The effect of Good Governance Practices and Decision Making at Da'wah and Communication Faculty UIN Raden Fatah Palembang

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Abstract: *In the dynamic landscape of higher education, effective governance practices and decision-making within academic institutions are pivotal for shaping the academic environment. This holds particularly true for faculties dedicated to Da'wah and Communication, where religious principles, communication, and academic rigor converge. This study explores governance practices and decision-making dynamics within the Da'wah and Communication Faculty at UIN Raden Fatah Palembang. The research delves into administrative structures, decision-making processes, and their impact on academic, religious, and communicative dimensions. Differentiating educational governance from corporate governance, the study underscores the complexity of educational contexts. In the Da'wah and Communication Faculty, the Management Review Meeting serves as a crucial governance practice. The meeting involves agenda overview, prior meeting evaluation, academic contributions, student affairs, financial analysis, technology assessment, and open discussion. This strategic approach enhances organizational performance, aligning with the principles of good governance. The research methodology employs a quantitative approach, utilizing cross-sectional data from interviews and questionnaires. The Likert scale measures perceptions, with decision-making as the dependent variable and good governance as the independent variable. Hypothesis testing involves simple linear regression and partial tests. Research findings suggest a positive but statistically insignificant correlation between knowledge management (KM) and decision making (DM). Influencing factors include small sample sizes, high variability, insensitive measurement methods, unaccounted control variables, temporal aspects, and chance factors. Enhancing significance requires expanded sample sizes, detailed control variables, and robust statistical methods. Contextual considerations are crucial, emphasizing the context-dependent nature of the KM-DM relationship. In conclusion, the KM-DM relationship is generally perceived as positive, yet lacks consistent statistical significance. Factors influencing this relationship necessitate methodological improvements. Recognizing the context-dependent nature of KM's impact on decision-making outcomes, researchers can refine strategies for more targeted decision-making in educational organizations.*

Keywords: Good governance, Decision Making, Knowledge Management.

Abstrak: *Dalam lanskap pendidikan tinggi yang dinamis, praktik tata kelola yang efektif dan pengambilan keputusan dalam institusi akademik sangat penting dalam membentuk lingkungan akademik. Hal ini terutama berlaku untuk fakultas yang didedikasikan untuk Dakwah dan Komunikasi, di mana prinsip-prinsip agama, komunikasi, dan ketelitian akademis bertemu. Penelitian ini mengeksplorasi praktik tata kelola dan dinamika pengambilan keputusan di lingkungan Fakultas Dakwah dan Komunikasi UIN Raden Fatah Palembang. Penelitian ini menggali struktur administrasi, proses pengambilan keputusan, dan dampaknya terhadap dimensi akademik, agama, dan komunikatif. Dengan membedakan tata kelola pendidikan dengan tata kelola perusahaan, penelitian ini*

menggarisbawahi kompleksitas konteks pendidikan. Di Fakultas Dakwah dan Komunikasi, Rapat Tinjauan Manajemen berfungsi sebagai praktik tata kelola yang penting. Pertemuan tersebut meliputi ikhtisar agenda, evaluasi pertemuan sebelumnya, kontribusi akademik, kemahasiswaan, analisis keuangan, penilaian teknologi, dan diskusi terbuka. Pendekatan strategis ini meningkatkan kinerja organisasi, selaras dengan prinsip-prinsip tata kelola yang baik. Metodologi penelitian menggunakan pendekatan kuantitatif dengan memanfaatkan data cross-sectional berupa wawancara dan kuesioner. Skala Likert mengukur persepsi, dengan pengambilan keputusan sebagai variabel terikat dan tata kelola yang baik sebagai variabel bebas. Pengujian hipotesis melibatkan regresi linier sederhana dan uji parsial. Temuan penelitian menunjukkan adanya korelasi positif namun tidak signifikan secara statistik antara manajemen pengetahuan (KM) dan pengambilan keputusan (DM). Faktor yang mempengaruhi antara lain ukuran sampel yang kecil, variabilitas yang tinggi, metode pengukuran yang tidak sensitif, variabel kontrol yang tidak terhitung, aspek temporal, dan faktor peluang. Meningkatkan signifikansi memerlukan ukuran sampel yang diperluas, variabel kontrol yang terperinci, dan metode statistik yang kuat. Pertimbangan kontekstual sangat penting, dengan menekankan sifat hubungan KM-DM yang bergantung pada konteks. Kesimpulannya, hubungan KM-DM secara umum dianggap positif, namun kurang memiliki signifikansi statistik yang konsisten. Faktor-faktor yang mempengaruhi hubungan ini memerlukan perbaikan metodologis. Menyadari sifat dampak KM yang bergantung pada konteks terhadap hasil pengambilan keputusan, peneliti dapat menyempurnakan strategi untuk pengambilan keputusan yang lebih bertarget dalam organisasi pendidikan.

Kata Kunci: Tata kelola yang Baik, Pengambilan Keputusan, Manajemen Pengetahuan.

Introduction

In the dynamic landscape of higher education, the efficacy of governance practices and decision-making within academic institutions plays a pivotal role in shaping the academic environment, fostering excellence, and ensuring the realization of institutional objectives. This holds particularly true for faculties dedicated to Da'wah and Communication, where the synthesis of religious principles, effective communication, and academic rigor intertwine to create a unique educational paradigm.

This study embarks on an exploration of the governance practices and decision-making dynamics within the Da'wah and Communication Faculty at UIN Raden Fatah Palembang. Ushering in a new era of scholarly inquiry, the research delves into the intricate tapestry of administrative structures, decision-

making processes, and their subsequent impact on the academic, religious, and communicative dimensions of the institution.

The Da'wah and Communication Faculty, being a crucible where faith, knowledge, and communication intersect, serves as an intriguing locus for this investigation. As this academic unit strives to fulfill its mission in educating the next generation of communicators and advocates of Islamic principles, understanding the nuances of governance becomes imperative.

Most researchers agreed that good governance at educational organization is different from good governance at the company. This mentioned in the study of Manalullaili et al that educational contex will be more difficult than company because educational organization should have a framework related to students, parents, government and stakeholders, where as a company or bussiness sector provide clear measurement related to product and demand.[1]

Also, Barcevicius in 2008 agreed that good governance means such where information is exchanged inside the organization or among the organizations, cooperation is carried out while coordinating and making decisions, citizens are stimulated to participate in the processes of public governance and governance is considered from general perspective of public interest (not from departmental perspective), new decisions are searched that would stimulate citizens' confidence in government.[2]

At Da'wah and Communication Faculty, one of the way to create a good faculty governance, the faculty learders consider that the Management Review Meeting was convened to assess and appraise the faculty's management practices and performance. Here, some steps should be done during the meeting:

1. Introduction and Agenda Overview:

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[1]Halim, Abdul Muin. *Manajemen Pendidikan (good governance dalam lembaga pendidikan) Teori, Strategi dan Riset Implementasi* (Duta Media Publishing. 2017). 3 *https://www.google.co.id/books/edition/MANAJEMEN_PENDIDIKAN_Good_Governance_dal/TR D2DwAAQBAJ?hl=en&gbpv=1&dq=GOOD+GOVERNANCE+dalam+manajemen&printsec=fr ontcover*

[2] Šaparnienė, D., & Valukonytė, I. (2012). Implementation of good governance principles in local self-government: The case of Šiauliai city. *Socialiniai tyrimai*, (3), 98-112.

Greetings and opening statements by the Dean or an authorized representative, outlining the proposed schedule for the upcoming meeting.

2. Evaluation of Prior Meeting Minutes:

This segment involves the examination and approval of minutes from the preceding management review meeting, serving as a follow-up on action items discussed earlier. It includes an academic program review, focusing on curriculum, course offerings, and student achievement.

a. Academic Contributions and Scholarly Outputs:

This part aims to discuss ongoing research initiatives, evaluating scholarly works, academic conferences, and collaborative efforts among faculty members. The focus is on faculty development, providing an overview of recent professional development activities, including training programs, workshops, and conferences attended by faculty.

b. Student Affairs Department:

Responsible for overseeing various aspects of student life and well-being, this section examines enrollment patterns, admission data, retention rates, and addresses student input and concerns. The discussion also touches on quality assurance and accreditation.

3. Financial Analysis:

Providing a comprehensive analysis of the financial landscape, including budgetary reports and expenditure details, this section discusses the distribution of resources for academic and non-academic pursuits. It also assesses the faculty's strategic plan as part of the strategic planning process.

4. Technology and Infrastructure:

Addressing progress in technology and infrastructure development, this part evaluates information technology resources and requirements within the faculty.

5. Feedback & Open Discussion:

This segment encourages participants to share their thoughts and opinions on the discussed topics, fostering a collaborative learning environment.

Constructive criticism and open dialogue are welcomed from faculty members and stakeholders.

From the agendas of management review meeting above show that the activity can improve organization performance. This is because this includes some aspects of good governance. As an expert said that, good governance in education systems promotes effective delivery of education services. Critical are appropriate standards, incentives, information, and accountability, which induce high performance from public providers. Sound provider performance in turn, raises the level of education outputs (e.g. school retention) and can contribute to improved outcomes (e.g. student test scores).[3] This paper focuses on good governance and decision making which will be connected by knowledge management an an indicator. This explores the role of good governance and decision making through managent review meeting. The paper defines good governance which presents a governance framework, and proposes such indicators to track education sector performance. The aim of this paper is to improve organization performance (Da'wah and Communication Faculty), including other kind of education system efforts.

Theoretical review

Many researchers have studied good governance and they defined it as a very important factor to build a qualified educational organization. According to Lewis and patterson, good governance is as the traditions and institutions by which authority in a country is exercised for the common good, which includes the process of selecting those in authority, capacity of the government to manage, and respect for the state. While desirable and perhaps necessary for the economic and social wellbeing of countries, these factors are neither necessary, nor sufficient to ensure effective public provision of education. They also confirmed that Performance is shaped by the dynamics among policymakers, those implementing policies, and the direct service providers. The execution of tasks

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[3]Lewis, M., & Pettersson Gelander, G. (2009). Governance in education: Raising performance. *World Bank Human Development Network Working Paper*.

and performance at the provider level is influenced by overarching health policies but is essentially defined by the specific policies and procedures within the educational bureaucracy at central and/or local levels. These policies and procedures come with inherent incentives, both implicit and explicit, that impact the effectiveness of education service delivery. They may either work in tandem or conflict with each other. The effectiveness of performance incentives is directly tied to the lines of accountability. Teachers, who are recruited, remunerated, and stationed by ministries of education, are answerable to the central government rather than local government, the community, or parents. The absence of financial or other leverage from these entities diminishes their ability to hold teachers accountable. Consequently, the considerable distance between providers and central government/ministries of education can lead to a lack of real accountability through these channels.[4]

Rhodes (1996) articulates that Good Governance embodies a set of principles that include transparent and well-informed policy-making processes. In this context, transparency refers to the openness and clarity in the formulation and execution of policies, allowing for a comprehensive understanding by the stakeholders involved. Furthermore, the emphasis is on policy-making that is enlightened, indicating a depth of knowledge and awareness that guides decision-making processes.

Moreover, Rhodes underscores the importance of a bureaucracy guided by professional principles. This implies that the administrative apparatus responsible for implementing policies operates with a commitment to professional ethics and standards. The professionalism of the bureaucracy ensures efficiency, fairness, and integrity in the execution of governmental functions.

Accountability is another crucial element in Rhodes' perspective on Good Governance. He posits that the executive arm of government should be accountable for its actions. This accountability ensures that those in positions of

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[4] Lewis, M., & Pettersson Gelander, G. (2009). Governance in education: Raising performance. *World Bank Human Development Network Working Paper*.

power and authority are held responsible for their decisions and actions, contributing to a system of checks and balances within the governance structure.

Rhodes also highlights the significance of an active civil society engaged in public affairs. This involvement encompasses the participation of citizens and non-governmental organizations in shaping public policies, expressing concerns, and contributing to the decision-making processes. The active participation of the civil society acts as a democratic safeguard, promoting inclusivity and responsiveness in governance.

All these principles advocated by Rhodes operate within the framework of the rule of law. The rule of law establishes a legal foundation that ensures that governance adheres to established laws and regulations, promoting fairness, justice, and equality in the execution of policies. In addition to Rhodes' perspective, Barcevicius (2008) contributes to the understanding of Good Governance by emphasizing organizational dynamics. According to Barcevicius, a governance environment is considered good when there is effective information exchange within organizations or among different organizations. This exchange fosters collaboration and enhances the coordination of decision-making processes.

Barcevicius also underscores the importance of citizen engagement in public governance processes. In a system characterized by good governance, citizens are not passive recipients of policies but are actively encouraged to participate. This participation includes contributing to decision-making, providing feedback, and expressing concerns, promoting a more inclusive and democratic governance structure. Furthermore, Barcevicius suggests that governance should be approached from a broader perspective of public interest rather than a narrow departmental viewpoint. This implies that decision-making processes should consider the overall welfare of the public, transcending individual departmental interests. This holistic approach contributes to the effectiveness and legitimacy of governance.

In summary, the combined perspectives of Rhodes and Barcevicius on Good Governance emphasize transparency, professionalism, accountability, civil society engagement, and adherence to the rule of law. This comprehensive

approach seeks to foster an inclusive, responsive, and ethical governance framework that actively involves citizens and promotes the public interest.[5]

Decisions within a given environment are shaped by the interactions of individuals, stakeholders, teams, and organizational goals amid uncertainty and changing conditions. Governance plays a role in influencing decision-making through four characteristics of natural decision-making:

1. Process orientation: Rather than predicting the chosen option, naturalistic decision-making seeks to understand the cognitive processes involved, with governance often defining and influencing these processes.

2. Situation-action matching: Decision makers match options to the situation instead of making predefined choices.

3. Context-bound informal modeling: Decision-making relies on experiential knowledge, allowing for adaptation based on individual knowledge, emphasizing practical knowledge over formal models.

4. Empirical-based prescription: Decisions should be based on descriptive models derived from expert knowledge, rather than rigid formal models based on theory. Naturalistic decision-making aligns with situational awareness, defined as perceiving elements in the environment, understanding their meaning, and projecting their status. Lack of situational awareness, as seen in the Deepwater Horizon incident, can result from poor risk perception, information use, weak processes, and governance failures. [6]

Management review meeting is a strategy in improving the organization and one of place to communicate and make decision. In his research, Stachelek observed that numerous researchers insistently assert that all decisions must exhibit effectiveness, efficiency, and rationality. To accomplish this goal, a systematic decision-making process is required, prompting a thoughtful

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[5]Šaparnienė, D., & Valukonytė, I. (2012). Implementation of good governance principles in local self-government: The case of Šiauliai city. *Socialiniai tyrimai*, (3), 98-112.

[6] Turner, R. (2020). How does governance influence decision making on projects and in project-based organizations?. *Project Management Journal*, *51*(6), 670-684.

exploration of perspectives on this issue. Several authors outline some stages wit R. In Griffin outlines these stages as follows:

1. Understanding and defining the essence of the decision-making situation.
2. Identifying various possibilities.
3. Selecting the optimal option.
4. Implementing the chosen solution.

Alternatively, J. A. F. Stoner and Ch. Wankel propose a five-step problem-solving approach based on decision theory:

1. Diagnosing the problem - identifying its core elements.
2. Formulating the problem - defining criteria for the proposed solution and specifying aspects beyond managerial control.
3. Constructing a model - exploring possibilities and establishing a model expressing interdependencies within the problem.
4. Analyzing the model - identifying the combination of values that best aligns with goals.
5. Implementing the chosen solution.[7]

Recent developments in the field of management science view management as a decision-making process, involving the selection of a specific alternative from a set of options. This decision-making process, referred to as the Activity Intellectual Mind Objective, aims to choose the most suitable alternative to address a given problem through a defined set of steps. The decision involves selecting an opinion or position from among various substitutes to achieve a specific goal or solve a particular problem. The mental process of making important decisions can range from simple to complex, depending on the desired outcome. There is a distinction between decision-making processes and decision points, particularly in the stages each goes through. The decision-making process involves stages such as determining the problem, identifying and evaluating alternatives, studying alternatives, choosing one alternative, and monitoring and evaluating the implementation processes.

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[7]Stachelek, D. (2021). Decision-making Process in Manager's Work. *Logistics and Transport*, *49*.

Breaking down the decision-making stages further, the initial phases include identifying the problem, analyzing it, and identifying alternatives. Subsequently, the decision-making process advances to selecting the best solution alternatives, implementing the chosen resolution, and engaging in follow-up, monitoring, and evaluation.[8]

This study explores the connection between knowledge management, emphasizing its fundamental role in enabling effective decision-making within organizations, especially in educational settings. This is achieved by implementing quality-control systems for knowledge utilization, thereby supporting discrete decision-making processes and facilitating knowledge dissemination. McElroy encourages the effective analysis of decisions to optimize the utilization of valuable information in managerial activities. However, challenges may arise, especially in complex scenarios like predictive maintenance, where managers may face difficulties in making optimal analyses, leading to suboptimal decisions.[9]

Reseach Method

This study uses a Quantitative approach. This quantitative research is about the phenomenon in detail related to community-based. Quantitative methods are an approach to studying a research topic. In research, the investigator needs to choose specific techniques to collect, analyze, and interpret data according to the problem's nature or the research question under study. For example, a researcher may want to know the top ten leading causes of diseases affecting a country. The most appropriate way of addressing this is by using data from a national survey, one of the most common instruments for primary data collection and secondary analysis in quantitative research.[10] This approach usually uses deductive logic and presents frequencies or numerical levels.[11]

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[8] Slimane, M. (2015). Good Governance, Leadership and Making Decision. *Kaygı. Bursa Uludağ Üniversitesi Fen-Edebiyat Fakültesi Felsefe Dergisi*, (24), 205-214.

[9] Ma'an, J. Knowledge Management and Decision Making

[10] Rana, J., Gutierrez, P. L., & Oldroyd, J. C. (2021). Quantitative Methods.

[11] Nanang Martono, *Metode Penelitian Sosial: Konsep-konsep kunci,* (Jakarta: PT. Raja Grafindo Persada, 2015), 215.

1. Data and Data Types

   a. Data Type

   Cross-sectional data, namely data collected over a predetermined period of time, is used in this study, used to describe events and conditions at that time.

   b. Data source

      1). Primary data

      Interviews, observations, and distribution of questionnaires to the respondents and observations led directly to the collection of this data. The data will be analized from the result of questionnaires of 14 respondents who are the leaders of faculty of Da'wah and Communication.

      2). Secondary Data

      This data comes from the results of using data from books, journals, and previous theses that had been collected by others.[12]

      3). Measurement Scale

      This study uses a measurement scale called the Likert scale. One's perceptions, attitudes, and opinions about a thing or phenomenon can be measured by using this Likert scale. This scale distinguishes between positive and negative statements. This scale is used to transform the variables that need to be measured into measurable dimensions, indicators, and sub-indicators. Last but not least, this sub-indicator can be used as a benchmark when asking questions or stating that the respondent should answer.[13]

Research Variabel

a. Research variable

   Dependent Variable: Decision making

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[12]*Ibid*., 65.
[13]Syofian Siregar, *Metode Penelitian Kuantitatif Dilengkapi dengan Perbandingan Perhitungan Manual & SPSS,* (Jakarta: Prenadamedia Group, 2013), 25.

This is the variable that the study seeks to understand or explain. In this context, it refers to the decisions made by leaders in the management review meeting.

Independent Variable: Good Governance:

This is the variable that is hypothesized to have an effect on the dependent variable. Good governance encompasses various principles and practices related to how an organization is directed and controlled. It may include elements such as transparency, accountability, rule of law, participation, and responsiveness.

b. Research Hypothesis:

The research hypothesis could be framed in terms of the expected relationship between the independent and dependent variables:"It is hypothesized that higher levels of good governance within an organization positively influence the decision-making processes.

Hypothesis testing

1. **Simple Linear Regression Analysis**

The simple linear regression equation is as follows:

$$Y = b_0 + bx$$

(Y is the predicted dependent variable, b0 is a constant, b is the regression coefficient, and X is the independent variable).

This simple linear regression analysis uses one independent variable and one dependent variable. This analysis is to predict a dependent variable value with a change in the independent variable.

2. **Partial Test**

The partial test, which is also called the t-test, "functions to test whether the independent variable has an effect or not on the dependent variable". Is the parameter (bi) equal to zero or H0 is the null hypothesis that can be tested (H0): If bi = 0, then the

independent variable is not important for the dependent variable.[14] On the other hand, under the alternative hypothesis (Ha/H1, H2, H3), the variable parameters differ when either zero or Ha is present: bi 0 indicates that the dependent variable is significantly influenced by the independent variable. Therefore, t-testing is done by testing these hypotheses: if the Sig value is less than 5%, and H1 is accepted instead of H0. If t is greater than 5%, H0 is accepted, while H1 is rejected.

Research Findings

KM • LP • OCL • DM
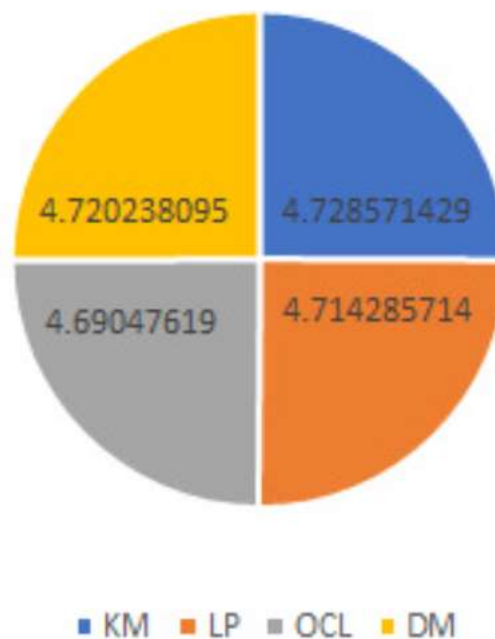
The correlation between knowledge management (KM) and decision making (DM) may exhibit positivity but lack statistical significance due to several influencing factors. Small sample sizes, high variability, insensitive measurement methods, unaccounted control variables, the temporal aspect of the relationship,

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[14] Imam, Ghozali, *Aplikasi Analisis Multivariate dengan Program IBM SPSS 23Update PLS regresi,* (Semarang: Badan Unievrsitas Diponogoro, 2013), 44

and chance factors can contribute to an apparently positive yet statistically insignificant relationship. To enhance significance, researchers can expand sample sizes, incorporate detailed control variables, or employ more robust statistical methods. Contextual considerations, acknowledging unique organizational factors, are crucial.

In essence, while the general perception is that KM positively impacts DM, statistical significance may not always be apparent. KM's role in providing valuable information to decision-makers is acknowledged, but its direct impact on decision outcomes varies. The quality and accessibility of managed knowledge, existing decision-making processes, and the specific context influence this relationship. KM's positive contribution to decision-making, by improving information and understanding, may not always translate into statistically significant differences in outcomes. Thus, the acknowledged value of KM does not universally guarantee statistically significant impacts on decision-making outcomes, as the relationship is context-dependent.

Conclusion

To sum up, the relationship between knowledge management (KM) and decision making (DM) is often perceived as positive, emphasizing the crucial role of KM in providing valuable information to decision-makers. However, the observed positivity may not consistently translate into statistically significant outcomes. Several influencing factors, including small sample sizes, high variability, insensitive measurement methods, unaccounted control variables, temporal considerations, and chance factors, contribute to this lack of statistical significance. Researchers aiming to enhance the significance of this relationship should consider expanding sample sizes, incorporating detailed control variables, and employing more robust statistical methods.

Ultimately, the impact of KM on DM outcomes is context-dependent. The quality and accessibility of managed knowledge, existing decision-making processes, and the specific organizational context play pivotal roles in shaping this relationship. While KM undoubtedly contributes positively to decision-making by

improving information and understanding, its direct statistical impact on outcomes may vary. The acknowledged value of KM does not universally guarantee statistically significant effects on decision-making outcomes, underscoring the importance of considering unique organizational factors in understanding the nuanced dynamics between KM and DM.

The KM-DM relationship, acknowledged for its positive perception, often lacks consistent statistical significance due to factors like small sample sizes, high data variability, and measurement method sensitivity. Researchers can enhance significance by expanding sample sizes, incorporating comprehensive control variables, and utilizing sophisticated statistical methods. The contextual dimension, including knowledge quality and accessibility, existing decision-making processes, and organizational context, significantly shapes the KM-DM dynamics. Despite KM's positive contribution to information enrichment, its impact on decision outcomes varies across unique organizational settings. In essence, while KM facilitates informed decision-making, its universal statistical significance is context-dependent. Recognizing organizational intricacies allows for a nuanced understanding, paving the way for more targeted decision-making strategies.

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