

## The Influence of University Governance and Higher College Performance on Student Satisfaction

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**Abstract.** The purpose of this study was to determine the effect of implementing the principles of University Governance and Higher Education Performance on student satisfaction at Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber). This study adopted a quantitative approach. The sampling technique used simple random sampling. The samples were 100 students from the Semarang State Polytechnic (Polines) and 100 students from the Harapan Bersama Tegal Polytechnic (Polharber). The instrument used was a questionnaire sheet with 30 question items which were filled in by students using Google Form. Research instrument testing techniques include validity tests and reliability tests. The data analysis techniques adopted in this study were descriptive statistical analysis and multiple linear regression. The study revealed that the implementation of University Governance and Higher Education Performance at the Semarang State Polytechnic (Polines) was classified as good with scores of 3.81 and 3.87 or classified as category B. While, the implementation of University Governance and Higher Education Performance at the Harapan Bersama Polytechnic Tegal (Polharber) was classified as quite good with a score of 3.17 and 3.35 or classified as category C. Student satisfaction at the Semarang State Polytechnic (Polines) was classified as good with a score of 3.82 or classified as category B. Whereas, student satisfaction at Harapan Bersama Tegal Polytechnic (Polharber) was classified as quite good with a score of 3.39 or categorized as category C.

**Keywords:** *University Governance, Higher Education Performance, and Student Satisfaction.*

## INTRODUCTION

Education is part of a country's measuring tool to determine whether a country is developing, advanced or even lagging behind other countries. Education is a means of increasing the competitiveness of human resources so that it has a positive impact on the country's development. Higher education in the form of a university or polytechnic is a level of education that is a benchmark for the condition of the quality of human resources in a country.

In the context of higher education in Indonesia, there are challenges and trends carried out by the Directorate General of Higher Education, Ministry of National Education, which implemented the concept of higher education long term strategy (HELTS) in 2003-2010 regarding three main pillars, namely: autonomy, organizational health, and nation's competitiveness. These three pillars are implemented well if the concept of Good University Governance (GUG) is implemented. Higher education autonomy can be achieved if universities implement GUG well (Aprilia, 2017).

According to Henard and Mitterle (2010), one of the most important elements in higher education reform, namely University Governance (UG), is often called Good University Governance (GUG) for its "best practices". GUG is considered the most important element for anticipating, designing, implementing, monitoring, assessing the effectiveness and efficiency of policies. The aim of GUG is to internationalize within higher education, especially to improve quality, the quality of the learning process, the quality of internal management, and the achievement of expected performance (Henard and Mitterle, 2010).

In implementing good governance as a basis for implementing governance in the public sector, it is also known as Good University Governance (GUG) which is implemented in universities. This is based on universities as intellectual centers and public service organizations in the field of education. The need for higher education governance using the implementation of the principles of good university governance is one of the keys to developing higher education in creating the nation's next generation. Basically, according to the OECD, good governance principles are grouped as follows: (1) Transparency, (2) Accountability, (3) Responsibility, (4) Independence, and (5) Fairness (Liou, 2015).

Higher education is an institution that increases economic growth and community participation. As time goes by, to realize good governance or good governance, you can start by providing public services to citizens, in the realm of education, namely students. Basically, to create good governance, there is a need for interaction or involvement between educational management institutions and students (W. Kumorotomo, 2005).

According to Fielden (2008) higher education performance is measured using 4 (four) dimensions, namely: students, research, staff/HR, and finance/efficiency. The indicators above can be used at the national level as well as at the level of higher education institutions, while BAN PT (2019) states that the benchmarks for measuring higher education performance in services to students/academics include: (1) Performance of Civil Service, Governance, and Collaboration, (2) Student Performance, (3) Human Resources (HR) Performance, (4) Financial Performance, (5) Outcome Performance and Achievements of the Tridharma of Higher Education.

The new world order is now moving towards free trade and is marked by increasingly free opportunities for cooperation between countries. This gives rise to competition for goods, services, capital and labor (HR) (Effective and Efficient Vocational Education Model, 2008). In order to survive in global competition, human resources are needed that are competent, adaptive and anticipatory in changing times. Students as the nation's next generation are expected to be able to accept change, be able to learn, have adequate skills, be easy to retrain, and have the character to grow and develop in the future (Amin, 2017).

Vocational education is one answer to these global changes, where vocational education places more emphasis on practical skills needed to directly enter the world of work (Indrawan et al., 2020). According to Wagner (2008), seven skills are useful in facing globalization, namely (1) Critical thinking and problem solving; (2) Collaboration across networks and leading by influence; (3) Agility and adaptability; (4) Initiative and entrepreneurship; (5) Effective oral and written communication; (5) Accessing and analyzing information; and (6) Curiosity and imagination.

Semarang State Polytechnic (Polines) is one of six polytechnics with assistance from the world bank according to the decree of the directorate general of higher education number 03/Dj/Kep/1979. When it first accepted new students in 1982, the Semarang State Polytechnic (Polines), which was then called the Diponegoro University Polytechnic, opened three departments, namely the civil engineering department, the mechanical engineering department and the electrical engineering department. Now the Semarang State Polytechnic (Polines) already has 27 study programs, 14 applied undergraduate study programs and 12 diploma study programs, and 1 postgraduate study program (Source: [main.polines.ac.id](http://main.polines.ac.id)).

Harapan Bersama Tegal Polytechnic (Polharber) is one of the private universities in the city of Tegal which was founded on December 12 2001. The initial idea to establish a Polytechnic in Tegal City was with the issuance of a letter of recommendation from the Mayor of Tegal No. 421.4/00024. At the beginning of its establishment, the Harapan Bersama Tegal Polytechnic (Polharber) had four study programs, namely: mechanical engineering, electrical engineering, computer engineering & accounting. In line with the rapid development at the national level and

the development of the health industry, in 2004, it opened a midwifery and pharmacy study program. Now the Harapan Bersama Tegal Polytechnic (Polharber) has 11 study programs, 2 applied undergraduate study programs and 9 diploma study programs (Source: Poltektegal.ac.id).

Higher education is an institution in the educational sector, although in its operations it does not prioritize profit as its main goal, but in the future it aims to provide excellent service to students. Higher education service institutions cannot be equated with other service institutions outside higher education. Higher education management is a form of service company that cannot sell out all the products or services it offers without paying attention to what its customers, namely students, want. In other words, higher education administrators need to pay attention to the quality of services provided if they want to increase student and community satisfaction as a whole (Asri Setiarini et al, 2017).

According to Yuliarini & Riyasa (2007) there are five factors that influence the level of satisfaction, namely: (1) reliability factor, (2) responsiveness factor, (3) assurance factor, (4) empathy factor. and (5) tangible factors. The aim of this study was to assess how the application of University Governance principles and Higher Education Performance impacts student satisfaction at Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber).

## **METHOD**

The approach used in this study was quantitative. The study was conducted at Semarang State Polytechnic and Harapan Bersama Tegal Polytechnic on students across study programs. This location was chosen for several reasons (1) The two Polytechnics are Polytechnics in the Central Java area which have a high commitment to producing quality education, (2) Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber) from the work unit to implement higher education governance in the form of a polytechnic that is transparent, accountable, effective and efficient, (3) Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber) are committed to implementing professional institutional management, towards superior accreditation, with global competitiveness.

Variables are things that can be measured, can be controlled, or can be manipulated in research. Variables are divided into two, namely free variables (independent variables) and dependent variables (dependent variables) (Susongko, 2017:14). The independent (free) variables in the study were indicators, namely University Governance and Higher Education Performance. The dependent (bound) variable was Student Satisfaction.

According to Susongko (2017), population is all objects (objects, people, events, symptoms, phenomena) that are the focus of research and are the place where research results are applied. In experimental research the population is often referred to as the research subject. The population in this study was all students at the Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber).

According to Susongko (2017) the research sample is a portion of the population taken as a data source and can represent the population. The sample in this study was a total of 200 students with a distribution of 100 students representing the student population at Semarang State Polytechnic (Polines) and 100 students representing the student population at Harapan Bersama Tegal Polytechnic (Polharber) namely by means of simple random sampling. Simple random sampling is a sampling technique from a member of a population that is carried out randomly without paying attention to the strata in the population (Sugiyono, 2016).

According to Susongko (2017), a questionnaire is a form of instrument prepared to limit respondents' answers to the questions asked. The distribution of questionnaires in this study was filling out a questionnaire using Google Form totaling 30 items using a Likert scale (1-5). The study used 200 students as respondents. With a distribution of 100 students from the Semarang State Polytechnic (Polines) and 100 students from the Harapan Bersama Tegal Polytechnic (Polharber) by ticking the question column provided. The distribution of the questionnaire aimed to determine the satisfaction response of students at the Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber) regarding University Governance and Higher Education Performance in the quality and governance processes of higher education.

A questionnaire sheet was a written list of questions regarding a particular problem to obtain information from respondents. In this study, the questionnaire used a Likert scale to determine quantitative analysis for students. This questionnaire consisted of 30 questionnaire items which were filled in using Google Form by students at Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber). Analysis of questionnaire calculations was categorized as follows, the statement strongly agree has a score = 5, the statement agree has a score = 4, the statement quite agree has a score = 3, the statement disagree has a score = 2, and the statement strongly disagree has a score = 1 (Susongko, 2017).

To obtain a quality questionnaire instrument, the instrument needs to be tested first by testing the instrument with 30 respondents, after obtaining the results of the dynamic test trial which includes validity and reliability. Data analysis used: (1) descriptive statistical analysis and (2) multiple linear regression analysis.

## RESULT AND DISCUSSION

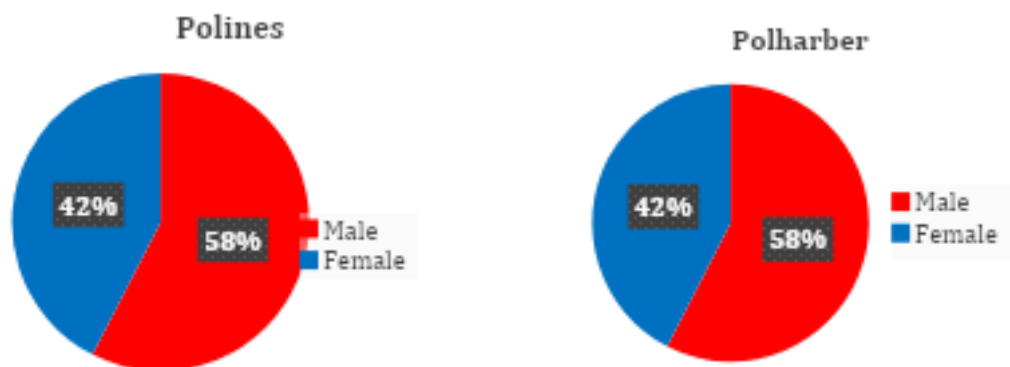
This study was carried out using a simple random sampling technique or randomly, researchers distributed questionnaires to students of the Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber) who were still active in all study programs. A simple sampling method was used to collect data proportionally and directly.

The distribution of questionnaires was carried out from July 19 2023 to November 29 2023, the sample used by researchers was 200 respondents with 100 respondents being students from the Semarang State Polytechnic (Polines) and 100 respondents being students from the Harapan Bersama Tegal Polytechnic (Polharber). The data obtained will then be processed using the SPSS analysis tool version 22.0 Windows.

### Respondent Characteristics

Table 1. Gender of Student Respondents

Gender	Polines		Polharber	
	Frequency	Percent	Frequency	Percent
Male	67	67.0	58	58.0
Female	33	33.0	42	42.0
Total	100	100.0	100	100.0



Picture 1. Gender Distribution of the respondent

Based on the information in Table 1, it is known about the gender of Semarang State Polytechnic students class 2019-2023 who have filled out the questionnaire via Google Form. The most common gender is male with 67 respondents or 67% and the remaining 33 respondents or 33% are female. From the information above, it shows that the majority of this study was male. So it can be displayed with Figure 1.

The gender of the 2019-2023 Harapan Bersama Tegal Polytechnic students who have filled out the questionnaire via Google Form. The most common gender is male with 58 respondents or 58% and the remaining 42 respondents or 42% are female. From the information above, it shows that the majority of this study was male. So it can be displayed with Figure 2.

Table 2. Age of Student Respondents

Respondent's Age	Polines	Polharber
17	1	-
18	11	17
19	25	20
20	28	27
21	27	15
22	5	16
23	2	2
24	-	2
25	1	1
<b>Total</b>	<b>100</b>	<b>100</b>

Based on the information in Table 2, it can be seen about the age of the respondents of Semarang State Polytechnic students (Polines) class 2019- 2023. The highest age in order is 20 years old with 28 respondents, the second most common age is 21 years old with 27 respondents, the third most common age is 19 years old with 25 respondents, the fourth most common age is 18 years old with 11 respondents, the fifth most common age is There were 5 respondents aged 22 years, the sixth highest was aged 23 years with 2 respondents, and the last rank was aged 17 and 25 with 1 respondent.

The age of the respondents from the Harapan Bersama Tegal Polytechnic (Polharber) class of 2019-2023. The highest age in order was 20 years old with 27 respondents. The second most common age was 19 years old with 20 respondents. The third most common age was 18 years old with 17 respondents. The fourth most common age was 22 years old with 16 respondents. The fifth most common age was 21 years old with 15 respondents. The sixth highest number was aged 23 and 24 years with 2 respondents, and the last place was aged 25 with 1 respondents.



Table 3. Student Respondents Study Program (Polines)

No	Study program	Respondents
1.	D3-Administrasi Bisnis	3
2.	D3-Akuntansi	10
3.	D3-Keuangan dan Perbankan	2
4.	D3-Konstruksi Gedung	5
5.	D3-Konstruksi Sipil	15
6.	D3-Manajemen Pemasaran	5
7.	D3-Teknik Elektronika	4
8.	D3-Teknik Informatika	4
9.	D3-Teknik Konversi Energi	9
10.	D3-Teknik Listrik	7
11.	D3-Teknik Mesin	6
12.	D3-Teknik Telekomunikasi	5
13.	D4-Administrasi Bisnis Terapan	1
14.	D4-Akuntansi Manajerial	1
15.	D4-Analis Keuangan	2
16.	D4-Komputerisasi Akuntansi	1
17.	D4-Manajemen Bisnis Internasional	4
18.	D4-Perancangan Jalan Dan Jembatan	1
19.	D4-Teknik Perawatan Dan Perbaikan Gedung	1
20.	D4-Teknik Telekomunikasi	5
21.	D4-Teknik Rekayasa Elektronika	2
22.	D4-Teknik Rekayasa Instalasi Listrik	1
23.	D4-Teknologi Rekayasa Komputer	2
24.	D4-Teknologi Rekayasa Pembangkit Energi	4

Based on the information in Table 3, it can be seen about the study program of the Semarang State Polytechnic students (Polines) class 2019- 2023. The study program in the highest order was the D3-Civil Construction study program with 15 respondents, and the lowest order was the D4- Managerial Accounting study program, D4- Computerized Accounting, D4-Road and Bridge Design, D4-Building Maintenance and Repair Engineering, and D4- Electrical Installation Engineering, 1 respondents.



Table 4. Student Respondents Study Program (Polharber)

No	Study Program	Respondents
1.	D3-Keperawatan	4
2.	D3-Desain Komunikasi Visual	3
3.	D3-Perhotelan	2
4.	D3-Farmasi	18
5.	D3-Kebidanan	1
6.	D3-Akuntansi	25
7.	D3-Teknik Komputer	22
8.	D3-Teknik Mesin	10
9.	D3-Teknik Elektronika	5
10.	D4-Akuntansi Sektor Publik	1
11.	D4-Teknik Informatika	9

Based on Table 4, it can be seen about the study program of the respondent students at the Harapan Bersama Tegal Polytechnic (Polharber) class 2019-2023. The study program in the highest order was the D3- Accounting study program with 25 respondents, and the lowest order was the D4-Public Sector Accounting study program, D3-Midwifery study program with 1 respondents.

Table 5. Student Respondents Semester (Polines)

Semester	Respondents (Polines)	Respondents (Polaharber)
Semester 1	2	1
Semester 2	20	21
Semester 3	21	20
Semester 4	9	7
Semester 5	16	16
Semester 6	30	4
Semester 7	2	26
Semester 8	-	8
Semester 9	-	1

Table 5 informs the semesters of Semarang State Polytechnic (Polines) student respondents class 2019-2023. It is known that students in semester 1 had 2 respondents, students in semester 2 had 20 respondents, students in semester 3

had 21 respondents, students in semester 4 had 9 respondents, students in semester 5 had 16 respondents, students in semester 6 had 30 respondents, students in Semester 7 were 2 respondents.

The semester of the respondents of the Harapan Bersama Tegal Polytechnic (Polharber) students class 2019-2023. It is known that students in semester 1 had 1 respondent, students in semester 2 had 21 respondents, students in semester 3 had 20 respondents, students in semester 4 had 7 respondents, students in semester 5 had 16 respondents, students in semester 6 had 4 respondents, There were 26 students in Semester 7, 8 respondents in Semester 8, and 1 student in Semester 9.

## Instrument Data Testing

### 1. Validity Test

Validity test aims to measure whether a statement item is valid or not. This test in SPSS 22.0 can be seen in the corrected item-total correlation column which is the calculated r value for each statement. If the calculated r is greater than the r table, then the statement item can be accepted or is valid. Before looking for the r table value in the r statistics table, the formula for the degree of freedom is the number of respondents minus 2 ( $df = n-2$ ) (Sarjono et al., 2011).

Table 6. Validity Test (Polines)

Harapan Bersama Tegal Polytechnic (Polharber)				
Variable	Items	Corrected item total Correlation (r hitung)	r table	Information
University Governance (X <sub>1</sub> )	P1	0.663	0.349	Valid
	P2	0.698	0.349	Valid
	P3	0.824	0.349	Valid
	P4	0.741	0.349	Valid
	P5	0.805	0.349	Valid
	P6	0.709	0.349	Valid
	P7	0.668	0.349	Valid
	P8	0.833	0.349	Valid
	P9	0.493	0.349	Valid
	P10	0.673	0.349	Valid
	P11	0.525	0.349	Valid
	P12	0.715	0.349	Valid
Higher Education	P13	0.770	0.349	Valid

Harapan Bersama Tegal Polytechnic (Polharber)				
Variable	Items	Corrected item total Correlation (r hitung)	r table	Information
Performanc e (X <sub>2</sub> )	P14	0.733	0.349	Valid
	P15	0.754	0.349	Valid
	P16	0.775	0.349	Valid
	P17	0.885	0.349	Valid
Student Satisfaction (Y)	P18	0.686	0.349	Valid
	P19	0.669	0.349	Valid
	P20	0.669	0.349	Valid
	P21	0.587	0.349	Valid
	P22	0.783	0.349	Valid
	P23	0.778	0.349	Valid
	P24	0.732	0.349	Valid
	P25	0.532	0.349	Valid
	P26	0.666	0.349	Valid
	P27	0.762	0.349	Valid
	P28	0.739	0.349	Valid
	P29	0.774	0.349	Valid
	P30	0.601	0.349	Valid
P30	1	0.349	Valid	

Table 6, it can be seen that the calculated r value in the corrected item-total correlation column for each item has a calculated r that is greater and positive than the r table for (df) = 100-2 = 98 and an alpha of 5% with a two-sided test is obtained r table is 0.349, meaning that each statement item in the two variables X1, X2, and Y is valid

Table 7. Validity Test (Polharber)

Harapan Bersama Tegal Polytechnic (Polharber)				
Variable	Items	Corrected item total Correlation (r hitung)	r table	Information
University Governance (X <sub>1</sub> )	P1	0.657	0.349	Valid
	P2	0.757	0.349	Valid
	P3	0.716	0.349	Valid
	P4	0.682	0.349	Valid
	P5	0.695	0.349	Valid

Harapan Bersama Tegal Polytechnic (Polharber)				
Variable	Items	Corrected item total		
		Correlation (r hitung)	r table	Information
	P6	0.620	0.349	Valid
	P7	0.812	0.349	Valid
	P8	0.602	0.349	Valid
	P9	0.812	0.349	Valid
	P10	0.829	0.349	Valid
	P11	0.898	0.349	Valid
	P12	0.841	0.349	Valid
Higher Education Performance (X <sub>2</sub> )	P13	0.759	0.349	Valid
	P14	0.720	0.349	Valid
	P15	0.785	0.349	Valid
	P16	0.834	0.349	Valid
	P17	0.819	0.349	Valid
Student Satisfaction (Y)	P18	0.572	0.349	Valid
	P19	0.645	0.349	Valid
	P20	0.574	0.349	Valid
	P21	0.711	0.349	Valid
	P22	0.808	0.349	Valid
	P23	0.551	0.349	Valid
	P24	0.857	0.349	Valid
	P25	0.782	0.349	Valid
	P26	0.755	0.349	Valid
	P27	0.770	0.349	Valid
	P28	0.653	0.349	Valid
	P29	0.628	0.349	Valid
	P30	0.563	0.349	Valid
P30	1	0.349	Valid	

Table 7 shows that the calculated r value in the corrected item-total correlation column for each item has a calculated r that is greater and positive than the r table for (df) = 100-2 = 98 and alpha 5% with a two-sided test obtained r table of 0.349. It means that each statement item in the two variables X<sub>1</sub>, X<sub>2</sub>, and Y is valid.

## 2. Reliability Test

Reliability testing is carried out to obtain consistent or stable answers over time. This test was carried out using the SPSS version 22.0 program in this study using 2 Universities, namely Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber). In this reliability test, the Cronbach Alpha ( $\alpha$ ) statistical test was used, where a variable is said to be reliable if it has a Cronbach Alpha of more than 0.60 ( $> 0.60$ ).

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.971	30

Picture 2. Reliability Test (Polines)

Picture 2 shows that each variable has a Cronbach Alpha of more than 0.60 ( $\alpha > 0.60$ ), which means that all variables X1, X2, and Y are reliable. In this way, data processing can be continued to the next stage.

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.969	30

Picture 3. Reliability Test (Polharber)

Picture 3 indicates that each variable has a Cronbach Alpha of more than 0.60 ( $\alpha > 0.60$ ), which means that all variables X1, X2, and Y are reliable. In this way, data processing can be continued to the next stage.

## Instrument Data Analysis

### 1. a. Results and statistical analysis of university governance instrumentation and higher education performance

From the results of the descriptive analysis in Table 8, it can be concluded that the implementation of university governance variables at the Semarang State Polytechnic (Polines) has the highest score on the fairness indicator with a score of 3.94 with a score predicate (B), and the lowest on the transparency indicator with a score of 3.68 with a score of (B). Then the results of the descriptive analysis show that the implementation of the university governance variable at Harapan Bersama Polytechnic (Polharber) has the highest score on the Independence

indicator with a score of 3.28 with a score of (C), and the lowest on the accountability and responsibility indicator with a score of 3.10 with a score of (C).

Table 8. Statistical analysis of university governance instrumentation and higher education performance

Indicator	Semarang State Polytechnic (Polines)	Harapan Bersama Tegal Polytechnic (Polharber)
<b>University Governance</b>		
a) Transparency	3.68 (B)	3.14 (C)
b) Accountability	3.83 (B)	3.10 (C)
c) Responsibility	3.76 (B)	3.10 (C)
d) Independence	3.87 (B)	3.28 (C)
e) Fairness	3.94 (B)	3.25 (C)
<b>Average</b>	<b>3.81 (B)</b>	<b>3.17 (C)</b>
<b>Higher Education Performance</b>		
a) Performance of Civil Service, Governance and Cooperation	3.99 (B)	3.30 (C)
b) Student Performance	3.82 (B)	3.35 (C)
c) Outcome Performance and Tridharma Achievements of PT	3.93 (B)	3.50 (B)
d) HR performance	3.88 (B)	3.31 (C)
e) Financial Performance	3.71 (B)	3.29 (C)
<b>Average</b>	<b>3.87 (B)</b>	<b>3.35 (C)</b>

## 1. b. Results and statistical analysis of the Student Satisfaction instrument

Table 9. statistical analysis of satisfaction Instrumentation Students

Indicator	Semarang State Polytechnic (Polines)	Harapan Bersama Tegal Polytechnic (Polharber)
Student Satisfaction		
<i>Tangibles</i>	3.72 (B)	3.60 (B)
<i>Reliability</i>	3.63 (B)	3.27 (C)
<i>Responsiveness</i>	3.74 (B)	3.13 (C)
<i>Assurance</i>	3.93 (B)	3.36 (C)
<i>Empathy</i>	4.07 (B)	3.60 (C)
<b>Average</b>	<b>3.82 (B)</b>	<b>3.39 (C)</b>

From the descriptive analysis in Table 9, it can be concluded that the analysis of the Student Satisfaction variable at Semarang State Polytechnic (Polines) has the highest score on the empathy indicator with a score of 4.07 with a score predicate (B), and the lowest on the reliability indicator with a score of 3.63 with a score

predicate (B). Then the results of the descriptive analysis show that the implementation of the Student Satisfaction variable at Harapan Bersama Polytechnic (Polharber) has the highest score on the tangibles and empathy indicators with a score of 3.60 with a score of (B), and the lowest on the responsiveness indicator with a score of 3.13 with a score of (B). score (C).

## 2. a. Nested linear regression analysis (Polines)

Based on the results of the multiple linear regression analysis of the Semarang State Polytechnic (Polines) in Table 10, the coefficients for the independent variables are obtained,  $X_1 = 0.289$ ,  $X_2 = 1.531$  and a constant of 6.402 so that the regression equation model obtained is:

$$Y = 6.402 + 0.289 X_1 + 1.531 X_2$$

Table 10. Nested linear regression analysis (Polines)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.402	2.532		2.529	.013
	University Governance ( $X_1$ )	.289	.104	.256	2.783	.006
	Higher Education Performance ( $X_2$ )	1.531	.217	.650	7.061	.000

a. Dependent Variable: Student Satisfaction (Y)

## 2. b. Nested linear regression analysis (Polharber)

Based on Table 11, the multiple linear regression analysis of the Harapan Bersama Tegal Polytechnic (Polharber) above obtained a coefficient for the independent variable  $X_1 = 0.335$ ,  $X_2 = 1.298$  and a constant of 9.079 so that the regression equation model obtained is:

$$Y = 9.079 + 0.335 X_1 + 1.298 X_2$$

Table 11. Nested linear regression analysis (Polharber)

Model		Unstandardize d Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.079	1.977		4.592	.000



	University Governance ( $X_1$ )	.335	.088	.352	3.823	.000
	Higher Education Performance ( $X_2$ )	1.298	.215	.557	6.044	.000

a. *Dependent Variable:* Student Satisfaction (Y)

### 3. a. Test the hypothesis using the F test (Polines)

It is known from Table 12, that the F table is 3.94 with degrees of freedom  $df_1 = 2-1 = 1$  and  $df_2 = 100-2 = 98$  with a significance level of 5%. Meanwhile, the calculated F calculation from the results of the table above is 164.193 which is greater than the F table value which is 3.94, meaning that there is a significant influence between the university governance variable (X) on student satisfaction (Y) or  $H_a: b_1 \neq b_2 \neq \dots \neq b_k \neq 0$ .

Table 12. Test the hypothesis using the F test (Polines)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4542.283	2	2271.141	164.193	.000 <sup>b</sup>
	Residual	1341.717	97	13.832		
	Total	5884.000	99			

a. *Dependent Variable:* Student Satisfaction (Y)

b. *Predictors:* (Constant), Higher Education Performance ( $X_2$ ), University Governance ( $X_1$ )

### 3. b. Test the hypothesis using the F test (Polharber)

It is known from Table 13, that the F table is 3.94 with degrees of freedom  $df_1 = 2-1 = 1$  and  $df_2 = 100-2 = 98$  with a significance level of 5%. Meanwhile, the calculated F calculation from the results of the table above is 158.034 which is greater than the F table value which is 3.94, meaning that there is a significant influence between the university governance variable (X) on student satisfaction (Y) or  $H_a: b_1 \neq b_2 \neq \dots \neq b_k \neq 0$ .

Table 13. Test the hypothesis using the F test (Polharber)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4161.493	2	2080.747	158.034	.000 <sup>b</sup>
	Residual	1277.147	97	13.166		
	Total	5438.640	99			

a. *Dependent Variable:* Student Satisfaction (Y)

b. *Predictors:* (Constant), Higher Education Performance ( $X_2$ ), University Governance ( $X_1$ )

**4. a. Test the hypothesis using the t test (Polines)**

Table 14. Test the hypothesis using the *t test* (Polines)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	6.402	2.532		2.529	.013
	University Governance (X <sub>1</sub> )	.289	.104	.256	2.783	.006
	Higher Education Performance (X <sub>2</sub> )	1.531	.217	.650	7.061	.000

a. *Dependent Variable:* Student Satisfaction (Y)

Table 14, it is known that the t table in this study for degrees of freedom  $df = 100 - 2$  With a significance of 5% is 1.98447. The t value for university governance is 2.783 and the t value for university performance is 7.061, while the t table value is 1.98447 which is smaller than the t count. This means that there is a significant influence between the university governance variables (X1) and higher education performance (X2) on student satisfaction (Y). Or in other words Ha which says "the influence of university governance (X1) and higher education performance (X2) on student satisfaction" at the Semarang State Polytechnic (Polines).

**4. b. Test the hypothesis using the t test (Polharber) Table 18. Test the hypothesis using the t test (Polharber)**

Table 15. Test the hypothesis using the *t test* (Polharber)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	9.079	1.977		4.592	.000
	University Governance (X <sub>1</sub> )	.335	.088	.352	3.823	.000
	Higher Education Performance (X <sub>2</sub> )	1.298	.215	.557	6.044	.000

a. *Dependent Variable:* Student Satisfaction (Y)

Table 15, it is known that the t table in this study for degrees of freedom  $df = 100 - 2$  with a significance of 5% is 1.98447. The t value for university governance is 3.823 and the t value for university performance is 6.044, while the t table value is 1.98447 which is smaller than the t count. This means that there is a significant influence between the university governance variables (X1) and higher education performance (X2) on student satisfaction (Y). Or in other words Ha which says "the

influence of university governance (X1) and higher education performance (X2) on student satisfaction" at the Harapan Bersama Tegal Polytechnic (Polharber).

**5. a. Coefficient of determination test (R2) (Polines)**

Table 16, it is known that the coefficient of determination value is 0.772, this means that the variation in changes in the student satisfaction variable (Y) is influenced by changes in the university governance variables (X1) and higher education performance (X2) by 77.2%. So the magnitude of the influence of university governance and higher education performance is 77.2%, while the remaining 22.8% is influenced by other factors outside the variables of university governance and higher education performance.

Table 16. Coefficient of determination test (R2) (Polines)

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error</i>
1	.879	.772	.767	3.719

**5. b. Coefficient of determination test (R2) (Polharber)**

Table 17 shows that the coefficient of determination value is 0.765, this means that the variation in changes in the student satisfaction variable (Y) is influenced by changes in the university governance variables (X1) and higher education performance (X2) by 76.5%. So the magnitude of the influence of university governance and higher education performance is 76%, while the remaining 23.5% is influenced by other factors outside the variables of university governance and higher education performance.

Table 17. Coefficient of determination test (R2) (Polharber)

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error</i>
1	.875	.765	.760	3.628

## CONCLUSION

1. The implementation of University Governance and Higher Education Performance at the Semarang State Polytechnic (Polines) is classified as good and the implementation of University Governance and Higher Education Performance at the Harapan Bersama Tegal Polytechnic (Polharber) is still considered sufficient, so the implementation of University Governance and Performance must be further improved. Higher Education at the Harapan Bersama Tegal Polytechnic (Polharber) so that there will be progress in future developments, especially accountability for financial management of higher education, development of student human resources, and the achievements of graduates who are accepted into employment.
2. The level of satisfaction at the Semarang State Polytechnic (Polines) was classified as good and at the Harapan Bersama Tegal Polytechnic (Polharber) was still considered sufficient, therefore the Harapan Bersama Tegal Polytechnic (Polharber) must be further improved so that there is progress in the level of student satisfaction in terms of management. Excellent service to students is in accordance with the statement by Ratminto & Winarsih (2011) that excellent service is given to service managers using service management concepts and theories such as the gap model, service triangle model, and moments in the service circle. Manage universities, especially the level of student satisfaction which is still low during practicums in practicum workshops so that supporting facilities which are still lacking must be equipped immediately so as to minimize the use of practicum workshops in other universities.
3. For future researchers who have knowledge in the same field, they can add questionnaire items for each variable. Aims to make it easier to analyze at two different universities. There are huge differences between one university and another, both in accreditation and human resources in these universities, so that there are many striking differences, so the solution before starting research is to have more detailed and in-depth observations about the higher education institution and try to choose the distance between one university and another. near which is still the same region/area.

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