

Holistic Governance Model of Indonesian Private Universities: Stakeholder and Value Creation Perspectives for Higher Education Quality

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ABSTRACT

This research focused on the holistic governance of private universities, with the objective of determining the factors that facilitate the holistic governance of Indonesian private universities, as well as describing the influence between Total Quality Management (TQM) indicators that are supporting activities (non-academic) based on the level of satisfaction of customers (tangible, empathy, reliability, responsiveness, and assurance) were elaborated with primary (academic) activities based on higher education quality assurance determined by the National Accreditation Board for Higher Education in Indonesia (IAPT 3.0) which was identified as a variable Private University Performance.

This research revealed an impact of Service on Holistic Governance and Strategy, as well as the impact of Performance on Holistic Governance of Private Universities in Indonesia. Such a study is significant for several findings, including that a value creation strategy is a supporting factor for services in improving holistic governance through continuous improvement efforts, that unity of purpose and organization, empowerment of human resources, and uniqueness of services are the dominant factors that affect holistic governance of higher education institutions. Private Higher Education in Indonesia should be carried out in a comprehensive, inclusive approach, prioritizing service and customer satisfaction, having quality standards (academic and non-academic) as the primary and supporting activities, planning that is aligned with the institution's vision and mission, involving all elements of the academic community (participatory), collaborative, and contains better value creation from aspects of positioning, recognition, reputation, efficiency, effectiveness, increased use of technology, and customer/social oriented.

Keywords: Holistic management, governance, creation value, strategy, private university

Background

Education is one of the attempts to educate a country's life, and the existence of a nation is the foundation of a nation's and state's future life. Some education practitioners even claim that it has evolved into a very good service industry that has abandoned the term "crisis."

The World Trade Organization essentially indicates that education is one of the ratified service trade sectors, which are classified into 12 sectors according to the WTO categorization, including the education sector. Government Regulation No. 60 on Higher Education, released in 1999, regulates the Indonesian higher education system as the official institution in authority of educating students in accordance with existing education goals [1] [2].

The contemporary private university management model may be compared to the service business model in its development. Management of educational institutions, including management of other economic institutions, must be properly presented, and with an emphasis on quality of education as a "service product" to be realized [1] [3].

Internal stakeholders in private universities include students, professors, employees, foundations, suppliers, and other educational institutions. Meanwhile, the university's external stakeholders include the government, professional organizations, and other social groups. In Indonesia, a total of 4,444 universities are administered by the government through state universities and by the community through private institutions.

The private higher education service industry is currently witnessing intense competition. Conceptually, the service industry arises as a consequence of rapid changes in other factors, such as political changes related to globalization and new technological changes, which directly increase competition in the education service industry, requiring professional management in university administration [4]. The management of higher education institutions, particularly private universities, derives the main of its income from students. According to the American Institute of Fiscal Studies (AIFS), therefore the key to success in establishing sustainability is higher education governance [5][6]. Indeed, several countries have succeeded in turning educational activities into a source of foreign exchange [6][7], as indicated by the growing number of international universities in Indonesia [8][9].

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As a result of several quality-improvement regulations, the number of private institutions in Indonesia is declining (table 1). Various management methods for educational institutions have been associated with service business models that must be managed professionally while maintaining prioritizing the quality of education as a "service product." Private universities are under effort to generate the number of students (in order to ensure the sustainability of their operations) while also improving the quality and standards of education services [1]. This is the challenge for private institutions in terms of generating excellence and competitiveness through supporting quality, creativity, and innovation. [1] conducted a study on students' perceptions of educational service delivery performance, special abilities, competitive advantage, and student confidence at South Sumatera-area private universities. The research found a relationship between service quality standards, particularly those relevant to academic services, and human resources.

The importance of a strong link and match with the world of industry and business is also an important component in ensuring the quality and level of education. This circumstance also provides as the incentive for redesigning the university management structure with a new paradigm that is integrated on a continual basis based on performance indicators indicated in quantity and quality [10][11][12]. Therefore, Private universities must increase their investment in human resources, physical facilities, and infrastructure, as well as strengthen the commitment of the whole academic community, including achieving national quality and accreditation standards. As a result, the implementation of quality management in education should focus on empowerment in order to enable all information/communication inside an institution [13]. It is anticipated that these features would be coherent with the TQM function, which prioritizes improving customer/stakeholder trust through the services provided.

Table 1. The Development of Private Universities in Indonesia

PROVINCE	YEAR				
	2015	2016	2017	2018	2019
Aceh	107	108	111	102	109
North Sumatera	266	267	273	240	243
West Sumatera	100	102	100	100	105
Riau	75	77	78	79	81
Jambi	38	39	40	38	39
South Sumatera	106	104	104	106	108
Bengkulu	16	18	16	17	19
Lampung	78	77	81	82	85
Bangka Belitung	15	16	16	16	18
Riau Islands	30	31	31	34	36
DKI Jakarta	315	318	315	291	295
West Java	381	380	385	389	401
Central Java	248	256	271	263	272
DI Yogyakarta	106	108	106	106	110
East Java	329	328	320	337	354
Banten	109	118	121	117	119
Bali	57	61	63	59	63
West Nusa Tenggara	53	54	55	54	55
East Nusa Tenggara	50	52	52	53	57
West Kalimantan	43	44	44	46	50
Central Kalimantan	22	22	23	25	26
South Kalimantan	46	46	46	46	49
East Kalimantan	54	50	51	52	57
North Kalimantan		5	7	8	9
North Sulawesi	49	52	49	51	55
Central Sulawesi	34	35	34	34	35
South Sulawesi	206	213	209	206	210
Southeast Sulawesi	37	38	37	38	40
Gorontalo	13	13	13	14	15
West Sulawesi	17	17	16	17	18
Maluku	26	27	27	27	30
North Maluku	16	17	17	18	19
West Papua	22	19	19	19	21
Papua	40	42	41	45	48
Indonesia	3104	3154	3171	3129	3251

Source: PDDIKTI The Republic of Indonesia's Ministry of Education 2020

This study investigated the strategy of determining aspects related to trust, quality, and competitive advantage through a study of unique abilities and higher higher education services, which combines two elements. The Total Quality Management (TQM) approach is commonly used in most institutions by elaborating the Higher Education quality assurance system approach set by the National Accreditation Board for Higher Education (IAPT 3.0)² and incorporating the Value Creation element as a reinforcing factor of the strategy to be implemented by private universities. These components are then examined and evaluated, primarily to assess the link between each variable, after which a complete and integrated measuring system that meets the commercial and academic goals of university management is established.

Literature

Every environmental change must be documented since an organization's effectiveness is defined by its ability to adapt to these changes. All adjustments result in an increase in organizational effectiveness, with the purpose of maximizing the organization's capacity to respond to external changes and changes in organizational members' behaviour [15][22]. Based on [17][18], there are two factors that drive change, namely external factors such as technological changes and the increasingly integrated international economy as well as internal organizational factors which include two main things, namely (1) changes in organizational hardware (hard system tools) or commonly referred to as structural changes, which includes changes in strategy, organizational structure and systems as well as (2) changes in organizational software (soft system tools) or cultural changes which include changes in human behavior in organizations, human resource policies and organizational culture.

Every change cannot select only one structural or cultural factor to improve as a variable, but both aspects must be addressed simultaneously for best outcomes [18]. However, in reality, decision makers prefer to pay attention solely to structural changes since the outcomes of these changes are directly visible, but cultural changes are usually ignored because the results of these changes are not as visible [18]. To be successful in managing organizational change, it must result in significant ability to address new problems and opportunities. This indicates that organizational change must be focused at affect behavior and organizational processes in order to organizational changes to be more effective in creating a more adaptable and flexible organization [15].

Holistic Management is a resource management technique created by [17], although Holistic Management was originally a registered trademark of Holistic Management International [19]. Initially, it was implemented as a decision-making process to guarantee that activities made to restore land in the agricultural sector and livelihoods were environmentally, socially, and economically based on the context given by all people concerned. To facilitate resource management, the Holistic Management decision-making framework employs six important steps: [17][18].

Furthermore, according to the Holistic Management Book, World's Best and Worst Management Practices [18], all aspects of management must be given equal weight in order for managers and their organizations to succeed. In applying the Holistic Management System concept to a business, the Australian Business Excellent Criteria, whose criteria are nearly identical to those of the United States National Quality Awards, are used. Both contain seven Management Categories, which are as follows: 1. Leadership, 2. Planning, 3. Information, 4. People, 5. Customer Focus, 6. Process, and 7. Business Results.

The Holistic Organizational Effectiveness (HOE) is a new approach to analyzing and establishing organizational effectiveness that analyzes how effective an organization is in carrying out and generating the things and conditions required to achieve the desired objectives. When assessing organizational performance, HR behavior, structure, culture, leadership, ethics, employee development, and employee engagement are typically taken into account [3][18]. In this aspect, HOE adopts a holistic approach to measuring an organization's effectiveness and productivity.

² 3.0 Higher Education Accreditation is a form of assessment (evaluation) of the feasibility and quality of higher education in Indonesia carried out by the Indonesian Higher Education Accreditation Board. https://www.banpt.or.id/wp-content/uploads/2019/09/Lampiran-02-PerBAN-PT-3-2019-Kriteria-dan-Prosedur-IAPT-3_0.pdf



Figure 1. Organizational Management Holistic System

Source: [18]

According to [13], the main drivers of Holistic Organizational Effectiveness (HOE) are 11 criteria, which are as follows: (1) mission, vision, values, and strategy, (2) leadership and teamwork, (3) governance or governance, (4) organizational culture, (5) organizational structure, (6) competitive advantage of human resources, (7) performance measurement and rewards, (8) technology and business processes, (9) financial planning and management, and (10) organizational risk assessment and management.

Since [4][5][13] argued that higher education has five aspects, they are as follows: (1) ethical dimension; (2) scientific dimension; (3) education dimension; (4) social dimension; and (5) corporate dimension. The ethical dimension implies that higher education is a centre for innovation and knowledge transfer, not for creativity or science, but for human welfare. The scientific dimension is interpreted as the university's primary goal of developing and disseminating science, technology, and cultures to the community. The education aspect implies that universities do more than just teach; they also educate. The social dimension implies that there must be a harmonious social process in and out campus in higher education, with the results being beneficial for strengthening the community's economy. The business dimension is interpreted as a university having customers and compete with other institutions; therefore, business strategy planning becomes one of the references for winning the competition [11][18]. As a result, all of these characteristics briefly explain how university quality standards must result in a high degree of customer satisfaction (stakeholders) [3]. Customer satisfaction ensures the long-term sustainability of universities [1][9]. Quality standards, on the other hand, must be assessed from both an internal and external perspectives. The internal side is concerned with how the university's management can become a good corporate governance. Where, the external side is how stakeholders evaluate the university, therefore internal and external sides are in reality inextricably linked and cannot be separated.

Higher education's quality may indeed be recognized in its graduates, as can the output of services entrusted by customers (stakeholders); it must be defined what quality standards are expected by consumers. Stakeholders (parents) have put pressure on universities to ensure that the students who graduate from university have good jobs in terms of life insurance and/or can create their own jobs [3][5]. This is intrinsically tied to the university's ability to create value [20][21]. As is well known, a country's competitiveness may be attained by combining the strategic competitiveness of each business institution. The process of value - added creation is within the scope of the organization [21][22]. Competitiveness is defined by the Indonesia Ministry of National Education as the ability to create better, faster, or more significant outcomes. The capabilities under consideration include (1) the ability to increase market share, (2) the ability to interact with the environment, (3) the ability to continually improve performance, and (4) the ability to establish a profitable position. This indicates that competitiveness is defined as productivity, which is defined as labour output [23].

Currently, the implementation of higher education serves more than only a social function of increasing the intellect of the larger community. The fundamental issue is that higher education institutions have become a part of a business that experiences intense competition when it comes to recruiting students. Another issue that occurs is the idea or mindset of prospective students and the general public that they want to be ready to work immediately or search for opportunities after completing their education, even after completing general education at the top level.

Some individuals believe that the investment in education is higher than the investment in starting up a business. This condition is considered to have reduced community/prospective student enthusiasm in continuing their education. This issue suggests a risk to public trust in higher education implementation. As a result, higher education providers must identify and analyse characteristics to the quality of education services, which can improve trust in the consequences of the "investment" made to receive higher education. The strategy is

designed to open opportunities through sustainable advantages, avoid threats, and minimize and strengthen management vulnerabilities [24]. Because of competition, a strategy is required, and the proper approach is how to win the competition, claiming that the creation of a competitive strategy is to integrate the organization with its environment [24][25]. Although the relevant environment incorporates both social and economic factors, the main aspect of a firm's environment is the industry in which it performs. In order to compete, universities implement a variety of strategies. This is done to ensure that the university can continue to run or survive [25][26].

Performance is maintained by spending hard to create continuous improvements, and competitive advantage is generated when a business is able to maximize the uniqueness of its resources while providing better service to its customers [27]. In fact, in order to retain a sustainable competitive advantage, it is required to consistently develop its competence by extracting sources of competitive advantage and optimizing the efficiency of higher education service quality [1][28]. The service is provided to higher education students in the form of education, educational services, and supporting facilities. The better business services provided by the university, the greater the quality, which will have an influence on the institution's highly competitive advantage and, in return, will have an impact on the high student confidence. It may be accomplished by improving the quality of the people who are directly involved in carrying out all higher education activities. The behaviour among those directly involved in the delivery of services has a significant impact on the quality of services provided as well as the image of the university itself.

In terms of the delivery system, [29][30] found that students' perceptions of education take into account various aspects in the service marketing mix, including price, product, site, and promotion. This is the most essential thing in recruiting students. The most powerful media for the promotion variable are alumni engagement, collaboration publicity with universities/other educational institutions, internet sites, and mainstream media such as newspapers and television.

According to the research [30][31], students were affected in their decision of universities by their parents, friends, the location of the place of education, and the cost. When students enter and attend college, they have a perception of the benefits of education and services they receive, as well as the sacrifices made (service value), and this influences their decision to continue studying or not, as well as their willingness to provide recommendations to colleagues / relatives / prospective students.

Based on [3][9], in general, universities have relatively the same resources and are easy to move or exchange, so higher education competitiveness can generally be increased by determining high potential profits and learning how to use those resources to develop and implement strategies, which is required in accordance with the characteristics of the higher education industry. According to [4], the criteria of higher education unique talents might change and can be utilized as a trigger to encourage new students to select the educational institution. This special ability can take the form of information technology, assisting graduates in finding jobs, completing additional educational facilities, and so on. [1][21] mentioned that the quality of higher education products cannot be imitated by other institutions (distinctive capability), both tangible and intangible.

Meanwhile [1][12] mentioned that distinct capacity includes non-repetitive patterns in the use of assets that allow for the coordinated application of a specific knowledge set. Three aspects are important in this regard: first, the concept is based on a set of technological and organizational skills, as well as complementary assets; second, the demand for coordination of application through the implementation of iterative procedures: communication, interaction, and information exchange in order to create synergies; and third, the ability to create value for customers in the form of providing products that can satisfy consumers and cannot be imitated. Because they provide higher value to customers, they are the fundamental components for competitive advantage.

It is also stated by [1][3][15] that in order to improve the competitiveness of education, especially higher education institutions in Indonesia, a new policy called the five pillars of higher education development in Indonesia has been formulated and implemented, namely: a) encouraging higher education providers to improve education quality; b) providing autonomy in higher education administration; c) requesting that higher education administrators pay attention to accountability issues; d) accrediting all higher education providers; and e) conducting frequent evaluations to ensure that education implementation goes as planned.

Universities that adopt a defined strategy will perform well; if universities use price as a competitive weapon, they must have a cost advantage strategy in order to create a sustainable competitive advantage [1][3]. Formal and structured interpretation Universities must place an emphasis on products and services that create trust in students. [14][31] emphasized the importance of trust and commitment in the context of consumer relationships. The lack of trust and commitment can be seen as a major problem in marketing strategy in terms of consumer involvement, as well as the primary problem that can lead to the breakdown of an effective relationship between seller and customer.

Methodology

Table 2. Research Instruments

Variables	Indicators
Private University Services (X ₁)	Tangible
	Empathy (X ₁₂)
	Reliability (X ₁₃)
	Responsiveness (X ₁₄)
University Performances (X ₂)	Assurance (X ₁₃)
	Quality of lecturers and staff (X ₂₁)
	Institutional Quality (X ₂₂)
	Student Activities (X ₂₃)
	Research and Service Activities (X ₂₄)
	Education and training activities (X ₂₅)
Private University Holistic Governance (Y)	Continuous Improvement (Y ₂₁)
	Unity of purpose and organization (Y ₂₂)
	HR Empowerment (Y ₂₃)
	The uniqueness of Private University Services (Y ₂₄)
	Private university Competitiveness (Y ₂₅)
Private University Strategies (Z)	Teamwork (Z ₁)
	Controlled Freedom (Z ₂)
	Branding (Z ₃)
	Technology readiness (Z ₄)
	Research and Development (Z ₅)
	Collaboration of Industry and Enterprises (Z ₆)
	Customer relations (Z ₇)
	Community Relations (Z ₈)

Sources: [29][30][31][32]

This study applied a holistic management approach that combined the Total Quality Management assessment instrument in ISO 9001:2015 with the Indonesia Higher Education Accreditation (BAN-PT) version of the Internal Quality Assurance system approach (APT 3.0), with a focus on marketing, finance and asset management, governance and strategic, input, process, output, and outcomes of the Tri Dharma Higher Education activities at Universities in Indonesia. Meanwhile, in terms of objectives, the research is an exploratory and verification study.

Since that this type of study consists of exploratory and verification data collection in the field, two survey methodologies are used, specifically descriptive and explanatory surveys. As a result, in this study, the type of exploration (investigation type) is the type of causality. In this study, the unit of analysis is a private university in Indonesia, while the unit of observation is a private university student. The perspective (time horizon) observations are cross-sectional, which means that the information or data acquired is the product of research conducted in 2021.

The purpose of this study is to assess the level of influence of several independent variables (Universities 'management) on the dependent variable (quality standards of Private universities), as well as intervening variables (competitive advantage strategies), modelling approach, and solution techniques that will be used as variables. The structural equation modelling approach is used as an analytical tool in this research. The potential of this approach to measure the construct indirectly, specifically through its indicators and analyse indicator variables, latent variables, and measurement errors, is why it was chosen. Therefore, the following table showed the instruments of the variables used in this study:

Whereas the following samples will be obtained from private universities in Indonesia, these will be taken on purpose by setting the sample criteria as follows: 1) Private universities with at least B (very excellent) institutional accreditation; 2) Private universities with a student body of at least 1000 students. The sample size will be 75 responders from Private universities leaders selected from 30 private institutions in Indonesia, based on the sample size determined by these parameters. The holistic governance model, on the other hand, will also

identify any holistic factors (a combination of TQM indicators and Tridharma University³ activities) that impact the quality and governance of private institutions as indicated by the APT 3.0-based Indonesia universities accreditation rating status, as seen in Figure 2,

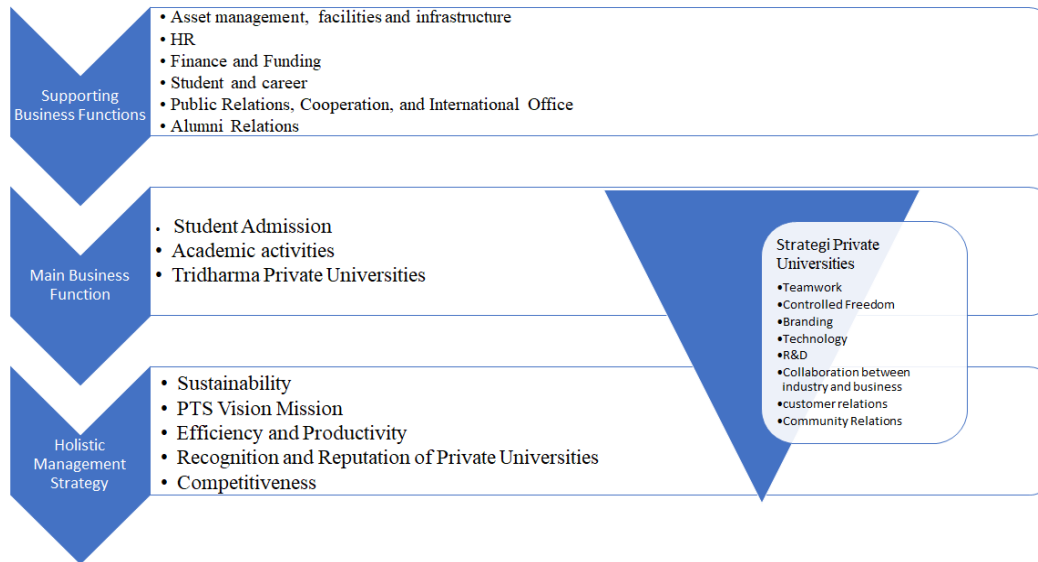


Figure 2. PTS Holistic Governance Value Chain
Sources: [1][24][33]

Several business functions of institutions in this study are described as [32][33] in carrying out its operational activities of private universities, based on three paradigms (both ISO 9001:2015, APT 3.0, and value creation methods) and models [1][12][28][30] by introducing elements of Value Creation.

According to the findings of the study [1] there is a potential for an impact on students' perceptions of performance and management governance, especially those associated to private university services in the South Sumatra area of Indonesia. The original study findings have implications for quality standards / service quality, particularly those related to academic and human resource services (in this case, the quality of lecturers and staff), and it is necessary for private university officials to pay attention not only to administrative governance elements but also to formulate strategy in order to improve academic quality, which will have an impact on the level of enrolment. It is how we'll combine elements of TQM with elements of academic performance, which in TQM, the process of academic activities (the threefold missions of higher education) by including the Private University strategy as a variable/intermediary element of the strategy, which will include an assessment of the Holistic Model of Private University Governance's influence or lack thereof.

The equation that will be used to determine the relationship between the ISO 9001: 2015 instruments, APT 3.0, and the intervening variable of value creation strategy on the performance of private universities [1][12][28][29], as well as strategic aspects that universities will use the concept of [2][33], are as follows:

$$Y_i = \alpha_0 + \beta X_1 + \beta X_2 + Z_1 + \epsilon_4 \dots \dots \dots \text{eq (1)}$$

$$\beta X_1 = \alpha_1 + \beta X_{1.1} + \beta X_{1.2} + \beta X_{1.3} + \beta X_{1.4} + \beta X_{1.5} + \epsilon_1 \dots \dots \dots \text{eq (2)}$$

$$\beta X_2 = \alpha_2 + \beta X_{2.1} + \beta X_{2.2} + \beta X_{2.3} + \beta X_{2.4} + \beta X_{2.5} + \epsilon_2 \dots \dots \dots \text{eq (3)}$$

$$Z_0 = \alpha_3 + \beta Z_{3.1} + \beta Z_{3.2} + \beta Z_{3.3} + \beta Z_{3.4} + \beta Z_{3.5} + \beta Z_{3.6} + \beta Z_{3.7} + \beta Z_{3.8} + \epsilon_3 \dots \dots \dots \text{eq (4)}$$

Whereas:

$$Y_i = \alpha_4 + \beta Y_{11} + \beta Y_2 + \beta Y_3 + \beta Y_4 + \epsilon_4 \dots \dots \dots \text{eq (5)}$$

Note: See also the table 2

Result and Discussion

³ In Indonesian universities, there are three commitments known as the three missions of higher education which consist of education and teaching activities, research, and community service where all three are a form of responsibility of the entire academic community.

Services, Performances, Holistic Governance, and Strategy at Indonesian Private Universities

The education industry is presently attempting to improve university performance and competitiveness by more professional, planned, and comprehensive management [12]. The implementation of quality education demands the appropriate strategy based on the current market conditions and demand (in this case both the community and the users). Governance that is directed, planned, integrated, and innovative is critical to determining the sustainability of higher education implementation, particularly in Indonesia. The following are the findings of a study on universities' efforts to improve services and performance, which are supported by the accuracy of competitive strategies, in order to create a holistic university governance for students by promoting long-term relationships between students and universities.

Private universities' perspectives of service, performance, governance, and strategies carried out by private universities in Indonesia will be revealed below, which includes aspects of academic, non-academic activities, main and supporting activities, and methods for achieving them. The tools for these activities were derived from performance successes based on TQM and Internal Quality Assurance as well as the value creation strategy used by private institutions in Indonesia.

a. Education Management' Perceptions of Private Universities' Services

Essentially, service quality is the creation of a customer satisfaction with its own dimensions [1][21]. The SERV-QUAL dimension [33] is one of the ideas of measuring and degrees of satisfaction with a service. With this dimension, it is expected that the institution, in this example the education provider/private university, would be able to determine the level of the gap/distance between customer/stakeholder expectations and the services they receive. According to the findings of a study that explains the perception of private education service providers, the majority of respondents (71 percent of the total respondents) strongly agree that the service quality of the private university refers to the form of service (tangibles), attention (empathy), friendliness, punctuality in completing work, and knowledge (reliability), responsiveness, and service certainty (assurance).

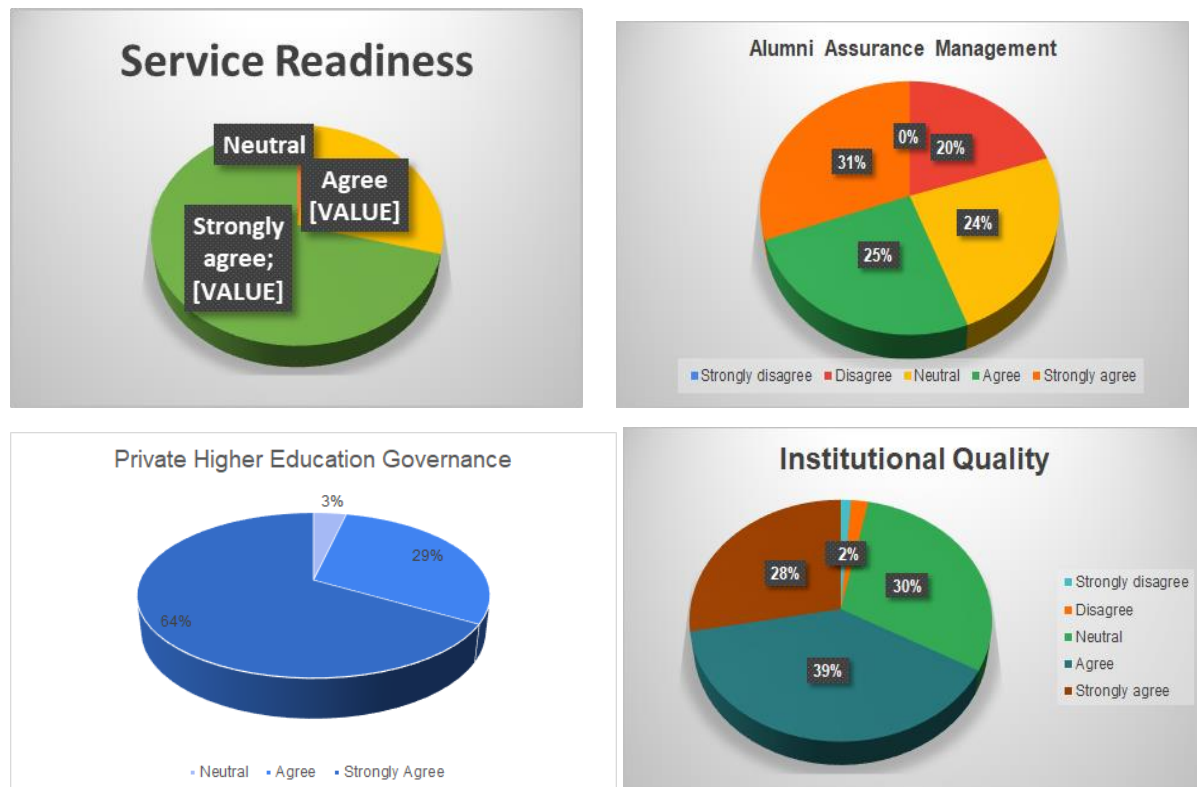


Figure 3. Top Management Perspectives on Private University Services

While the majority agreed with the services given by private institutions (27 percent), they did not know as much as 2%. It demonstrates that the majority of private education service providers/private universities have identified service aspects (tangible, empathy, reliability, responsiveness, and assurance) as critical in delivering education services. However, according to the results of a questionnaire distributed to 75 respondents from 30 private universities in Indonesia, the majority of them disagreed (by 29 percent) and only 21 percent agreed, indicating that almost all university leaders from some Indonesian private universities see the component

guarantees for alumni as an indicator of the Assurance dimension, which has not yet become an achievement/target for policy planning for private universities.

Furthermore, with conditions like this, it will, of course, have an impact on the level of satisfaction with the services provided, particularly for alumni as past users of private university services, because their experience will cause past users' (in this case alumni's) expectations to differ from the facts. According to [34], customer satisfaction may give numerous benefits, including a harmonious and synergistic relationship between university management and former users (alumni), which is currently inadequate in most private institutions in Indonesia [35]. In other words, the establishment of prior customer satisfaction, in this case alumni, may bring numerous benefits, such as recommending the college's organization through repeat purchases, user loyalty, and word-of-mouth suggestions. in the development of private university branding, not only as an input but also as an output and even an outcome of private university performance.

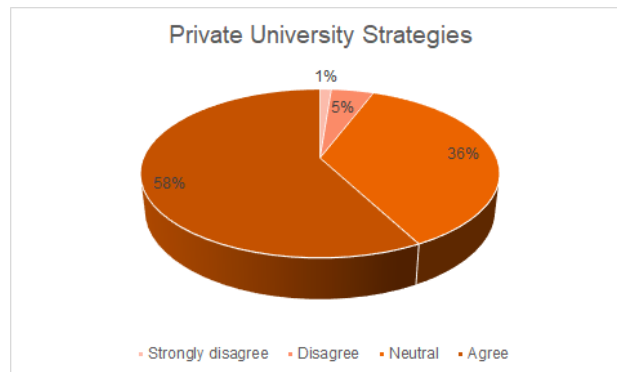


Figure 4. The Private University' Strategy

Indeed, [6][9][12] argued that the quality of the service provided outside and within the classroom will define greatness in university competitiveness in the future. Even in-class services, such as the quality of a lecturer's teaching, have become essential, while the quality of services outside the classroom, such as academic information services, student services, and other related services, are becoming increasingly important to support excellent university services.

Education Management' Perceptions on Private University Performance

Higher Education Performance is a description of the level of achievement of an activity, program, or policy in attaining Higher Education's goals, objectives, purpose, and vision [2]. The consequences of a university's task can come in the form of the number of graduates, the length of education, the quality of graduates, the number of graduates who go on to are becoming leaders, research results, university contributions to society, products and innovations produced, assistance to the community and government, and good relations with companies and industry.

Meanwhile, the following figure shows research data on higher education provider' assessments on the performance of Indonesian private universities and industry and business collaboration networks as follows:

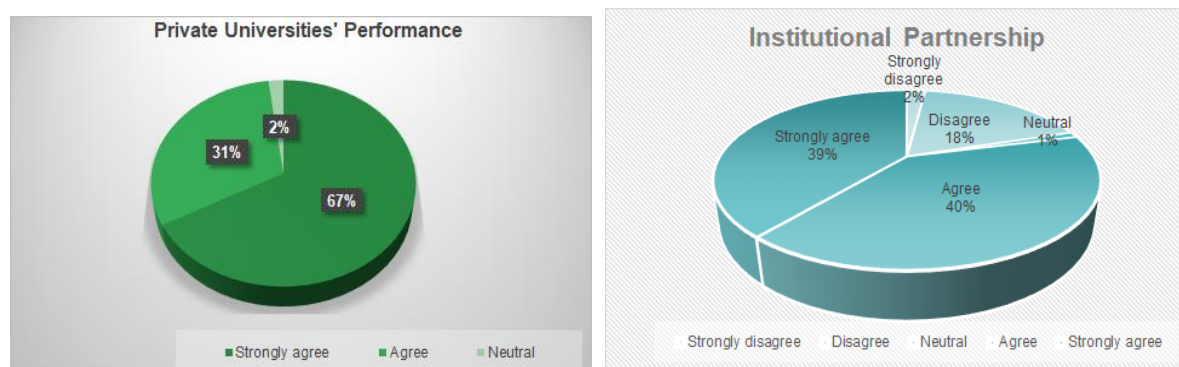


Figure 5. Top Management's Perspectives on Private University Performance

Furthermore, [24] identifies performance dimensions as measures and assessments of actual behaviour, which include: (1) output quality; (2) output quantity; (3) working time; and (4) collaboration. As a result, higher education performance evaluation is one of the most important factors in successfully and efficiently

establishing an university. By conducting a performance evaluation, an institution has used and optimized its existing human resources.

According to the findings of a study that explains the perception of private university performance, the majority of respondents strongly agree (67 percent of the total respondents), 31 percent agree, and just 2 percent state neutral. This indicates that the majority of private university administrators claim that private university performance is an element in presenting the results of university activities in achieving aims and goals as part of the mission's technical implementation to achieve the vision.

However, based on the perspective responses of Indonesian private university managers, it was discovered that the majority of university leaders in Indonesia stated that they did not agree with higher education to build a network of cooperation and communication with alumni users, where the results of distributing questionnaires revealed that 39% and 40% of the total respondents strongly agreed and agreed, and only 19% disagreed.

The evidence explains that private institutions in Indonesia must be capable of implementing programs and policies that support graduates in getting career and business opportunities in their respective regions. For example, through creating direct collaboration with local governments, central government, domestic and international private companies, BUMN, BUMD, and other non-profit institutions. It implies that most Indonesian private universities are still facing serious challenges of building a network of collaboration with the community, as well as the commercial and industrial sector. Indeed, [36] argues that there must be a synergistic relationship between the business world and industry and private institutions in order to prepare graduates who are needed in accordance with labour market and industry competences and skills. Another of the initiatives that must be made in response to university graduate output is how private universities in Indonesia may create a curriculum that fills the gap between the demands and competencies of the world of work and the needs of the labour market/industry [35][36][37].

Furthermore, improving the quality of institutions as part of the performance indicators of Indonesian private universities deserves to be improved, as shown in figure, which states that perceptions are obtained from various respondents in management planning and governance that prioritizes rating-based institutional performance. The reasoning that they did not accept that the institutional evaluation of private universities was based on their overall performance [15], including with the stages of input, process, output, and outcome performance (university ranking). There are 39% who disagree and only 30% who agree.

The condition should be of concern to university officials (top management), since these four factors will subsequently decide how the production process from university to outcomes and public acknowledgment of products/works/alumni, as well as the whole academic community. This institutional performance review will be acknowledged by the community and will eventually have an impact not only on recognition and reputation [13], but also on sustainable management [28][32] and even competitive advantage [25][26][28][29].

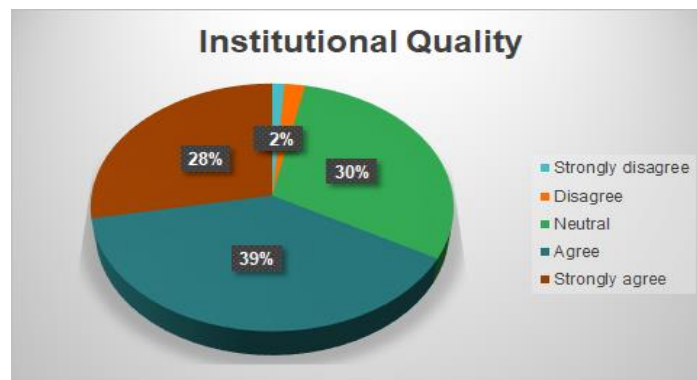


Figure 6. The Perceptions on Institutional Quality

Education Organizers' Perspectives on Private University Governance

Higher education governance is critical, especially in today's competitive environment. As a result, what constitutes a quality institution cannot be distinguished from how governance is carried out.

There are many versions and indicators to describe good university governance; even UNDP specifically states that the relevance of university governance is dependent on effective governance implementation. Furthermore, according to [15], the method in which the organization is carried out, particularly by university leaders, is the hallmark of the implementation of Good Governance at universities, both in creating work connections, specifics of primary duties, functions/authorities, and directing.

Another dimension of good governance is the university's strategic decision-making process, which indicates the leadership's capacity to accommodate all stakeholders (internal and external). Similarly, the academic community encouraged and responded positively to policies, regulations, and budget allocations. Even the university's top management must be held accountable by university policymakers for the tasks delegated by the whole academic community when adopting management based on Good Governance. It should be noted that the primary components must be completed in an integrated way in order for holistic governance to be accomplished, in the sense that it does not rely just on tangible but also intangible management qualities. According to the findings of a study that explains the perception of private higher education governance, the majority of respondents strongly agree, 24 percent agree, and only 3 percent are neutral.

Education Leaders' Perspectives on University Strategy

According to the Indonesia Education System Law, higher education in Indonesia, including elementary and secondary education, is a collaborative responsibility of the government, parents, and the society. As a result of the community's good application of this potential, private institutions are growing up all over the country. The issue is that, in addition to the opportunity of state universities to launch new departments and study programs, the existence of private institutions is under threat. Many reasons contribute to these private institutions' powerlessness, including private university's inefficient organizational growth plan. As a result, efforts must be made to improve the quality of services in response to internal and external needs. As a result, efforts must be made to improve the quality of services in compliance with internal and external needs.

Organizational development is an organizational change, so [38] implies that the perception of the need for change must be started to feel because only under such conditions can organizational members be convinced that new systems and processes, new methods of work, and possibly even a new strategy and vision are required to achieve organizational goals and objectives. One of the most prevalent aspects of organizational growth is that it is a continual and dynamic process.

Technology development, product development, administrative development, and human resource development are the four forms of organizational development. Technology development in the educational process is dedicated to the requirements of strategic services and educational technology that can assist the teaching and learning process. Meanwhile, product development is focused with the organization's educational process results or service outputs. It differs from administrative development in the context of educational institutions, which includes structures, objectives, policies, incentives, information systems, and budgets. Human resource development refers to the development of employees' attitudes, skills, expectations, beliefs, and behaviours, especially those of leaders.

Several strategies are used to establish a university's branding, including several from accreditation, development of information systems, university promotion, scholarships, recruiting graduates who are absorbed in the industrialized sector, scientific publications of lecturers, to creating differentiators or uniqueness from other campuses, such as having a major that is typically found on other campuses.

According to the findings from the study on the perceptions of strategy conducted by private universities, practically all of the respondents strongly agreed, 36% agreed, and 5% were ambivalent. This indicates that the majority of the officials believe that a good and appropriate approach is necessary not only to generate a level of public recognition of the quality and output produced by the universities, but also to develop a level of public recognition of the quality and output produced by the institutions.

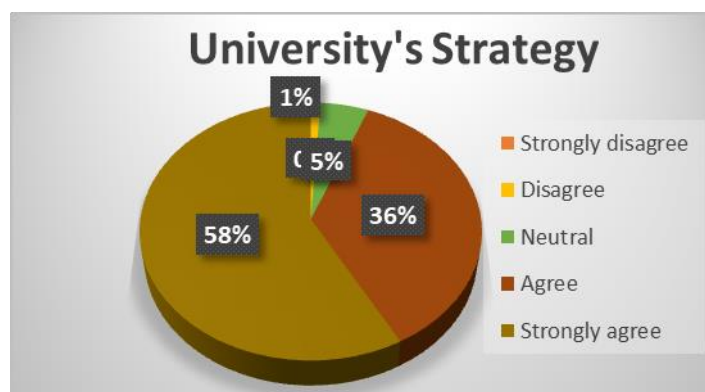


Figure 7. The Perceptions on University's Strategies

Analysis of Indonesian Private Universities' Holistic Governance Model

The full structural model on figure 3 demonstrate that the measurement model with indicator reflection has an average correlated variable more than 0.70, indicating that it is appropriate.

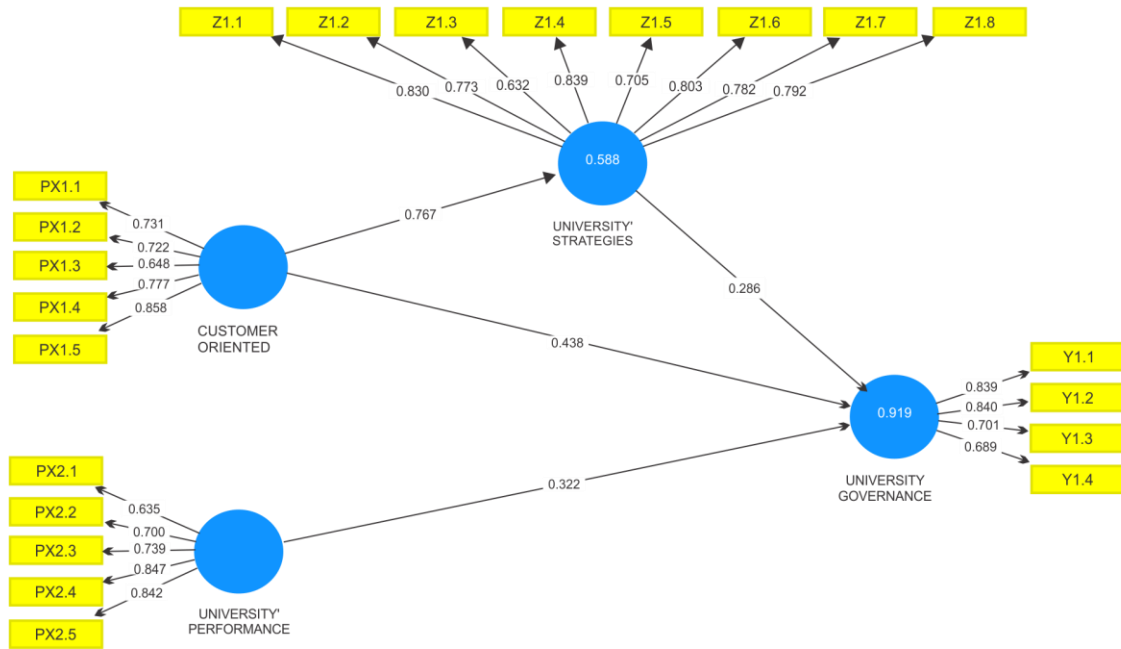


Figure 8: Estimation of Holistic Governance of a Private University in Indonesia.

The Structural predicted **model** is analysed statistically (inner model) using simulation. The bootstrap method was used on 75 samples to test the hypothesis that was tested in this study. Bootstrap testing is also meant to reduce the problem of irregular research data. The following are the findings of the bootstrapping test:

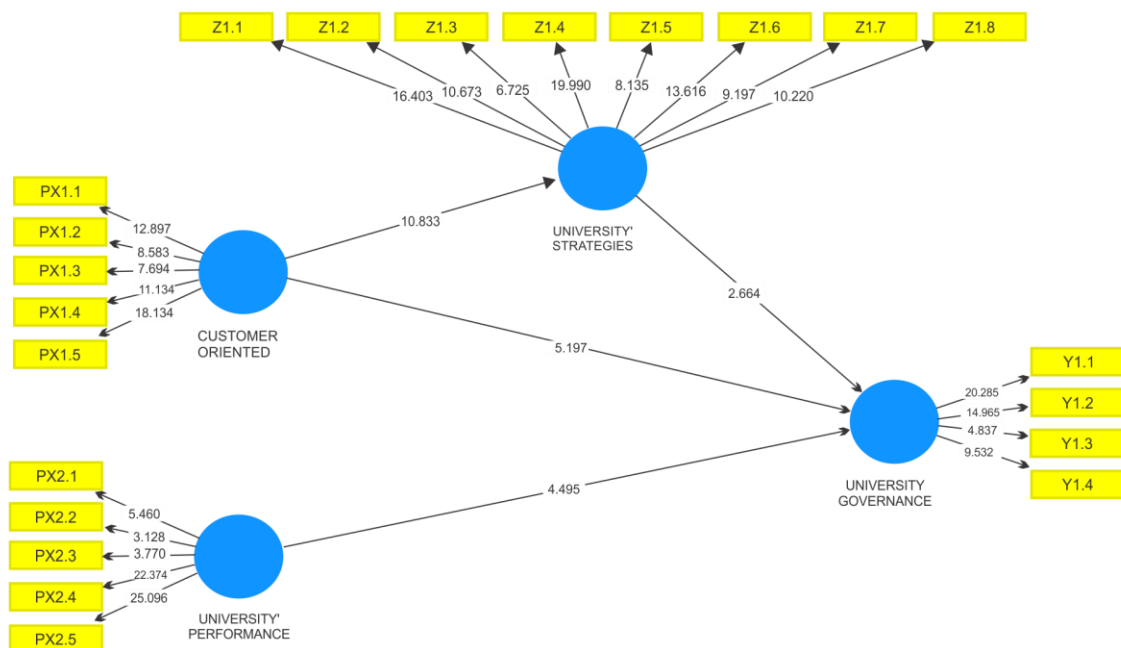


Figure 9: The Results of the Bootstrapping Model of Private Universities in Indonesia Holistic Governance

The R-squared value for the Customer Focus variable on the Private University Strategy is 0.588, as estimated by the model in Figure 3. These findings show that the Customer Focus variable explains 58.8 percent of the Private University Strategy Variable, with the remaining impacted by other variables. The R-square value represents the R-Square value for the Customer Focus variable on the Strategy, Performance, and the Private University Governance Variable, which yields a value of 0.919. These findings reveal that the variable Focus on Customers on Private University Strategy, Performance, explains 91.9 percent of the Private University Governance Variable, with the rest controlled by other variables.

The findings of the first hypothesis test the impact of service on private university's strategy states that the service variable has an impact on the strategy. This demonstrates that the success of higher education services is decided by delivering quality services to its consumers, mainly students and the community. According to their vision and goal, universities are institutions that grow and generate outstanding human resources as a bridge in generating quality products to compete in the global market. In a college, students are an important and key component. Universities are interested to meet many aspects of satisfaction, particularly for students, in order to produce quality output and make the best contribution to society [1][3]. Indeed, according to [20], universities are no exception and must be obsessed with building a strong commitment to quality improvement in accordance with the costs invested by students. This commitment is demonstrated by qualified lecturers or lecturers, and learning facilities that satisfy requirements are the primary criteria for providing students with satisfaction in accordance with market expectations.

Each institution's strategy must be able to create value [2][38], because that is where the university's advantages will emerge, allowing it to compete not only on a national level, but also internationally [10], as evidenced by the large number of qualified graduates who are able to be absorbed in the business industry and other sectors, as well as the work of both products and innovations produced and recognized by the society [11]. While the model estimation results indicate that the service variable has a 58.8 percent influence on the strategy of private universities, it implies that the service variable is one component that is quite important to be taken into account in formulating a strategy that comes from the 5 dimensions of measurable customer satisfaction. It may subsequently be established as a follow-up strategy in order to achieve the vision and mission of Private Higher Education.

The findings of analysing the second hypothesis indicate that there is a relationship between services and private university holistic governance in Indonesia. This demonstrates that service quality is one of the determining elements of efforts to improve organizational performance based on Total Quality Management (TQM), where the paradigm itself, according to [14], attempts to maximize organizational competitiveness through continuous improvement of the quality of goods, services, people, and the organizational environment.

According to [40], in an era of globalization marked by increasingly fierce and competitive competition, every higher education institution, particularly private universities, must continuously improve and be open to all advancements that actually happen, both related to regulations (legislation) and community needs for higher quality educational services. And, in order to realize governance in administration and management based on service, organizers and managers must be able to implement good governance concepts in managing and organizing higher education. University Good governance is defined as power that is not solely owned and becomes the business of the Higher Education Leaders or Foundation Management, but rather how these functions are carried out collaboratively by the Foundation, Higher Education, and all components in the Higher Education, by adhering to the 8 (eight) principles, particularly regarding: participation, the rule of law, transparency built on the free flow of information, responsiveness, consensus orientation, equity, and accountability.

[12][15] described governance based on Good Governance as a collaborative endeavour amongst diverse stakeholders both inside and outside the university. It means that it is critical to synchronize the relationships between the Organizing Body and Higher Education in order for governance to operate synergistically in response to the needs of development and global competitiveness [30][39]. As a result, the Organizing Body's and Higher Education's leadership's dedication to providing services and ensuring the quality of the educational process's execution is critical. Among other things, this is accomplished through the formation of strategic development plans, statutes, the division of responsibilities in supporting the process and the quality of implementation, as well as the ensuing outcomes.

Whereas the model estimation results show that there is an influence between the service variables on the holistic governance of private universities with an intensity of 91.9 percent of the effect, it indicates that the service parameter is one component that must be considered when managing private universities. It's due to the fact that service is a method of generating customer satisfaction (in this example, students, alumni, users, and the community), which is derived from five quantifiable characteristics of improve the experience.

According to the result of the third hypothesis, there is a relationship between performance and holistic governance of private institutions in Indonesia. It suggests that the performance arising from the five aspects of satisfaction is a determining factor and a trigger for policies in the framework of Good University Governance

University Governance (UG), often known as Good University Governance (GUG) for its "best practices," is an important component of higher education reform. GUG is seen as a crucial component of PT for anticipating, designing, implementing, monitoring, and assessing the efficacy and efficiency of policies [38][39]. The purpose of GUG is to accommodate university internationalization, increase competitiveness, learning process quality, internal management quality, and accomplish expected performance [39].

If the higher institution's performance demonstrates the level of accomplishment in the execution of an activity, program, and policy in attaining the university's goals, objectives, purpose, and vision [23]. But, the work of a university can also be expressed in terms of the number of graduates, length of education, quality of graduates, number of graduates who become leaders, research results, contribution of universities to society, products and innovations produced, assistance to the community and government, and relationships with both the company and the industry. In this instance, complete and integrated governance is required to provide not just quality outputs and results of Higher Education, but also measurable and sustained organizational effectiveness and efficiency.

According to the Strategy model predicted results, the contribution of performance and service determinants on private higher education holistic governance is 91.9 percent, indicating that the performance variable is one component that must be considered in managing private institutions holistically by producing value [18]. It seems to be due to the fact that in university organizational administration, performance is the consequence of value creation.

According to the findings of the fourth premise, there is a relationship between strategies on private university holistic governance in Indonesia. The criteria indicate that the strategy is a method/steps for accomplishing the university's vision and mission as defined in its objectives and achievements [21][22].

In order to carry out their vision and mission, institutions must maintain noble principles as educational and teaching institutions. Academic institutions must consider the relationship between graduates' competency needs for industry and society, openness to new technologies for understanding a science, and planning and updating the education system and curriculum to be able to respond to changes and developments in science and technology.

Furthermore, it is a model for how parts of higher education must collaborate and consolidate in order to increase the development and improvement of services so that they may be successful in realizing their vision and carrying out their purpose [29]. Academic program quality, human resources (HR), infrastructure, and academic environment and environment are key components that must be prioritized in governance. Improving the quality of these aspects requires practical techniques, such as solid governance. The way of success will subsequently be specified in the form of a grand design (blueprint) for private universities in the long run, therefore every educational institution must be able to create the blueprint [34].

According to the model's estimation, strategy is an intervening variable between service variables and holistic governance. It means that the university's (in this study) strategy, which is based on increasing value creation by the use of elements of branding, technology, customer relations, and the community, is a strategy capable of creating competitiveness/comparative advantage for private universities in Indonesia. With all of this comparative advantage, private university management will be able to focus on creating the distinctive characteristics of the institution's organization, not only in terms of services, infrastructure, and infrastructure [1], but also in academic activities such as types of study programs, curriculum, as well as products and innovations.

Conclusion

This research found an impact of private university' Services on Holistic Governance and the strategy of Indonesian Private Universities, as well as the implications of Performance on the holistic governance of Indonesian private universities. Furthermore, this study may suggest methods as supporting and intervening factors for services in strengthening the holistic governance of private institutions in Indonesia. In addition to enhanced improvement, the primary factors affecting the holistic governance of private universities in Indonesia are sense of unity and organization, empowerment of human resources, and uniqueness of services; as a result, the holistic planning concept that can be recommended is a comprehensive, integrated planning concept that prioritizes service, customer satisfaction, having quality standards both academic and non-academic as the main and supporting activities, planning that is in the same direction and directed with the university's vision and mission, and involving all elements of the academic community (participatory), collaboration with stakeholders

includes good value creation from positioning, recognition, reputation, efficiency, effectiveness, improved use of technology, and customer orientation.

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