# HUBUNGAN *GOOD UNIVERSITY GOVERNANCE* DENGAN KEPUASAN MAHASISWA DI INSTITUT TEKNOLOGI BATAM

## *THE RELATIONSHIP OF GOOD UNIVERSITY GOVERNANCE AND STUDENT SATISFIED AT INSTITUT TEKNOLOGI BATAM*

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***Abstract***

*The purpose of this study is to examine the influence of good university governance on the quality of teaching staff and student satisfaction. Research data was collected using a questionnaire and obtained 160 respondents who were active undergraduate level 1 students at the Batam Institute of Technology. This research is quantitative research and uses smartPLS in data processing. The results of this research found that good university governance has a significant effect on the quality of teaching staff and student satisfaction. This research provides insight that the implementation of good university governance will have a positive influence on the reputation and quality of higher education. These results can be used as a reference in higher education management to achieve the mission of a world-class university and implement the independent campus policy.*

*Keywords: Good University Governance, Quality of teaching staff, Student Satisfaction.*

## PENDAHULUAN

The rapid advancement of the contemporary era has posed multifarious challenges for the educational sector. One of the most significant challenges is the highly competitive nature of student recruitment, attributed to the proliferation of educational institutions (Dejaeger K, Goeth,

et.al, 2012). Consequently, delivering exceptional service and ensuring student satisfaction have emerged as paramount priorities for higher education institutions. (Kardoyo & Nurkhin (2016) state that the provision of education must provide quality services for customers. Universities that implement good services will foster a sense of trust in the surrounding environment towards the quality of the tertiary institution. Thus, the service quality of a university serves as a reflection of the quality of its educational management practices.

Institut Teknologi Batam (ITEBA) is one of the preeminent private higher education institutions in the city of Batam. As an educational establishment, ITEBA is obligated to devise a multitude of strategies aimed at cultivating an enhanced reputation, augmenting student satisfaction, and fostering student loyalty. ITEBA must possess the capability to deliver high-quality educational services to engender student satisfaction. The degree of student satisfaction has proven to exert a substantial impact on the success of educational institutions and the enrollment of prospective students in recent decades (Weerasinghe & Fernando, 2018).

Student satisfaction is fundamental for institutions of higher education. It can reflect the emotional state of students in experiencing the services provided during their campus studies and serve as a benchmark for the quality of educational delivery at universities. Satisfied students tend to exhibit good academic performance, high loyalty, and the potential to provide positive word-of-mouth for recruiting new student (Joseph et al., 2005).

Student satisfaction is influenced by various factors, one of which is the implementation of good university governance (GUG) principles. Many researchers have examined the relationship between student satisfaction and service quality and loyalty (Ali et al., 2016). They state that student satisfaction is highly determined by service quality, which in turn will affect student loyalty. However, some researchers have not found a direct influence of service quality on student satisfaction (Osman, 2019).

The previous studies have demonstrated that the application of Good University Governance (GUG) has a positive correlation with various aspects of performance and quality in higher education institutions. These aspects involve management performance, academic and administrative service quality, and satisfaction among members of the academic community. According to Widjajanti (2015), GUG has a positive impact that influences excellent service. Subsequently, this excellent service will have a significant positive effect on student trust and

loyalty. Nevertheless, GUG does not have a direct influence on student trust. This implies that the implementation of good university governance (GUG) does not directly foster trust from students, except through tangible evidence in the form of excellent service. However, it is worth noting that the implementation of GUG in Indonesian higher education institutions is still considered suboptimal.

Furthermore, there are factors that influence student satisfaction, including the quality of lecturers and learning facilities. The ability of lecturers in teaching is an important factor in influencing student satisfaction. Lecturer quality is also a primary reason for student satisfaction (Osman, 2019). The qualified lecturers will be able to create an enjoyable and meaningful learning process. They assert that the teaching methods provided by lecturers can be considered as an indicator of program quality, which has an impact that can easily influence student satisfaction. However, there is research that did not find a significant influence of lecturer quality and teaching models on student satisfaction.

Therefore, research on GUG in higher education institutions is important to conduct, both to evaluate the extent of the implementation of GUG principles, identify the obstacles and challenges faced, and formulate policy recommendations for improving the implementation of GUG in the future.

Nevertheless, there is still limited research that analyzes the relationship between the implementation of GUG and student satisfaction, particularly at ITEBA. Therefore, this research aims to analyze the relationship between the implementation of GUG principles and the level of student satisfaction at ITEBA. The results of this research are expected to provide valuable input for the development of ITEBA's policies related to improving governance quality and service in order to continuously increase student satisfaction.

## LITERATURE REVIEW

### The Impact of *Good University Governance* to Student Satisfaction

Customer satisfaction is one of the important factors for the success of an organization or institution, whether profit or non-profit. In higher education institutions, student satisfaction is very important to be made the top priority. Some factors that influence student satisfaction include campus facilities, quality of lecturers, quality of study programs, career opportunities,

and campus governance. However, this research is limited to the factors of lecturers and *good university governance*.

Good university governance is a governance framework for higher education institutions that applies the principles of credibility, transparency, accountability, responsibility, and fairness. Meanwhile, to measure GUG based on the principles contained in GUG, such as information disclosure (transparency), accountability, responsibility/responsiveness, independence, and fairness. However, in measuring GUG, other indicators can be used, namely participation, rule of law, transparency, responsiveness, consensus orientation, equity & inclusiveness, effectiveness and efficiency, and accountability (Martono et al., 2019).

Many researchers have established a correlation between student satisfaction with service quality and loyalty (Ali et al., 2016). They state that student satisfaction is highly determined by service quality, which in turn will influence student loyalty. Huang (2017) found a positive and significant influence of GUG on student satisfaction. However, some have not found a direct influence of service quality on student satisfaction (Osman, 2019). The implementation of GUG principles is believed to enhance the management performance of higher education institutions, the quality of governance, and the satisfaction of all stakeholders (Martono et al., 2019).

**$H_1$ : *Good University Governance* has a positive and significant impact to student satisfaction.**

**The Impact of *Good University Governance* to The Quality of Lecturer's Teaching**

*Good University Governance* is an important factor for creating quality teaching and student satisfaction. The professionalism of lecturers is a dominant factor influencing student satisfaction. Lecturers' performance has a significant effect on student satisfaction. Lecturers' expertise is the most influential factor on student satisfaction. Good university governance (GUG) is an effort to create better university management. GUG has a positive effect on university performance (Muktiyanto, 2016). Therefore, GUG can improve lecturers' performance. Widjajanti & Sugiyanto (2015) explain that service quality becomes better and more satisfying and does not cause public complaints in receiving services after the implementation of good corporate governance principles. However, not many researchers have tried to link the implementation of GUG with the quality of lecturers' teaching.

**$H_2$: Good University Governance has positive and signficant impact to the quality of lecturer.**

**The Impact of The Quality of Lecturer's Teaching to Student Satisfaction**

Lecturers are an important factor in influencing student satisfaction. The ability of lecturers in teaching will cause the lecture process to become more qualified. Subsequently, student satisfaction will increase. Many researchers have proven the significant influence of teaching quality on student satisfaction. Teaching quality has a positive and significant effect on student satisfaction (Hazzam & Wilkins, 2023). Qualified lecturers will be able to create an enjoyable and meaningful learning process. Thus, lecturer quality is also a primary reason for student satisfaction (Osman, 2019). He empasizes that the teaching methods provided by lecturers can be considered as an indicator of program quality, which has an impact that can easily influence student satisfaction. However, there is research that did not find a significant influence of lecturer quality and teaching models on student satisfaction.

**$H_3$: The quality of lecturers' teaching has a positive and significant effect on student satisfaction.**

**$H_4$: The quality of lecturers' teaching is able to mediate the relationship between good university governance and student satisfaction**

**RESEARCH METHODS**

The research design is based on a quantitative method to analyze the impact of good university governance on student satisfaction at ITEBA. This approach involves explaining the research object through data collection. The nature of the data used in this research is primary data and is collected through the distribution of questionnaires. The researcher uses a 5-point Likert scale to measure the data, which includes a range from very positive to very negative. Data analysis is performed using Structural Equation Modeling (SEM). The population in this research is active undergraduate (S1) students at the Batam Institute of Technology in Batam City. Sample determination uses simple random sampling, where the population has an equal opportunity to become a sample. From the distribution of questionnaires, the researcher obtained 160 respondents.

The data analysis used in this research is descriptive analysis, validity and reliability testing of the measurement tool, model testing, and hypothesis testing using Structural Equation

Modeling (SEM) with PLS software. SEM is a multivariate analysis that can analyze complex variable relationships. The data analysis technique using SEM is carried out to comprehensively explain the relationships between variables in the research and is intended to test and validate a model. The reason for using SEM in this research is because SEM allows researchers to test complex variable relationships to obtain a comprehensive picture of the overall model simultaneously.

The SEM model consists of two main parts, namely the structural model or outer model and the measurement model or inner model. The measurement model is part of the SEM model that depicts the relationship between latent variables and their indicators, while the structural model depicts the relationship between latent variables or between exogenous variables and latent variables. Testing the two models allows researchers to test measurement errors and perform factor analysis of equations by testing hypotheses.

**Tabel 1**
**Operational Definition of Variables**

| Variable | Definition | Measurement |
|---|---|---|
| **Good University Governance** | The data for Good University Governance used is a questionnaire consisting of 18 indicators covering the aspects of tangibles, assurance, responsibility, and fairness. | Likert Scale 1-5 (Not Very Good – Very Good) |
| **The Quality of Lecturer's Teaching** | The data for Lecturer Teaching Quality used is a questionnaire consisting of 6 indicators covering pedagogical competence, personality, social skills, and professionalism. | Likert Scale 1-5 (Not Very Good – Very Good) |
| **Kepuasan Mahasiswa** | The data for Student Satisfaction used is a questionnaire consisting of 3 indicators covering academic services, facilities and infrastructure, as well as accurate information | Likert Scale 1-5 (Not Very Good – Very Good) |

## RESULTS AND DISCUSSION

### Descriptive Analysis of Research

Descriptive analysis is conducted to obtain an overview of the respondents' answers to the statements related to this research, namely the variables of job demand, work family conflict, burnout, and organizational commitment. Descriptive analysis is carried out using the frequency distribution method. The following are the results of data processing using Microsoft Excel.

### Good University Governance

This section shows the descriptive frequency of alternative answers chosen by each respondent. In this section, the frequency of each statement item for the gug variable will be explained. The breakdown of the frequency of answers chosen by the respondents for this variable can be seen in the following table 1:

**Tabel 1**
**Respondents' Responses Regarding *Good University Governance***

| No. | Statement | Alternative Answer | | | | | Average |
|---|---|---|---|---|---|---|---|
| | | **STS** | **TS** | **N** | **S** | **SS** | |
| | | **1** | **2** | **3** | **4** | **5** | |
| **GUG 1** | ITEBA provides academic information such as curriculum, academic calendar, and fees openly | 2 | 3 | 28 | 65 | 62 | 3,54 |
| **GUG 2** | ITEBA provides communication channels (complaint services) to submit input or complaints | 4 | 4 | 49 | 52 | 51 | 3,69 |
| **GUG 3** | Every unit at ITEBA carries out its duties and functions well | 2 | 8 | 31 | 63 | 56 | 3,65 |
| **GUG 4** | ITEBA upholds moral and academic ethical principles | 1 | 4 | 27 | 60 | 68 | 3,32 |
| **GUG 5** | ITEBA treats all students fairly | 3 | 5 | 27 | 52 | 73 | 3,04 |
| **GUG 6** | ITEBA provides equal opportunities in new student admissions. | 1 | 3 | 26 | 51 | 79 | 2,91 |
| **GUG 7** | The classrooms are organized in a clean and tidy manner. | 2 | 6 | 33 | 62 | 57 | 3,63 |
| **GUG 8** | The classrooms are comfortable and cool for the learning process. | 8 | 12 | 38 | 53 | 49 | 3,6 |
| **GUG 9** | Learning facilities are available in the classrooms | 1 | 5 | 34 | 61 | 59 | 3,59 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **GUG 10** | The ITEBA library provides adequate references. | 3 | 13 | 64 | 46 | 34 | 4,06 |
| **GUG 11** | The ITEBA laboratories are relevant to the students' academic needs (electrical, computer, etc.). | 1 | 4 | 30 | 54 | 71 | 3,17 |
| **GUG 12** | There is sufficient availability of clean restroom facilities. | 11 | 11 | 39 | 48 | 51 | 3,44 |
| **GUG 13** | Internet/Wi-Fi access on campus is smooth. | 25 | 19 | 48 | 33 | 35 | 3,4 |
| **GUG 14** | The student administration process runs smoothly | 1 | 4 | 28 | 65 | 62 | 3,55 |
| **GUG 15** | The quality of academic services meets the interests of students | 2 | 8 | 25 | 72 | 53 | 3,83 |
| **GUG 16** | ITEBA handles student complaints/aspirations well. | 4 | 6 | 46 | 58 | 46 | 3,87 |
| **GUG 17** | ITEBA facilitates student activities well. | 3 | 7 | 40 | 60 | 50 | 3,79 |
| **GUG 18** | The Academic staff provides friendly and responsive service. | 1 | 7 | 34 | 66 | 52 | 3,83 |
| | Average | | | | | | 3,55 |

*Source: Olah data penulis (2024)*

Based on table 4.3, it can be seen that the average of respondents' answers with alternative answers TS to SS for 18 indicators of the good university governance variable is 3.55. The indicator that has the highest average is GUG 10 with the statement "ITEBA Library provides adequate references" which is 4.06. Meanwhile, the indicator that has the lowest average is GUG 6 with the statement "ITEBA provides equal opportunities in admitting new students" which is 2.91.

**The Quality of Lecturer Teaching**

This section shows the descriptive frequency of alternative answers chosen by each respondent. In this section, the frequency of each item in the job demand variable statement will be explained. A description of the frequency of answers chosen by respondents for this variable can be seen in the following table:

**Tabel 2**
**Respondents' Responses Regarding The Quality of Lecturer Teaching**

| No. | Statement | Alternative Answer | | | | | Average |
|---|---|---|---|---|---|---|---|
| | | **STS** | **TS** | **N** | **S** | **SS** | |

| | | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|---|
| **KPD 1** | The lecturer provides the course material clearly. | 1 | 2 | 30 | 71 | 56 | 3,81 |
| **KPD 2** | There is time provided for discussion and question and answer session. | 0 | 2 | 20 | 75 | 63 | 3,66 |
| **KPD 3** | The teaching materials (handouts, textbooks, modules, etc.) given to students to supplement the course material. | 0 | 3 | 32 | 72 | 53 | 3,92 |
| **KPD 4** | The lecturer is willing to assist students who have difficulties in academic or course subjects. | 0 | 2 | 23 | 72 | 63 | 3,63 |
| **KPD 5** | Time is used effectively by the lecturer in the teaching process. | 0 | 3 | 24 | 73 | 60 | 3,72 |
| **KPD 6** | The lecturer has an open and cooperative attitude towards students. | 0 | 1 | 22 | 71 | 66 | 3,54 |
| | Average | | | | | | 3,71 |

*Source: Olah data penulis (2024)*

**Student Satisfaction**

This section shows the descriptive frequency of alternative answers chosen by each respondent. In this section, the frequency of each statement item of the student satisfaction variable will be elaborated. The elaboration of the frequency of answers chosen by the respondents for this variable can be seen in the following table:

**Table 3 Respondents' Responses Regarding Student Satisfaction**

| No. | Statement | Alternative Answer | | | | | Average |
|---|---|---|---|---|---|---|---|
| | | STS | TS | N | S | SS | |
| | | 1 | 2 | 3 | 4 | 5 | |
| **KM 1** | The academic and non-academic administrative services are very satisfying. | 0 | 1 | 15 | 70 | 74 | 3,29 |
| **KM 2** | ITEBA's facilities and infrastructure are very satisfying and support the lecture process. | 0 | 3 | 19 | 82 | 56 | 3,93 |
| **KM 3** | Provision of accurate information. | 0 | 1 | 7 | 35 | 117 | 1,67 |
| | **Average** | | | | | | **2,96** |

*Source: Olah data penulis (2024)*

Based on Table 4.5, it can be seen that the average of the respondents' answers with the alternative answers from TS to SS for the 3 indicators of the student satisfaction variable is 2.96.

The indicator that has the highest average is KM2 with the statement "ITEBA's facilities and infrastructure are very satisfying and support the lecture process," which is 3.93. While the indicator that has the lowest average is KM3 with the statement "provision of inaccurate information," which is 1.67.

## Test Result

The smartPLS method has two stages that need to be performed: the measurement model assessment and the structural model assessment. The measurement model assessment aims to test the validity and reliability of the measurement scale. Hair et al., (2022) state that statistical analysis processing does not assume any particular distribution for parameter estimation, so parametric techniques for testing the significance of parameters are not required, but rather using a measurement model or outer model approach to evaluate validity and reliability. Meanwhile, the structural model assessment is carried out to test the hypotheses. This research model directly tests the relationships between each indicator variable, as shown in Figure 1.

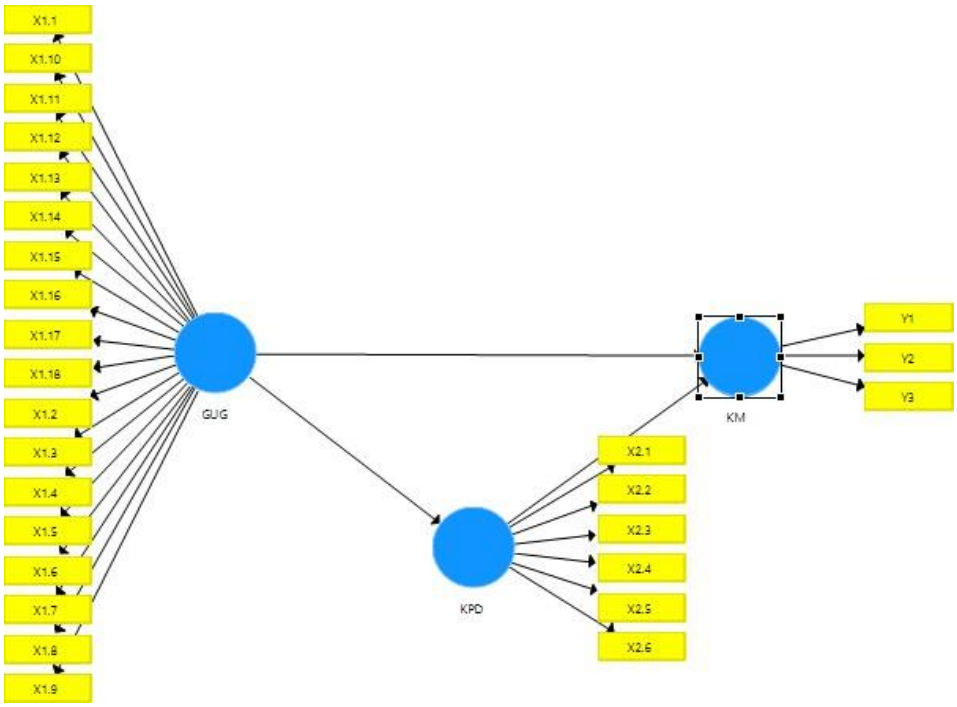



**Figure 1. Research Model**

## Research Model Result

Validity testing aims to measure the quality of the instrument used and demonstrates the validity of an instrument as well as to measure how well a concept can be defined by a measurement (Hair et al., 2022). The validity of the instrument can be evaluated using PLS software based on convergent validity and discriminant validity. Convergent validity is assessed based on the outer loading values, and discriminant validity is assessed based on the cross-loading values. To evaluate convergent validity, the Average Variance Extracted (AVE) value, which should be greater than 0.5 can be used.

In the first testing of the measurement model, there were six indicators that had outer loading values below 0.7, or in other words, did not meet the rule of thumb, so they needed to be eliminated from the model. These six indicators were X1.12, X1.13, X1.7, Y1, and Y3. After all indicators that did not meet the rule of thumb were removed and the model was tested again, the values of convergent validity and reliability were obtained as shown in Table 4.

**Table 4**
**Convergent Validity and Reliability**

| Composite / Indikator | *Outer Loading* | *Cronbach's Alpha* | Composite Realibility | AVE |
|---|---|---|---|---|
| **GUG** | | 0.948 | 0.954 | 0.786 |
| X1.1 | 0.726 | | | |
| X1.11 | 0.760 | | | |
| X1.14 | 0.816 | | | |
| X1.15 | 0.824 | | | |
| X1.16 | 0.811 | | | |
| X1.17 | 0.796 | | | |
| X1.18 | 0.808 | | | |
| X1.2 | 0.753 | | | |
| X1.3 | 0.782 | | | |
| X1.4 | 0.824 | | | |
| X1.5 | 0.794 | | | |
| X1.6 | 0.752 | | | |
| X1.9 | 0.760 | | | |
| KPD | | 0.908 | 0.929 | 0.828 |
| X2.1 | 0.761 | | | |
| X2.2 | 0.833 | | | |
| X2.3 | 0.831 | | | |
| X2.4 | 0.784 | | | |
| X2.5 | 0.899 | | | |
| X2.6 | 0.853 | | | |
| KM | | 1.000 | 1.000 | 1.000 |

| | |
|---|---|
| Y2 | 1.000 |

*Test cross-section random effects*

*Source: Olah data penulis (2024)*

Based on the results of outer loading, composite reliability, Cronbach's alpha, and average variance extracted (AVE) in Table 3, the research model has met the requirements for convergent validity and reliability. Convergent validity is achieved with an outer loading value greater than 0.7 and an AVE value above 0.5. Meanwhile, reliability was met with Cronbach's alpha and composite reliability values exceeding the threshold of 0.7. Therefore, it can be concluded that the research model has met the requirements for convergent validity and reliability.

The next test at this stage of the measurement model is to test discriminant validity. The discriminant validity in this research model has been tested using two criteria, namely the Fornell-Larcker Criterion and Cross Loadings. The results of the Fornell-Larcker Criterion test show that the correlation between each construct/variable and itself is higher than the correlation between that construct and other constructs. Meanwhile, the Cross Loadings results indicate that each indicator has a stronger correlation with its own construct than with other constructs. By fulfilling these two criteria, it can be concluded that this research model has met the requirements for discriminant validity, which means that each construct in this model is unique and capable of measuring different phenomena accurately.

**Structural Model Assessment**

The structural model test shows that the $R^2$ value for Student Satisfaction is 0.27 which can be interpreted to mean that nervousness and Lecturer Teaching Quality influence ITEBA student satisfaction by 27% while the remaining 73% is influenced by other variables outside this research. Furthermore, the R square value for Lecturer Teaching Quality is 0.704, which can be interpreted that good university governance influences ITEBA student satisfaction through the mediation of Lecturer Teaching Quality by 70.4% and the remaining 29.6% is influenced by other variables outside this research.

**Tabel 5 R-Square Value**

| | R Square | R Square Adjusted |
|---|---|---|
| KM | 0.27 | 0.15 |
| KPD | 0.704 | 0.702 |

*Source: Olah data penulis (2024)*

The results of testing the structural model in Table 5 show that the influence of good university governance on student satisfaction and the quality of lecturer teaching. In testing the hypothesis, this research uses several criteria that must be met, namely original sample, t-statistics (t-statistics > 1.65), and p-values (p-values < 0.05). Based on table 5, which is a calculation to see the direct influence between variables, it can be seen that, among other things: (i) there is a significant influence of good university governance on student satisfaction with a p-value of 0.023, (ii) there is an influence of good university governance on the quality of teaching lecturers with a p-value of 0.000. Meanwhile, the quality of lecturers' teaching does not show a significant influence on student satisfaction. So it can be concluded that good university governance has a positive and significant effect on student satisfaction and the quality of lecturers' teaching.

**Table 6** ***Path Coefficient (T-Values, P-Values)***

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (\|O/STDEV\|) | P Values |
|---|---|---|---|---|---|
| GUG -> KM | 0.154 | 0.154 | 0.072 | 2.131 | 0.034 |
| GUG -> KPD | 0.839 | 0.845 | 0.029 | 28.787 | 0.000 |
| KPD -> KM | 0.112 | 0.105 | 0.133 | 0.836 | 0.404 |

*Source: Olah data penulis (2024)*

This research also performed a path analysis. Path analysis aims to examine the magnitude of direct and indirect effects from the dependent variable on the independent variable. An indicator is said to have an indirect effect if the T-Statistic value > 1.65 and p-value < 0.05, and it is said to have no indirect effect if the T-Statistic < 1.65 and p-value > 0.05. Based on Table 6, it can be seen that Good University Governance on Student Satisfaction through Lecturer Teaching Quality as mediation has a t-statistic above 1.65 and a p-value < 0.05, which means it has no significant effect.

***Table 7*** **Indirect Impact**

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (\|O/STDEV\|) | P Values |
|---|---|---|---|---|---|
| GUG -> KPD -> KM | 0.094 | 0.088 | 0.113 | 0.828 | 0.408 |

*Source: Olah data penulis (2024)*

## DISCUSSION

### The Impact of *Good University Governance* to Student Satisfaction

The first hypothesis (H1) presumes that the implementation of Good University Governance has a positive and significant effect on Student Satisfaction. And in the research results, it was found that the implementation of Good University Governance has a positive and significant effect on Student Satisfaction. This is explained by the positive coefficient value of 0.154 for the implementation of Good University Governance with a probability value of 0.034. Based on these results, the hypothesis is accepted.

This is in line with a study conducted by Siyami et al., (2021). They state that the implementation of good university governance affects stakeholder satisfaction. This is because quality improvement becomes an obligation to be able to compete in gaining public trust and remain in existence. Thus, the implementation of Good University Governance will have a positive and significant effect on student satisfaction (Aprilia, 2017).

This is also supported by the Servqual Theory and Stakeholder Theory. The Servqual Theory states that the implementation of Good University Governance practices by higher education institutions will improve service quality to stakeholders, especially students, which will ultimately create satisfaction for students. On the other hand, Stakeholder Theory emphasizes the importance of higher education institutions implementing Good University Governance based on ethics, morality, and values that can provide satisfaction to all relevant stakeholders.

### The Impact of *Good University Governance* to The Quality Lecturer Teaching

The second hypothesis (H2) presumes that the implementation of Good University Governance has a positive and significant effect on Lecturer Teaching Quality. And in the research results, it was found that the implementation of Good University Governance has a

positive and significant effect on Lecturer Teaching Quality. This is explained by the positive coefficient value of 0.839 for the implementation of Good University Governance with a probability value of 0.000. Based on these results, the hypothesis is accepted.

The findings of this research are in line with a study conducted by Martono et al., (2020) which investigated the relationship between the implementation of Good University Governance and Student Satisfaction. Lecturer teaching quality was proven to be influenced by the implementation of Good University Governance. Teaching staff with a higher level of commitment to the student learning experience have been shown to have a significant influence on student satisfaction (Poon et al., 2015). Xiao & Wilkins (2015) argue that Good University Governance has a positive effect on university performance. Thus, the implementation of Good University Governance can improve the performance of lecturers in terms of teaching ability.

**The Impact of The Quality of Lecturer Teaching to Student Satisfaction**

The third hypothesis (H3) presumes that Lecturer Teaching Quality has a positive and significant effect on Student Satisfaction. In the research results, it was found that Lecturer Teaching Quality does not have a positive and significant effect on Student Satisfaction. This is explained by the positive coefficient value of 0.112 for Lecturer Teaching Quality with a probability value of 0.404. Based on these results, the hypothesis is rejected.

There are several studies that did not find a significant influence of lecturer quality and teaching models on student satisfaction (Carter & Yeo, 2016; Martirosyan, 2016). They suggest that student satisfaction is not only determined by teaching quality but is also influenced by students' perceptions and expectations of other aspects such as facilities, administrative services, campus atmosphere, etc. If students' expectations are high, then even if the teaching quality is good, they may not necessarily feel satisfied.

Lecturer quality is also key to student satisfaction. In his research, Wilkins (2013) found that lecturer quality and effective use of technology are strong determinants of student satisfaction. However, the influence of teaching quality on student satisfaction can vary depending on the context and characteristics of the students, such as educational background, learning motivation, or learning style preferences.

## CONCLUSION

This research was conducted through a field study by distributing online questionnaires to 160 respondents who are students at the Batam Institute of Technology (ITEBA). This research was conducted to examine how Good University Governance influences Student Satisfaction at ITEBA, how Good University Governance relates to Lecturer Teaching Quality at ITEBA, and how Good University Governance influences Student Satisfaction through the mediation of Lecturer Teaching Quality at ITEBA.

The results of the implementation of Good University Governance show a positive and significant influence on lecturer teaching quality and student satisfaction.This is because good university governance emphasizes the principles of transparency, accountability, responsibility, independence, and fairness. By applying these principles, higher education institutions can create a conducive environment for lecturers to carry out their teaching duties effectively. The presence of accountability and responsibility encourages lecturers to improve their teaching quality, while the principle of independence provides the academic freedom necessary for the learning and teaching process. Quality lecturers will provide better and more satisfactory teaching for students. Good teaching quality will increase student satisfaction with the learning process they receive.

Furthermore, the results from lecturer teaching quality show an insignificant influence on student satisfaction. This indicates that lecturer teaching quality does not significantly affect student responses. Because, in general, there are still other factors that have a more significant influence on student satisfaction, such as the reputation of the higher education institution, career prospects for graduates, tuition fees, or other supporting facilities. Additionally, the influence of teaching quality on student satisfaction can vary depending on the context and characteristics of the students, such as educational background, learning motivation, or learning style preferences.

However, this research still has a number of limitations and weaknesses due to the existing constraints. Among these limitations and weaknesses are the number of company samples used is limited only to active students. And this research is limited to the use of the variables Good University Governance, Student Satisfaction, and Lecturer Teaching Quality. Therefore, it is recommended that future researchers use a larger sample category and investigate and review staff, lecturer, and instructor satisfaction.

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