</li> <li>20. Academic qualifications of the supervisor</li> <li>21. Availability of guidelines for the final project</li> <li>22. The target time of the final project writings</li> <li>23. Number of graduates</li> </ol>

	Relational Capital	<ol style="list-style-type: none"> <li>1. Number of third-party research from abroad grants</li> <li>2. Amount of Dikti third-party research</li> <li>3. International scientists at the university</li> <li>4. Number of conferences held</li> <li>5. Research/community service</li> <li>6. Scientific publications in international journals</li> <li>7. Scientific publications in A-accredited organizational journals</li> <li>8. Scientific publications in local journals</li> <li>9. Internet website hits number</li> <li>10. E-Learning</li> <li>11. The number of academic achievements and reputation, interests, and talents of students</li> <li>12. Student services</li> <li>13. Services and utilization of graduates</li> <li>14. Graduates data recording</li> <li>15. Participation of graduates in academic development</li> </ol>
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Population, according to Sekaran and Bougie (2013), is a group (universities) of people, events, or things that are of interest to researchers to be studied. Based on this definition, the samples in this study are all structural officials at Universitas Mercu Buana and Universitas Karimun.

The data analysis uses Partial Least Square, consisting of:

1. The measurement models or outer model is carried out to assess the validity and reliability of the model. Outer models with reflective indicators are evaluated through convergent and discriminant validity from indicators that form latent constructs and composite reliability, while the indicator block uses Cronbach Alpha. Whereas the outer models with formative indicators are evaluated through its substantive content by comparing the relative weight and referring to the significance of the construct indicators (Chin, 1998, in Ghozali and Latan, 2015).
2. The structural models or inner models aim to predict relationships between latent variables. The inner model is evaluated by looking at the percentage variance described by referring to the R-Square value for the endogenous latent construct, Stone-Geisser (Geisser 1975; Stone 1974 in Ghozali and Latan, 2015) test to prove the predictive relevance and average variance extracted (Fornell and Larcker, 1981, in Ghozali and Latan, 2015)

**RESULTS AND DISCUSSION**

**Outer Models (Measurement models):**

**1. Validity Test**

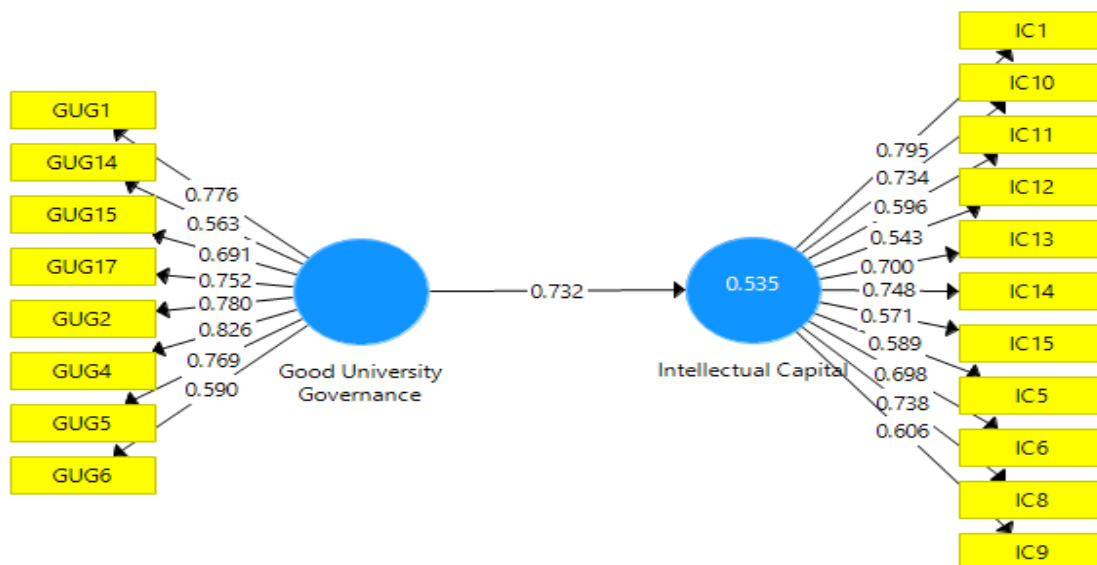


Figure 1 Mercu Buana validity test

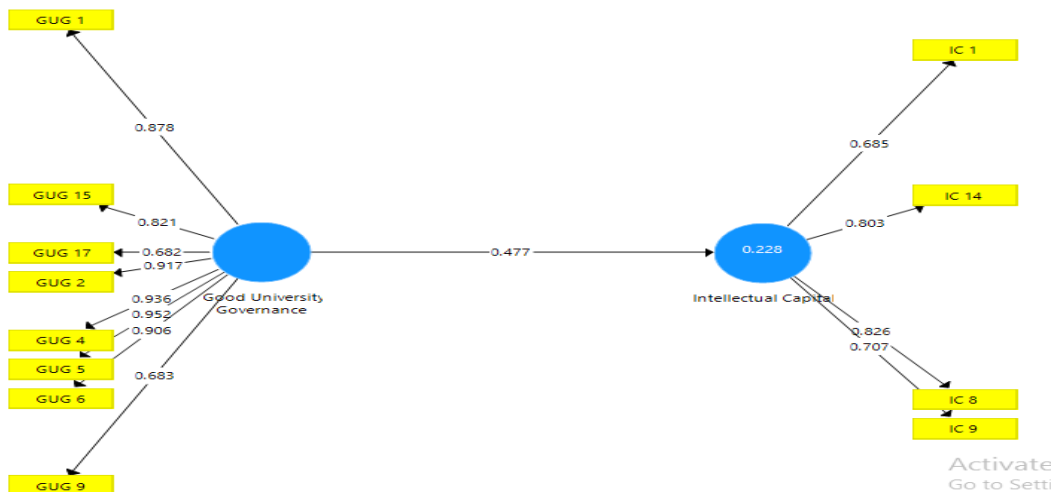


Figure 2 Karimun PLS validity test

Figure 1 and 2 , shows the loading factor indicators meet the validity requirements used Convergent Validity testing. The indicators is considered valid at correlation between 0.50 - 0.60 value (Ghozali, 2016), or above 0.70.

**2. Test of Reliability**

The results of the reliability tests (Cronbach's Alpha and Composite Reliability Results) of both university, show below :

**Table 1 Reliability Univ of Mercuru Buana**

	Cronbach's Alpha	Composite Reliability
Good University Governance	0.866	0.897
Intellectual Capital	0.875	0.898

**Table 2 Reliability Univ of Karimun**

**Validitas dan Reliabilitas Konstruk**

	Cronbach's Alpha	Reliabilitas Komposit
Good Universit...	0.944	0.955
Intellectual Ca...	0.751	0.843

The output results of composite reliability, as well as cronbach's alpha, show that GUG and IC constructs for both populations are exceptional at above 0.70. Thus, all construct indicators UMB and UK are reliable.

**Inner model (Structural Model):**

The inner model test is the development of the concept and theory-based models to analyze the relationship between exogenous and endogenous variables that have been described in a conceptual framework (Ghozali, 2016). The inner model testing is done by conducting R-Squares and Path Coefficient tests.

**1. R-squares test results:**

**Table 3 R Square University Karimun**

R Square		
Matric	R Square	Adjusted R Square
Good Univ Governance	0.278	0.254

Table 3 R Square Mercu Buana

**Table 4 R Square University Mercu Buana**

R Square		
Matric	R Square	Adjusted R Square
Good Univ Governance	0.535	0.527

R-Squares scores (the determination coefficient) at Universitas Mercu Buana is 0.535, while at Universitas Karimun is 0.228, It mean that variation or change in the Intellectual Capital at Mercu Buana University and Karimun is related to Good University Governance. Score R Square UMB higher than UK, implementation GUG difference in University with A accredited and B accredited. GUG is very important activity to guarantee the quality of university. The implementation of the GUG supported by IC is an important factor in achieving the accreditation A.

**2. The results of the Path Coefficients test:**

**Table 5 Path Coefficient Test Universitas Mercu Buana**

Path Coefficients						
Mean, STDEV, T-Values, P-Val...	Confidence Intervals	Confidence Intervals Bias C...	Samples	Copy to Clipboard:	Excel Format	R Format
	Original Sample ...	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O /STDEV)	P Values	
Good University Governance -> Intellectual Capital	0.732	0.747	0.054	13.493	0.000	

**Table 6 Path Coefficient Test Universitas Mercu Buana**

Path Coefficients						
Mean, STDEV, T-Values, P-Val...	Confidence Intervals	Confidence Intervals Bias Co...	Sampel	Salin ke Clipboard:		
	Sampel Asli (O)	Sample Mean (M)	Standar Deviasi (STDEV)	T Statistik ( O /STDEV)	P Values	
Good Universit...	0.477	0.528	0.115	4.133	0.000	

Based on the path coefficient value, the relationship between the Good University Governance (GUG) and Intellectual Capital (IC) at Mercu Buana University and Karimun University is significant with the t statistic value more than 1.96 and p values of 0,000 (less than 0.05). It can be concluded that GUG related to Intellectual Capital both Mercu Buana and Karimun.

**DISCUSSION**

From the results above, this research illustrate that the implementation of Good University Governance directly related to Intellectual Capital at both universities (A accreditation at Universitas Mercu Buana and B Accreditation at Universitas Karimun), The different result of implementation of GUG and IC is below:

1. UMB's R square value is higher than the UK, it can be seen from the answer from respondents (namely structural officials of UMB) that indicate the successful of GUG and IC implementation. UMB is able to provide satisfaction to stakeholders and enhance its reputation. Academic activities consisting of learning, research and community service are carried out with strong financial support. UMB has paid attention to improving lecturer competency, fulfilled lecturer to student ratio requirements, computerized services, staff and lecturer cooperation established both in support of adequate facilities and infrastructure . Cooperation with external parties, both domestic and foreign in research and community service activities. that are able to foster good relations with the community. This research provides empirical evidence that the better governance of the university will reflect the university has implemented its intellectual capital, it will increase competitive

advantage and produce excellent graduates who can compete in the face of globalization.

- Universitas Karimun R square value is lower than the UMB. Although governance and IC are good implemented but there are still shortcomings, the result from several answers in the questionnaire conclude that UK have not been optimally in level of achievement of study program objectives that support the mission of higher education in the last five years, Percentage of study programs A accredited, academic and professional qualifications for lecturers, design and analysis of positions, job descriptions, work procedures, systematic managerial competency improvement programs that can be easily accessed by stakeholders, funding related to research and community service.

To improve accreditation, universities must pay attention to implementation of GUG and Intellectual Capital in every academic activity. achieving the university's mission, faculty goals and strategies, and unit performance.

Universities need to enhance the quality of lecturers, the availability of facilities and infrastructure, quality management, university's competitive advantage by maximizing the role of the academic communities, lecturers, university employees, and students, which would ultimately foster superior graduates who can compete in facing globalization. this research provides benefits to universities in Indonesia to always pay attention to the importance of governance and the use of intellectual capital as a way to improve the quality of universities that must be maintained for the future so that universities can continue to operate and be able to compete. This research also confirms previous studies conducted by Safieddine (2009), Constantin (2005), Leitner (2002), Ulum (2012), Cahyati (2016).

## CONCLUSIONS

The results in this research, it can be concluded that the implementation of Good University Governance and Intellectual Capital is very important for the university's progress to achieve the best and most encouraging accreditation. Good governance at the university accomplished through the achievement of mission, strategy and goals are made and followed by members of the Faculty. Intellectual Capital (IC) can improve the quality of lecturers, facilities and infrastructure, management, graduate, maintaining good relations with other institution, business and society and impact on university governance. While accreditation is a factor for assessing whether university management is carried out in accordance with applicable for the rules of the government and a form of leadership's ability to manage universities through policies taken. University is managed by referring to all established procedures, rules and using adequate resources.

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