

The Impact of Managerial Performance on Effective Public Governance at Higher Education Institutions in Java, Indonesia

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ABSTRACT

Manuscript type: Research paper

Research aims: This research examines the influence of Academic Services (AS), Regulatory Compliance (RC), and Fund Allocation (FA) as part of Management Performance on the Good Public Governance (GPG) of higher education institutions in Java, Indonesia.

Design/Methodology/Approach: Drawing upon stakeholder theory, this research employs Partial Least Squares Structural Equation Modelling (PLS-SEM), analysed using SmartPLS 4.0. The research involves 15 higher education institutions, three government agencies, and one regional leader.

Research findings: The findings indicate that AS and FA demonstrate a measurable effect on GPG, aligning with stakeholder theory by addressing the dynamic needs of stakeholders, while RC shows no measurable influence.

Theoretical contribution/Originality: These results highlight the importance of aligning management practices with stakeholder needs to improve public governance in higher education.

Practitioner/Policy implication: The research offers practical insights for university administrators and policymakers to enhance GPG through integrated strategies, ultimately contributing to the improvement of public governance.

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Research limitation: The study's limited sampling, subjectivity, and respondent biases.

Keywords: Academic services, Fund Allocation, Good Public Governance, Management performance, Regulatory Compliance

JEL Classification: I23, H83, L38

1. Introduction

Higher education in Indonesia is crucial for national development, as outlined in the Law of the Republic of Indonesia No. 12 of 2012 (Pannen, 2020). However, challenges in governance, such as student data manipulation, fictitious learning activities, and misappropriation of funds, have led to the revocation of operational licenses by the Ministry of Education and Culture Indonesia (Vidi & Azizu, 2020). Additionally, reports from Indonesia Corruption Watch highlight significant corruption cases within higher education, posing severe financial risks to the state (Triatmanto & Bawono, 2023). This research explores the relationship between management performance, academic services (AS), regulatory compliance (RC), and fund allocation (FA) in higher education institutions, focusing on Good Public Governance (GPG) (Aprimadya, 2024; Lim et al., 2022). To strengthen the conceptual foundation of this study, it is essential to position these issues within a broader governance and public management discourse, which highlights the persistent gap between regulatory expectations and institutional practices. It emphasises the interaction between institutions, government, and society to serve public interests. Furthermore, addressing governance challenges in higher education requires a comprehensive understanding of good governance (Fatmawati et al., 2024; Tjahjadi et al., 2021). These cases demonstrate that good governance problems continue and highlight the urgent need for good governance practices in higher education.

This study refers to agency and stakeholder theory, which emphasises the importance of management in reducing conflicts of interest with stakeholders. This also shows that higher education institutions must meet the needs of their stakeholders and maintain their trust to ensure survival and success (Al-Faryan, 2024; Kujala et al., 2022). Accountability reports, independent audits, and stakeholder feedback can be used to evaluate management performance (Akther & Xu, 2020). The determined variables impact public management in higher education institutions (Atanaw et al., 2024). The AS produces graduates who are ready to compete in the challenging global market (Wu & Li, 2023). RC ensures that all academic and non-academic activities are carried out strictly in accordance with

applicable regulations and policies. Efficient and transparent financial management can protect the organisation from the waste of public resources. Consequently, institutions must prioritise efficient management in their policies, activities, and financial management procedures to produce graduates with competencies that meet the needs of the global market (Liu et al., 2020). Despite the relevance of these variables, previous studies rarely integrate AS, RC, and FA simultaneously within the GPG framework, creating a theoretical gap that this research aims to fill.

This study aims to provide new insights into the management issues faced by higher education institutions, particularly those related to GPG in Java Island, Indonesia. Considering the management concerns, recent efforts have highlighted Java as a potential model for governance improvement at the national level. Through the analysis of the impact of AS, RC, and FA as important elements in managerial performance, this study seeks to identify practices that can be widely implemented at the national level. The findings are anticipated to produce recommendations for the formulation of higher education policies that respond to emerging needs. Ultimately, this study aims to improve the quality of higher education and strengthen the implementation of GPG at the national level. Accordingly, this study contributes uniquely by clarifying how these three management dimensions collectively shape GPG outcomes and by offering empirical evidence from a region that plays a strategic role in Indonesia's educational governance landscape.

2. Literature review

2.1 *GPG of Higher Education Institutions*

Social-political changes have shifted the government's focus towards collaboration between state institutions, the government, the private sector, and society (Nguyen et al., 2024). Good governance requires the government to act as a catalyst for development and social transformation (Patterson et al., 2017). The three main pillars of good governance include governance, a focus on sustainable development, a state organisation that oversees the public and private sectors, and a society that strives for fair access to resources. These pillars ensure that governance can adapt to the changing needs and challenges of society (Tjahjadi et al., 2021).

GPG is a development of the good governance concept introduced by the National Governance Commission in 2008, which regulates the relationships between state management institutions,

organisations, society, and various other organisations. It promotes principles such as democracy, transparency, accountability, and equality to build public trust (Alessandro et al., 2021; Harrison & Sayogo, 2014; Zhou et al., 2024). The improvement of GPG in higher education institutions can be achieved through an integrated management strategy that prioritises stakeholder needs and aligns governance practices with the institution's vision and mission (Christou et al., 2024).

2.2 *Management Performance*

Management performance involves a structured approach to achieving strategic goals in different types of organisations, such as government agencies, businesses, and educational institutions (Fuertes et al., 2020). In higher education, this includes respecting autonomy, protecting academic freedom, and ensuring transparent and accountable governance. Management functions include planning, organising, executing, and controlling. Planning establishes strategies to achieve organisational goals, organising provides structure and assigns tasks, execution drives motivation and implements programs, and controlling oversees performance monitoring (Abubakar et al., 2019; Gandrita, 2023). Management performance assesses an institution's resource management and operational effectiveness. Research shows that university performance is influenced by Good University Governance (GUG) and Good Corporate Governance (GCG), with measurement encompassing AS, RC, and FA (Fatmawati et al., 2024).

2.3 *Academic Services (AS)*

AS play a crucial role in managing higher education institutions, contributing to graduates' success and the institution's reputation (Mendoza-Villafaina & López-Mosquera, 2024). They support stakeholders in facilitating academic success, as demonstrated by initiatives like the Merdeka Belajar Kampus Merdeka (MBKM) program. Success in academic services reflects a higher education institution's ability to meet industry standards and manage resources well. Research shows that faculty motivation and GUG are influenced by the quality of AS, as well as student trust (Amado Mateus et al., 2024). Enhancing AS is part of strategies aimed at strengthening public governance. Service benchmarks include tangibles, reliability, responsiveness, assurance, and empathy. The National Higher Education Standards 2023 emphasise the importance of AS standards,

which encompass graduate competencies that engage various stakeholders (Höffken & Lazendic-Galloway, 2024). The focus of services includes developing and implementing service initiatives, such as scholarship programs, competency certification, external collaborations, and national integration (Kioupi & Voulvoulis, 2019).

2.4 *Regulatory Compliance (RC)*

RC is crucial for higher education institutions to operate according to policies, laws, and procedures, ensuring a safe environment for the academic community (Sendawula et al., 2021). Adherence to regulations minimises risks related to Parkinson's Law and the culture of Corruption, Collusion, and Nepotism (Tjahjadi et al., 2021). Success in regulatory compliance reflects an institution's integrity and helps prevent legal violations. Compliance with laws, particularly in financial risk management, influences GCG. Enhancing RC is essential for reinforcing an institution's commitment under the Law of the Republic of Indonesia No. 12 of 2012 on Higher Education, which applies to State Universities with Public Service Agency (PTN BLU), State Universities with Legal Entity (PTN BH), and Private Universities (PTS). Recent corruption cases at UNUD and UNILA highlight the importance of compliance, while the Minister of Research, Technology, and Higher Education Regulation No. 53 of 2023 grants autonomy in policy-making and development, but still requires compliance with regulations governing academic, student, and organisational activities (C. Scott, 2021).

2.5 *Fund Allocation (FA)*

FA is a crucial process in higher education, ensuring the effective distribution of public resources to support programs and activities. It involves distributing financial resources to meet organisational interests and stakeholder expectations (Chang & Chang, 2024; Saka-Helmhout et al., 2024). Proper FA is essential to avoid inappropriate use, establish strategic priorities, and reduce corruption risks, as Indonesia ranks 64th out of 177 countries in terms of corruption. Success in FA reflects an institution's ability to maintain stability, ensure equitable distribution, and prioritise projects, promoting sustainable usage and fairness. Good governance principles have a significant influence on FA management. Enhancing the precision of FA is crucial for financing strategic initiatives that support quality education, research, and community service (Abo-Khalil, 2024). The Minister of Research, Technology, and Higher Education, through

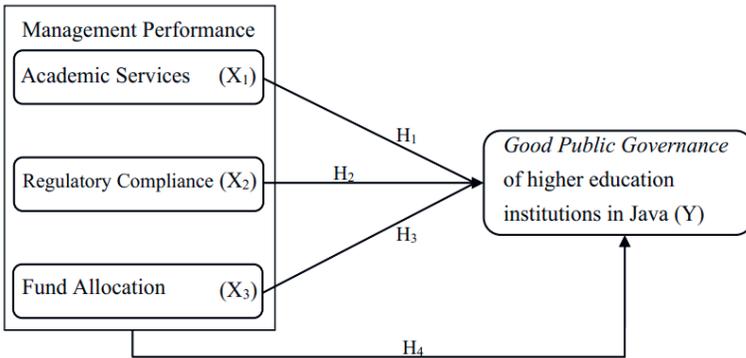
Regulation No. 53 of 2023, emphasises the importance of funding in education, research, and community service. The Directorate General of Higher Education, Research, and Technology has issued 2024 financial guidelines to ensure optimal fund distribution.

2.6 Hypothesis Development

Based on the literature review, arguments, phenomena, and discussions presented, the researcher proposes the following hypotheses and conceptual framework (Figure 1):

- Hypothesis 1:* There is an influence of AS on GPG of higher education institutions in Java.
- Hypothesis 2:* There is an influence of RC on GPG of higher education institutions in Java.
- Hypothesis 3:* There is an influence of FA on GPG of higher education institutions in Java.
- Hypothesis 4:* AS, RC, and FA, as part of management performance, influence GPG of higher education institutions in Java.

Figure 1: Conceptual Framework



2.7 Literature Review

The literature review involves an examination of existing publications that address the Higher Education institutions' performance (Table 1).

Table 1: Literature Review

Title	Methodology, sample	Variable	Findings
Good University Governance and Its Implications on Organisational Performance (Pribadi et al., 2020)	SEM PLS. Conducted across all 18 Polytechnics in East Java.	Good University Governance, Organisational Performance	The relationship between competition intensity and the delegation of authority, change management, and accounting control systems demonstrates positive and significant outcomes. The correlation between delegation of authority and organisational performance, along with the impact of changes in the management accounting control system on organisational performance, yielded significant findings.
Institutional Financial Management Analysis in Manado State University (Kawatu et al., 2019)	Quantitative analysis, Manado State University.	College Financial Management, Good governance, work accountability	Several factors continue to play a suboptimal role, including: a) Numerous financial management personnel do not align with the requisite competencies in financial management expertise; b) The accounting record system continues to integrate manual processes with computerisation, limited to the preparation of financial statements; c) There is a lack of established Financial Management Standards.
The Internal Audit Unit, Budgetary Participation, And Intellectual Capital Effect to Good University Governance Through Internal Control (Wardhani, Marwa, et al., 2019)	Explanatory research and intervention were conducted quantitatively, focusing on State Higher Education (PTN) in the Southern Sumatra Region. The study involved 5 universities, 3 polytechnics, and 1 respondent from a polytechnic, totalling 76 respondents, along with 5 respondents from the Internal Audit Unit.	Internal audit unit, budgetary participation, intellectual capital, internal control, good university governance	The internal audit unit exerts a direct, negative, and significant influence. Involvement in budgeting and internal control positively and significantly influences GUG. IC does not have a direct impact on GUG. The findings indicate that the indirect effect involves the internal audit unit, participation in budgeting, and GUG intellectual capital as mediated by internal control.

Title	Methodology, sample	Variable	Findings
The Influence of Good University Governance and Intellectual Capital on University Performance in Indonesia (Yudianto, 2021)	SEM-PLS serves as the leader and auditor of DIA in higher education. cross-sectional	Good University Governance, Intellectual Capital, University Performance	Effective university governance and intellectual capital positively and significantly influence the performance of SU-LE and SU-PSA in Indonesia. Effective university governance significantly enhances the intellectual capital of SU-LE and SU-PSA in Indonesia.
COSO-Based Internal Control: Efforts Towards Good University Governance (Junusi, 2020)	SEM, UIN Walisongo	COSO-Based Internal Control, good University governance	Internal control is classified as good, the implementation of university governance is rated as very good, and internal control significantly influences effective university governance.
The implementation of good university governance in state universities (Wardhani, Fuadah, et al., 2019)	SEM-PLS. State universities in South Sumatra and Bangka Belitung.	Principles of University governance, Research data were analysed using Friedman's different test	The implementation of good university governance at the University of Bangka Belitung exhibits distinct differences in accountability and transparency compared to the University of Sriwijaya. The implementation of effective university governance at Sriwijaya Polytechnic parallels that of Bangka Belitung Manufacturing Polytechnic.
The Impact of Accounting Information Systems on Organisational Performance Through Good University's Private Governance in Indonesia (Hanum et al., 2021).	A sample of 25 private universities in Medan was utilised for data triangulation. Data Smart PLS	Accounting information system, Good University Governance, Higher Education Indicators (KPI)	The impact of accounting information systems on organisational performance via private governance at Good University in Medan City, North Sumatra, Indonesia.

Title	Methodology, sample	Variable	Findings
Internal Control System of The State Islamic Universities in Indonesia: Studying the Effectiveness and Risk Management (Ibrahim et al., 2019)	A total of 128 officials from 16 work units at UIN Ar-Raniry were selected using a judgmental sampling method, incorporating both primary and secondary data	Internal control, Risk, Good University Governance	Eight control sub-elements were evaluated, with four variables classified as doubtful. Respondents remain unconvinced that UIN Ar Raniry is being managed according to contemporary university management practices. Respondents believe that UIN Ar-Raniry is progressing appropriately towards modernity in higher education.
Managerial Performance Model of Private Higher Education in South Sumatra (Sanusi & Septarina, 2016)	The study involves 130 PTS leaders from the Kopertis region II in southern Sumatra, utilising a quantitative approach through path analysis and employing a proportional stratified random sampling technique for analysis	Leadership, organisational culture, empowerment, good university governance, managerial performance	(1) Leadership significantly and positively influences managerial performance. (2) Human resource empowerment directly impacts managerial performance. (3) Governance directly affects managerial performance. (4) Leadership significantly and positively influences governance. (5) It directly affects the organisational culture of good governance. (6) Human resource empowerment significantly and positively impacts governance

Although previous studies have examined Good University Governance (GUG), internal control, financial management, and organisational accountability, most focus primarily on internal university governance and do not situate higher education institutions within the broader framework of public governance. As a result, research on Good Public Governance (GPG) in higher education remains limited, particularly studies that test the integrated effects of Academic Services, Regulatory Compliance, and Fund Allocation as components of management performance. No prior studies have combined these three variables in a single empirical model to explain how universities fulfil public expectations, maintain institutional legitimacy, and strengthen accountability through the lens of GPG. Therefore, this study addresses these research gaps by developing an empirical model that links AS, RC, and FA as components of management performance to GPG in higher education institutions.

3. Research Methodology

This research surveyed data from 40 higher education institutions in Java, Indonesia, using purposive sampling, focusing on institutions that provide public information, have internal supervisory bodies, and conduct financial report audits. Based on these three criteria, 15 higher education institutions were selected. Three government institutions, LLDIKTI Region III - VII, BPKP, and BAPPEDA, and one regional leader from PWM (Regional Muhammadiyah Leadership) were also included as respondents (Nisak et al., 2025).

The study used a Likert-scale-based questionnaire to evaluate the impact of management performance on GPG in higher education institutions (Akbar et al., 2012; Wijaya et al., 2019). 125 questionnaires were distributed, but 10 couldn't be processed due to incomplete sections on RC and FA. Respondents included students, government agencies, and regional leaders, all of whom are stakeholders in higher education governance. Confidentiality was maintained to protect identities and avoid potential bias or conflicts of interest.

Table 2: Demographic Profile

Demographic Variables	Category	Frequency	Percentage (per cent)
Gender	Male	61 People	53
	Female	54 People	47
Educational Background	Diploma (D3)	8 People	7
	Bachelor's (S1)	100 People	87
	Master's (S2)	7 People	6
Age	≤ 25 Years	103 People	90
	26 - 35 Years	6 People	5
	36 - 44 Years	5 People	4
	≥ 45 Years	1 People	1

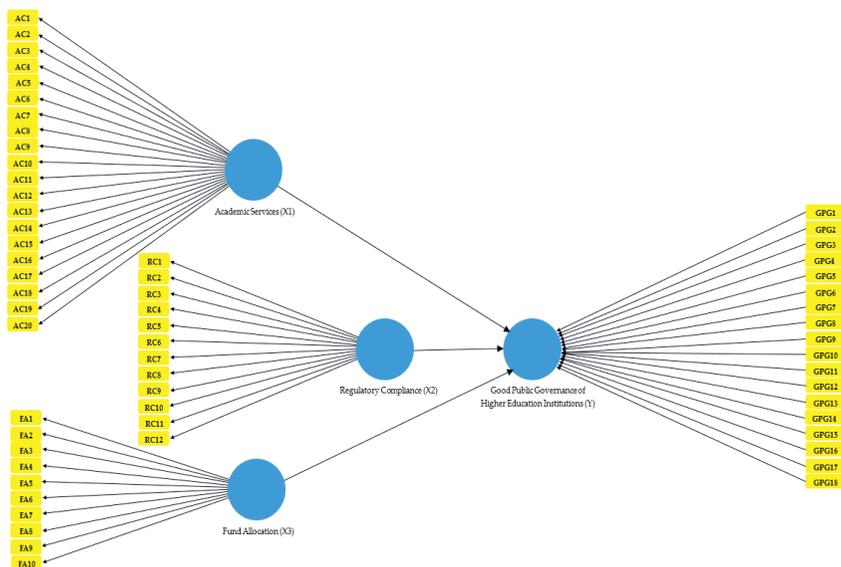
The research involved 115 respondents from 15 Java higher education institutions, including seven from each institution, five from one government agency, and five from a regional leadership body (Table 2). The majority of respondents were students, reflecting their direct exposure to university management practices. Government agencies oversee and evaluate higher education management, while regional leaders ensure institutions adhere to organisational values and maintain quality standards.

Variance-based modelling (PLS-SEM) is employed to examine the associations among AS, RC, and FA about GPG in Java higher education institutions (H1, H2, H3, H4), utilising SmartPLS (version 4.0). The selection of the PLS approach was driven by the intricacies of the model, which encompasses a second-order reflective construct, non-normal data distribution, and the existence of a mediator. This technique is often utilised due to its capability to manage intricate models (Hair & Alamer, 2022). Mediation techniques facilitate comprehensive analysis and the generation of novel insights, along with significant management implications for the successful development of a sustainable GPG.

4. Results and Analysis

The analysis results were analysed using PLS-SEM, a non-parametric statistical method suitable for handling complex models and non-normally distributed data, even with small sample sizes (Figure 2).

Figure 2: The Main Model Diagram



4.1 Assessment of the Measurement Model

4.1.1 Reflective Measurement Model

The study measured independent variables reflectively, using indicators as manifestations of latent constructs. AS, RC, and FA were the independent variables. Reliability was assessed using outer loading values, with a validity threshold of ≥ 0.70 . Results showed several indicators with outer loading values ≤ 0.70 , including AS1, AS2, AS4, AS5, AS7, AS9, AS13, AS15, AS17, AS20, RC1, RC4, RC6, RC10, FA1, FA5, FA7, and FA9. This outcome is consistent with the respondent profile, as many discarded indicators captured internal administrative processes that students do not directly observe. The retained indicators represent dimensions of academic service and fund utilisation that are visible, assessable, and experienced by both students and external stakeholders. Thus, although several items were eliminated, the remaining indicators form a more accurate reflection of the observable aspects of governance within higher education institutions. These indicators were removed due to their low contribution to the research model.

Table 3: Reflective measurement model results

Variable	Measurement Items	Indicator	Item Reliability	Convergent Validity		
			Outer Loading	Alpha	CR	AVE
AS (X ₁)	AS ₃	The university provides scholarships for outstanding students.	0.770	0.913	0.927	0.560
	AS ₆	The university informs students about available certifications.	0.720			
	AS ₈	The university provides access to national and international certifications.	0.766			
	AS ₁₀	The university collaborates with industry/institutions.	0.763			
	AS ₁₁	The university publishes information about collaborations.	0.717			
	AS ₁₂	The university works with government institutions.	0.770			
	AS ₁₄	Collaboration includes quality, research, and technology aspects.	0.774			
	AS ₁₆	The university is transparent about national-level events.	0.742			
	AS ₁₈	The university is committed to academic relevance.	0.705			
	AS ₂₀	The university encourages active participation in national events.	0.755			
RC (X ₂)	RC ₂	The university complies with the national curriculum and learning regulations.	0.765	0.889	0.911	0.562
	RC ₃	In accordance with the Ministry of Education and Culture Regulation No. 3/2020 on academic freedom.	0.763			
	RC ₅	Student standards comply with national regulations.	0.738			
	RC ₇	The university complies with Government Regulation No. 4/2014 concerning extracurricular activities.	0.745			
	RC ₈	The university supports student activities with adequate facilities.	0.764			
	RC ₉	Organisational standards align with national developments.	0.720			
	RC ₁₁	The university complies with the Law RI No. 12/2012 regarding potential development.	0.752			
	RC ₁₂	The university provides facilities and funding for student activities.	0.748			

Variable	Measurement Items	Indicator	Item Reliability	Convergent Validity		
			Outer Loading	Alpha	CR	AVE
FA (X ₃)	FA ₂	The university consistently provides adequate facilities for research activities.	0.748	0.840	0.882	0.555
	FA ₃	There is a clear procedure for the distribution of research funds and their usage.	0.737			
	FA ₄	The university encourages all units to engage in innovation.	0.760			
	FA ₆	Access to funding information and procedures is available.	0.747			
	FA ₈	Procedures for fund distribution and usage are well established.	0.757			
	FA ₁₀	Reports detail current and planned FA.	0.720			

This research focuses on assessing validity and reliability to ensure quality measurement. Valid outer loading values are presented in Table 3. Reliability testing was conducted using internal consistency, with a reliability coefficient of ≥ 0.70 . Variables AS, RC, and FA exceeded this threshold, indicating high reliability. The convergent validity test was conducted using Average Variance Extracted (AVE), which indicates that the convergent validity is at a good level. Discriminant validity was tested using cross-loading values, Heterotrait-Monotrait Criterion (HTMT) and Fornell-Larcker criterion ratio. Cross-loading values confirmed discriminant validity at the indicator level, ensuring each measurement item correlates more strongly with its construct than with any other.

Table 4: Discriminant validity

Variable	FA (X ₃)	RC (X ₂)	AS (X ₁)
Discriminant Validity: Fornell and Larcker			
FA (X ₃)	0.745		
RC (X ₂)	0.628	0.750	
AS (X ₁)	0.600	0.595	0.749
HTMT			
FA (X ₃)			
RC (X ₂)	0.709		
AS (X ₁)	0.681	0.649	

The Fornell-Larcker criterion is applied to evaluate discriminant validity at the construct level. The square roots of the AVE for each construct exceeded their correlations with other constructs, indicating strong discriminant validity (Table 4). The HTMT ratio also showed acceptable values below the 0.90 threshold, confirming strong discriminant validity for all variables. The measurement instruments met reliability and validity criteria, confirming that AS, RC, and FA accurately measure their contributions to GPG in higher education institutions.

4.1.2 Formative Measurement Model

The study evaluated the model's stability and multicollinearity using the Variance Inflation Factor (VIF). Ideally, VIF values should be ≤ 3 , although values ≤ 5 are still acceptable. The results showed that 17 out of 18 GPG indicators have VIF values below 3, except GPG12 (Table 5). The significance and relevance of the indicator weights were assessed using outer weight and outer loading. Only two indicators, GPG8 and GPG17, had outer weights below 0.05. However, the remaining indicators, GPG2, GPG9, GPG11, and GPG13 had outer loadings ≤ 0.50 , indicating they did not adequately represent the GPG latent construct. The remaining 14 indicators were retained due to their significant contributions to the GPG latent construct. This analysis demonstrates the rigorous evaluation of the formative approach, ensuring the retained indicators meaningfully contribute to the conceptualisation of GPG in higher education institutions.

Table 5: Formative measurement model constructs

Variable	Measurement Item	Indicator	Collinearity of Indicator	Significance and Relevance of the Indicator	
			VIF	Outer Weight	Outer Loading
GPG of Higher Education Institutions	GPG ₁	The university involves students, faculty, and stakeholders in academic activities.	2.328	0.248	0.617
	GPG ₂	The university includes all parties in academic decision-making.	1.994	0.605	0.469
	GPG ₃	The university engages all parties in financial support.	1.899	0.869	0.537
	GPG ₄	The university provides equitable access to AS.	1.424	0.017	0.576
	GPG ₅	The university ensures compliance with fair regulations.	2.196	0.749	0.664
	GPG ₆	The university allocates funds according to activity priorities.	2.373	0.456	0.700
	GPG ₇	The university is responsible for quality services.	2.728	0.401	0.757
	GPG ₈	The university complies with internal and external regulations.	2.722	0.006	0.760
	GPG ₉	The university optimally utilises funds according to objectives.	1.343	0.694	0.432
	GPG ₁₀	The university maintains open communication regarding the curriculum.	1.803	0.830	0.565
	GPG ₁₁	The university is transparent in reporting and implementing regulations.	1.494	0.371	0.333
	GPG ₁₂	The university is open about FA with clear reporting.	3.013	0.207	0.733
	GPG ₁₃	The university provides services according to student needs.	1.341	0.843	0.357
	GPG ₁₄	The university effectively and efficiently complies with regulations.	2.274	0.092	0.508
	GPG ₁₅	The university supports projects with significant impact.	2.067	0.619	0.513
	GPG ₁₆	The university manages resources for quality education.	1.489	0.065	0.507
	GPG ₁₇	The university adheres to standards with cost-effectiveness.	2.567	0.023	0.755
	GPG ₁₈	The university maximises funds for high-impact initiatives.	2.373	0.708	0.601

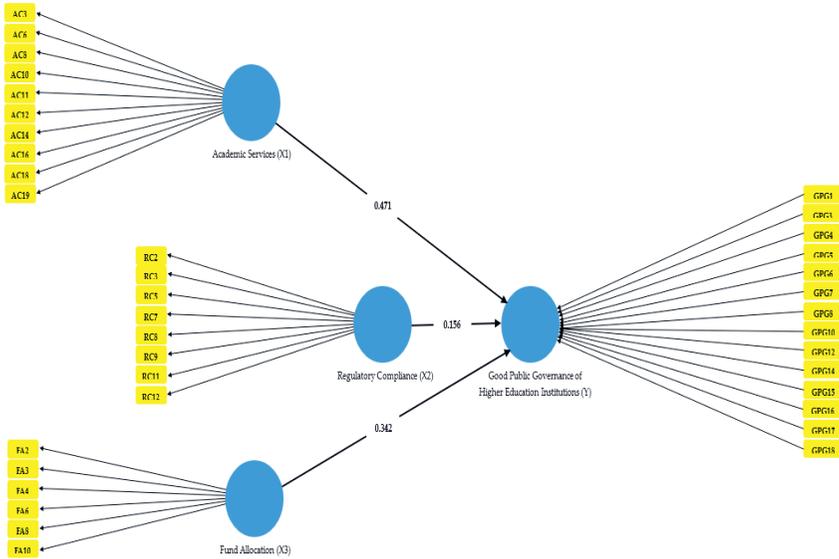
4.2 Structural Model Results

The structural model evaluation is crucial for understanding the model's fit with empirical data. It involves assessing causal relationships and evaluating the model's fit with the data. A multicollinearity test is used to examine collinearity among predictor variables, with VIF values ideally ≤ 5 . Path coefficients measure the strength and direction of relationships between variables, with a p-value < 0.05 indicating statistical significance (Table 6). This two-tailed hypothesis detects both anticipated and unanticipated significant relationships, reducing the risk of confirmation bias. The model's reliability is assessed using path coefficients, demonstrating connections between AS, RC, FA, and GPG in higher education institutions (Figure 3).

Table 6: Path analysis of the structural model

Hypothesis	Path Coefficient	P-value	95 per cent Confidence Interval for Path Coefficient		Test Results (sig.)	VIF	F-square	R-square
			Upper Bound	Lower Bound				
Direct Effects								
H ₁ , AS → Good Public Governance of Higher Education Institutions in Java	0.471	0.000	0.713	0.275	Supported	1.783	0.434	0.715
H ₂ , RC → GPG of Higher Education Institutions in Java.	0.156	0.131	0.361	-0.049	Not Supported	1.885	0.045	
H ₃ , FA → Good Public Governance of Higher Education Institutions in Java.	0.342	0.018	0.608	0.051	Supported	1.901	0.215	
Total Effects								
H ₄ , AS, RC, and FA → GPG of Higher Education Institutions in Java.	0.838	0.000	-	-	Supported	-	-	-

Figure 3: Path coefficient result



AS has a significant contribution to enhancing GPG, with a path coefficient of 0.471. FA also plays a crucial role in supporting GPG, with a path coefficient of 0.342. RC has a smaller influence, but still contributes to shaping GPG. Hypothesis testing was conducted using a p-value threshold of $p < 0.05$, evaluated at the 5 per cent level (Table 6). AS influences GPG, with a t-statistic of 4.259 (exceeding the threshold of 1.96) and a p-value of 0.00 (less than 0.05). RC has a less statistically supported influence on GPG, with a t-statistic of 1.512 (below 1.96) and a p-value of 0.131 (greater than 0.05). FA influences GPG, with a t-statistic of 2.368 (exceeding 1.96) and a p-value of 0.018 (less than 0.05).

The R^2 value of 0.713 indicates that these variables account for 71.3 per cent of the variance in GPG. The overall model supports the fourth hypothesis (H4), indicating that these components of management performance significantly impact GPG. A 95 per cent confidence interval analysis confirms the reliability of the path coefficients, with AS having the highest confidence interval value at 0.713 (Table 6). FA follows with a value of 0.608, and RC has a lower value of 0.361. The R-square value of 0.713 indicates that 71.3 per cent of the variance in GPG is explained by the structural model, while the remaining 28.7 per cent is accounted for by variables outside the model. The F-squared value measures the effect size of exogenous latent variables on the endogenous variable. AS has a large effect,

while FA has a medium effect, and RC has a small effect. Overall, the study highlights the varied and essential contributions of each variable in shaping GPG within the governance framework of higher education institutions.

4.3 Coefficient of Determination Test

The investigation employed various essential metrics to evaluate model fit, such as the Standardised Root Mean Square Residual (SRMR), which evaluates the difference between the observed and expected correlations. A satisfactory model fit is indicated by an SRMR value of 0.070, below the threshold of 0.08. The model’s robust R² value and favourable SRMR make it well-suited to explain the dynamics influencing GPG in higher education institutions. The predictive ability of the model is assessed through Q²_{predict}, PLS_{predict}, and the Cross-Validation Predictive Ability Test (CV PAT). If compared to linear regression, the Root Mean Square Error (RMSE) and Mean Absolute Error (MAE) values of this model are smaller, indicating good predictive capability (Table 7). The Q²_{predict} statistic shows a higher value, indicating stronger predictive ability. CV PAT shows an average negative loss, indicating that its prediction error is lower compared to the linear regression benchmark. Overall, the results from PLS_{predict}, Q²_{predict}, and CV PAT indicate that this model has robust predictive power and effective relationship-elucidation.

Table 7: PLS_{predict}

Item	PLS Model			LM Model	
	Q ² _{predict}	RSME	MAE	RSME	MAE
GPG ₁	0.277	0.505	0.394	0.616	0.481
GPG ₃	0.183	0.607	0.501	0.733	0.574
GPG ₄	0.215	0.557	0.446	0.597	0.466
GPG ₅	0.286	0.613	0.481	0.651	0.466
GPG ₆	0.332	0.601	0.473	0.654	0.489
GPG ₇	0.372	0.500	0.397	0.598	0.451
GPG ₈	0.384	0.560	0.471	0.646	0.513
GPG ₁₀	0.214	0.652	0.516	0.767	0.602
GPG ₁₂	0.362	0.625	0.512	0.762	0.602
GPG ₁₄	0.167	0.680	0.552	0.766	0.608
GPG ₁₅	0.168	0.688	0.553	0.904	0.687
GPG ₁₆	0.157	0.679	0.524	0.713	0.551
GPG ₁₇	0.383	0.599	0.474	0.753	0.565
GPG ₁₈	0.239	0.693	0/543	0.752	0.574

5. Discussion

AS made a significant contribution to the growth of GPG in universities in Java, Indonesia. The recorded path coefficient is 0.471 with a p-value of 0.000, indicating support for the hypothesis (H1) and consistent with the research conducted by Escandon-Barbosa et al. (2023). Facilitate academic systems established by institutions to encourage academic achievement among stakeholders, thereby improving institutional performance and disseminating a positive reputation. More than 47 per cent of respondents concurred that AS have positively influenced the enhancement of GPG. Transparency and accountability are demonstrated through various programs, such as scholarship schemes, where 49.6 per cent of respondents strongly agree that they can easily obtain detailed information about these programs. However, between 2 to 5 per cent of respondents expressed concern about the suitability of this service with the current labour market conditions, highlighting the lack of strategic collaboration with the industrial sector, which primarily captures aspects of services that are directly experienced by stakeholders rather than the full institutional processes. In conclusion, the AS plays a significant role in improving GPG by facilitating transparency, accountability, and stakeholder satisfaction.

RC plays a crucial role in maintaining the legitimacy and accountability of institutions, but its impact on GPG in Java is limited without support from flexible and innovative management approaches. This research confirms that, contrary to the second hypothesis (H2), merely using RC is not sufficient to support the achievement of GPG as understood by stakeholders in Java. More than half of the respondents considered the implementation of RC satisfactory, while less than 5 per cent expressed doubts regarding the alignment of the institution's practices with national regulations, particularly in the application of standards for students (Manimala et al., 2020). The findings support Stakeholder Theory, demonstrating that RC reflects a university's commitment to fulfilling stakeholder expectations, particularly in terms of academic standards and financial transparency (Langrafe et al., 2020; McCann et al., 2022). However, excessive focus on rigid regulatory adherence may hinder universities' ability to respond to dynamic stakeholder needs, ultimately limiting the realisation of public governance (P. Scott, 2018). Higher education institutions must integrate compliance with strategic practices that align with stakeholder expectations to effectively implement GPG principles and enhance public governance outcomes.

FA plays a crucial role in enhancing GPG in higher education institutions in Java. The study confirms the third hypothesis (H3) and the effective FA strengthens key GPG principles, including transparency, accountability, and efficiency (Zhou et al., 2024). Over 51 per cent of respondents acknowledged that effective FA positively contributes to enhancing GPG. Transparency is evident in aspects such as work program management, with 48.9 per cent of respondents strongly agreeing that scholarships are managed transparently. However, 4–7 per cent of respondents expressed concerns about the alignment of FA with institutional priorities, particularly regarding capacity-building programs for human resources. These findings align with Stakeholder Theory and Agency Theory, emphasising the importance of meeting stakeholder needs and ensuring robust monitoring mechanisms (Koeswayo et al., 2024; Kujala et al., 2022; Mahajan et al., 2023). Transparent financial reporting, periodic budget evaluations, and external auditor involvement are essential measures to ensure effective and strategic utilisation of financial resources (Alsmady, 2022).

AS, RC, and FA are crucial components of management performance in higher education institutions in Java. The study confirms the fourth hypothesis (H4), indicating that the performance of higher education institutions directly correlates with the application of GUG. This study highlights the significance of meeting stakeholder expectations in improving management outcomes, as their trust and satisfaction are crucial for the organisation's sustainability (Kujala et al., 2022; Ramírez & Tejada, 2022). AS with superior quality, adherence to RC, and effective FA enhance stakeholders' confidence in governance implementation (Dewi et al., 2023; Gardi et al., 2023). The Agency Theory emphasises the significance of having an efficient monitoring system to minimise conflicts of interest and strengthen accountability (Koeswayo et al., 2024). Higher education institutions in Java need to implement integrated and sustainable management practices to face various challenges, thereby enhancing improving operational efficiency and strengthening stakeholder trust.

6. Conclusions

This research examines the impact of AS, RC, and FA on GPG in higher education institutions on the island of Java, Indonesia. The findings indicate that the implementation of both AS and FA has measurable effects on GPG, while RC does not. This indicates the existence of challenges in management and the importance of

developing more effective management strategies to meet the needs of stakeholders. The study also suggests enhancements in labour market requirements and accountability in FA.

Higher education institutions must implement robust financial management practices to enhance transparency and accountability in the allocation of funds. An integrated approach that incorporates AS, RC, and FA is essential for the enhancement of GPG and reputation. Compliance with regulations and national standards should be a strategic priority to foster integrity.

6.1 Implications, Limitations and Future Research

This research indicates that the implementation of well-structured academic services, along with transparent fund allocation, is essential for promoting GPG. Although there is a positive evaluation, improvements are needed to meet labour market demands and ensure accountability in fund distribution. This disparity highlights critical areas for improvement in aligning management strategies with the evolving demands of stakeholders, including guest lectures and joint research initiatives.

Implications for Management (practical, actionable recommendations) (1). Create a stakeholders-facing financial transparency dashboard. Publish an easy-to-access online dashboard that shows budget allocations for research, scholarships, and student programs. (2). Implement performance-based budgeting for priority programs. Introduce modest performance-linked allocations: units that meet predefined service quality and outcome criteria (e.g., program completion, research outputs) receive prioritised funding. (3). Establish multi-stakeholder advisory panels for AS and FA. Form short-term advisory groups (students, faculty, industry reps, regional government) that review proposed major allocations and new academic-service initiatives before implementation. (4). Close the feedback loop with beneficiaries. Systematically collect and act on student/industry feedback (e.g., short post-program surveys, employer satisfaction surveys) and show how feedback changed policy or allocation decisions. (5). Use third-party verification selectively. For high-impact or high-risk programs (large grants, infrastructure projects), commission independent financial and performance audits and publish executive summaries.

This research contributes to the literature on leadership style, organisational culture, and organisational performance within the higher education context. To enhance the performance of higher education institutions and their AS, RC, and FA, including

students, academic staff, lecturers, and the broader community, as well as industry requirements for graduates and their impact on the institution's global and sustainable reputation. A leader in an academic institution must possess diverse leadership skills to enhance effectiveness within the organisation. The leadership style in higher education institutions differs from that of business organisations.

Moreover, higher education institutions should implement strong financial management practices to promote transparency and accountability in fund distribution, with clear reporting mechanisms and open communication to build stakeholder trust. An integrated management approach encompassing AS, RC, and FA is essential to support good public governance and enhance the institution's reputation. Although RC did not show a statistical effect on GPG in this research, compliance with regulations and national standards should remain a strategic priority to foster a culture of integrity. For policymakers, governance frameworks should be redesigned to encourage not only compliance but also measurable outcomes in service quality and financial transparency, thereby aligning oversight with broader public governance goals.

Future research should consider exploring additional factors influencing GPG, such as information technology. By implementing these recommendations, higher education institutions in Java can not only strengthen their governance practices but also improve the quality of education and directly contribute to national development goals. This aligns with the aim of this research to provide insights into governance challenges faced by higher education institutions and offer practical recommendations that can be adopted nationwide.

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