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Evaluation of Academic Information Systems in Realizing Good University Governance

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ABSTRACT. This study aims to measure the influence of the Academic Information System (AIS) on Good University Governance (GUG) at UIN Walisongo Semarang. This study uses a quantitative method with data collection through a survey involving academic staff, students, and PTIPD management. The research instrument is a questionnaire designed to measure transparency, accountability, and participation. The data obtained were analyzed using linear regression to evaluate the contribution of the AIS to each aspect of GUG. The results showed that the AIS contributed 0.832 to transparency, 0.862 to accountability, and 0.884 to participation. Optimal implementation of the AIS has been proven to significantly improve these three aspects, ultimately strengthening Good University Governance's principles. Increased transparency through the AIS allows easier and faster access to academic information, while better accountability supports more effective supervision. In addition, increased participation allows for broader involvement of all stakeholders in the decision-making process. These findings confirm that the AIS plays a direct role in improving the quality of university governance more effectively. This study also contributes to the literature on university governance by emphasizing the role of information technology in enhancing transparency, accountability, and participation. The practical implication of this study is the importance of developing more efficient SIA implementation strategies to support good university governance and improve overall academic performance.
Keywords: *Academic Information System, Good University Governance, Transparency, Accountability, Participation.*

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INTRODUCTION

Academic information systems are vital in managing higher education. This is because it will help higher education to be easy in managing data effectively, and accurately, and can be integrated (Putra, 2023a; Santika & Rini, 2021). Some common problems related to academic information systems are related to costs, human resources, infrastructure and system incompatibility (e-campus, 2017). In addition to the four problems mentioned above, there are also other problems such as developers or system managers who are not very reliable, organizations that build in poor conditions, inadequate system development planning, lack of involvement and participation from management and organizations in helping to manage and develop the system, and very busy servers so that system management is sometimes delayed

(Sevima, 2021). A real example of the benefits of an academic information system is providing convenience to students and lecturers. (Arif, 2023). Information systems will play an essential role in higher education, especially in state universities, so conducting in-depth research on academic information systems is necessary to achieve good university governance in the future (Damayanti et al., 2023; Kurniawan et al., 2023).

In developed countries such as England, management information systems support research and teaching management and strengthen global academic coordination (Khalid et al., 2019; Marginson & Sawir, 2006; Nilsson & Sia-Ljungström, 2013; Wan & Sirat, 2017). Meanwhile, South Korea is leveraging SIA to improve academic services, access to information, and administrative efficiency, including data-driven decision-making and improving academic performance (Jeong et al., 2022; J.-S. Lee et al., 2024; Park et al., 2024). In another study revealed by (Cattlin & Given, 2024) Academic information systems strengthen the framework to support university governance. In Indonesia, SIA evaluation is still needed to improve the quality and effectiveness of academic governance (Prananindya & T.a.h, 2024; Putra, 2023b; Umar et al., 2023). Analysis of academic information systems is a crucial step in identifying governance gaps in higher education (Akintayo et al., 2024). Post-COVID-19, advances in information technology enable automation of academic processes, improving the integration of student data and academic services (Pitso et al., 2024). Digital transformation in higher education also contributes to improving the quality of human resources (Amarullah et al., 2023; Amirudin et al., 2024; Basari et al., 2023; Jumiati & Kartiko, 2022; Musyaffa et al., 2023). However, the complexity of management demands an efficient and integrated system (Tien, 2008). With a good academic information system, it can ensure transparency and accountability in academic management (Abdullah et al., 2024). Therefore, analysis and application of appropriate methods are essential to support broader educational goals (Ross et al., 2010).

This study aims to explore and analyze the role of Academic Information Systems (AIS) at UIN Walisongo in supporting Good University Governance (GUG). This study focuses on increasing transparency, accountability, and participation in decision-making. By utilizing information technology, effective governance in higher education institutions ensures transparency, accountability, and quality in academic and administrative processes. It involves establishing clear policies, ethical leadership, and efficient management practices to enhance institutional performance, and stakeholder trust administration can be accelerated by improving internal processes and services. Implementing AIS can contribute to better university governance, enhance the institution's reputation, and provide accurate and transparent information for stakeholders.

On the other hand, research on academic information systems (AIS) that support good university governance shows that AIS plays a crucial role in improving fairness, independence, and quality of educational services. Previous studies have confirmed that AIS can accelerate data processing, improve recording accuracy, and strengthen digital governance in the university environment. In addition, AIS has also proven effective in minimizing data processing errors and accelerating information access, ultimately improving service quality through more efficient interactions between users and the system. However, although the benefits of AIS have been widely recognized, the effectiveness of its implementation still requires more in-depth study, especially at UIN Walisongo Semarang. Previous studies tend to pay less attention to the integration aspect of AIS with other academic systems and face data interoperability constraints that can hinder transparency and accessibility of information.

Furthermore, most studies focus more on user satisfaction without comprehensively analyzing the technical and managerial challenges that arise during the AIS implementation process. Therefore, more holistic research is needed to explore effective AIS integration strategies, overcome data interoperability barriers, and identify technical and managerial factors

that can improve system efficiency. This approach will contribute meaningfully to developing more transparent, accountable and sustainable university governance.

METHOD

This research was conducted at Wali Songo State Islamic University in Semarang City, Central Java Province, Indonesia. This research used a quasi-experimental research design and quantitative methodology (Vyas et al., 2016). The quasi-experimental design allows the researcher to control certain variables and observe the impact of AIS on university governance. The quantitative methodology allows for measurable data information and statistical analysis that can strengthen the validity of the findings. Primary data from respondents were collected using a structured questionnaire and a survey method. This research design was chosen to evaluate and test the causal relationship between the independent factors (academic information system) and the dependent variables (transparency, accountability, participation) (Sanusi, 2019).

In this study, the number of respondents was 184 people who were selected using a purposive sampling method, where each respondent had specific standards in order to be selected as a respondent (Nyimbili & Nyimbili, 2024; Willie, 2024), one of the characteristics of which is presented in Table 1 below.

Table 1. Demographic Personalities of Respondents

No	Name of Study Program	Number of samples
1	Islamic Education Management	30
2	Islamic education	28
3	Elementary Madrasah Teacher Education	27
4	Early childhood education programs	26
5	Arabic Language Education	22
6	English Language Education	27
7	Arabic Language Education	24
	Total	**184**

The data used are primary data obtained using a structured questionnaire distributed to respondents. The questionnaire given to respondents has been testd to validity and reliability by experts. The questionnaire consists of four main parts that measure research variables using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) (Jebb et al., 2021). Each variable was measured using 10 statement items, so there were 40 statement items in the questionnaire. In filling out the questionnaire, the researcher accompanied the respondents so that there was no bias in filling it out due to a lack of understanding of the questions in the questionnaire. This study was conducted over a period of 5 months.

Multiple linear regression analysis technique was using by examine the data obtained and determine how the independent variables affect the dependent variable (Marill, 2004). Classical assumption tests, consisting of heteroscedasticity, multicollinearity, and normality tests, were conducted prior to the regression analysis. The F test was usd to test the simultaneous impact of all independent factors on the depndent variable, while the t test was used to examine the partial impact of each independent variabel (Cankaya et al., 2006). For all statistical studies, SPSS software was used.

RESULT AND DISCUSSION

Result

Validity Test

Before conducting further analysis, it is important to confirm that the research instrument is valid and dependable. Table 2 displays the consequences of the validity and reliability tests for each research variable. The significance level is set at 5% with a 95% sureness level to ensure the accurateness of the data.

Table 2 Validity test of variable Y1

Statement		*P-value*
Statement 1		0,000
“	**2**	0,000
“	**3**	0,000
“	**4**	0,000
“	**5**	0,000
“	**6**	0,000
“	**7**	0,000
“	**8**	0,000
“	**9**	0,000
“	**10**	0,001

The table shows the correlation consequence value for each statement of the Transparency variable (Y1) against the overall value of the statement. As of the 10 statements, all statements have a P-value < alpha (0.05) so that the decision taken is to Reject H0, which means that all declaration points are valid.

Next, conduct a validity test for the Y2 variable. The pursuit are the outcomes of the validity test for the Y2 variable.

Table 3 Validity test of variable Y2

Statement		*P-value*
Statement 1		0,000
“	**2**	0,000
“	**3**	0,001
“	**4**	0,000
“	**5**	0,000
“	**6**	0,000
“	**7**	0,000
“	**8**	0,000
“	**9**	0,000
“	**10**	0,000

The table above shows that all statements in the Accountability variable have a P-value <0.05, so H0 is rejected. This says that all statement items in the variable are valid.

Next, conduct a validity test for variable Y3. The following are the finals of the validity test for variable Y3.

Table 4. Validity tes of variable Y_3

Statement		*P-value*
Statement 1		0,000
“	**2**	0,000
“	**3**	0,000

"	**4**	0,000
"	**5**	0,000
"	**6**	0,000
"	**7**	0,000
"	**8**	0,000
"	**9**	0,000
"	**10**	0,000

The table above shows that all statements of the Participation variable are valid, with a P-value <0.05 so that H0 is rejected.

Next, conduct a validity test for variable X. The follow are the finals of the validity investigation for variable X.

Table 5 Validity tes of variable X

Statement		***P-value***
Statement 1		0,000
"	**2**	0,000
"	**3**	0,000
"	**4**	0,000
"	**5**	0,000
"	**6**	0,000
"	**7**	0,000
"	**8**	0,000
"	**9**	0,000
"	**10**	0,016

The table above shows that all statements of the Academic Information System (X) variable have a P-value < 0.05, so H0 is rejected. This confirms that all statement items valid.

Reliability Test

Table 6. Reliability test of variable Y_1

Variable	**Cronbach's Alpha**
Y_1	0,832

The Cronbach's Alpha rate of 0.832 indicates that the transparency variable (Y1) has high consistency because it exceeds the threshold of 0.600. Thus, the null hypothesis (H0) is rejected, confirming that the transparency measurement instrument is dependable.

Next, conduct a reliability test for the Y2 variable. The folowing are the results of the Y_2 variable reliability test.

Table 7. Reliability tes of variable Y_2

Variable	**Cronbach's Alpha**
Y2	0,862

The Cronbach's Alpha rate of 0.862 indicates that the accountability variable (Y2) has an elevated level of consistency because it exceeds the minimum limit of 0.600. Thus, the null hypothesis (H0) is rejected, confirming that the measurement instrument for this variable is reliable.

Next, conduct a reliability test for variable Y3. The followng are the finals of the reliability test for variable Y_3.

Table 8. Reliability tes of variable Y_3

Variable	Cronbach's Alpha
Y_3	0,884

The table below displays the Cronbach's Alpha value of 0.884, where the number is greater than or level to 0.600, so that the verdict to Reject H0 can be robbed. This means that the magnitude results for the variable (Y_2), namely the participation variable, are establish or the same.

Next, conduct a reliability test for variable X. The following are the results of the reliability test for variable X.

Table 9. Reliability test of variable X

Variable	Cronbach's Alpha
Y	0,892

The table above shows the Cronbach's Alpha value of 0.892, where this number is greater than or equal to 0.600, so that the decision to Reject H0 can be taken. This means that the magnitude results for variable (X), namely the Academic Information System variable, are relatively constant or the same.

Multiple Linear Regression Analysis

Matrix Plot display is used to find out the connection between dependent variables and independent variables. The relationship is used to see the shape of the linear line. The following are the results of the Matrix Plot between variables.

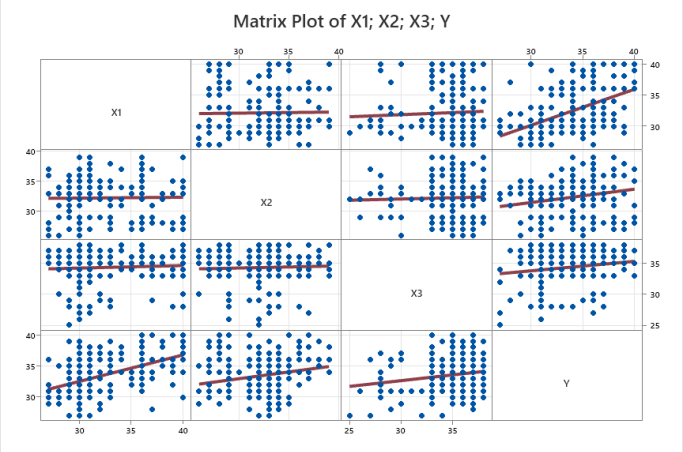

Figure 1. Matrix Plot among variables

The image above shows a linear relationship between variables X and Y1, Y2 and Y3, marked by a red line that moving from to the bottommost left to the top right. This pattern shows a positive correlation or a directly proportional relationship. To confirm the relationship, a Pearson Product Moment correlation test was conducted among them the independent and dependent variables, with the calculation results as follows.

Table 10. Pearson Product Momen Correlation Test

Variable	Y_1	Y_2	Y_3
		P-value	
X	0,000	0,002	0,017

Based on the previous table above, all P-values < alpha (0.050), so the decision that can be taken is to Reject H0, which revenue that there is a linear relationship between the independent variable and the dependent variable.

The following are the results of the analysis of the normal supply residual supposition test on academic information system data that have a significant effect on transparency, accountability, and participation using the Kolmogorov-Smirnov method.

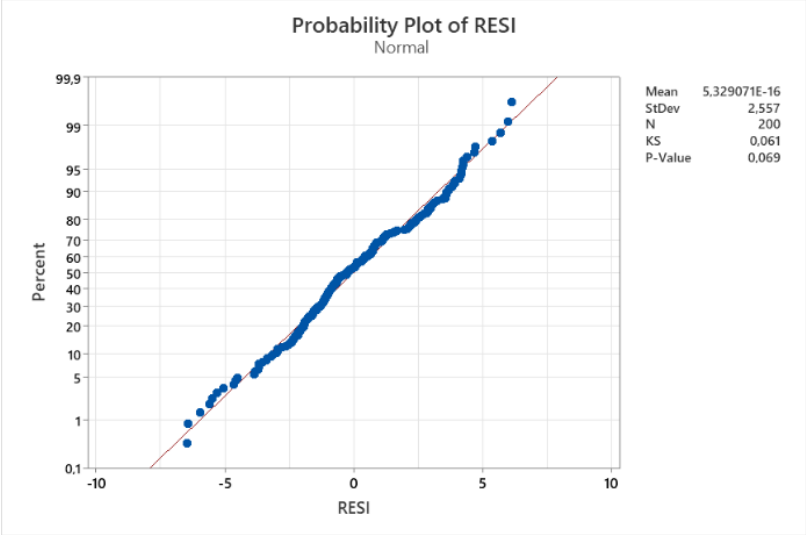

Figure 2. Test of the Assumption of Normal Distribution Residuals

Based on the image displayed, it is visually visible that the data has been normally distributed, indicated by the red plot that is between the linear lines formed. In addition, the results of the normality test using the Kolmogorov-Smirnov method show that the p-value of 0.069 is bigger than alpha 0.05. Thus, the desision taken is to fail to reject H0, which means that the residual data of the Academic Information System (AIS) that affects transparency, accountability, and participation in student services has been normally distributed. Residual normality is important in regression analysis, because it ensures the validity of the hypothesis test results and the accuracy of parameter estimates. With normally distributed data, the regression model used can be relied on to draw valid conclusions.

Testing the identical residual assumption can be done using the Glejser test. The following are the results of the analysis of the identical residual assumption test..

Table 11. Identical Residual Assumption Test

Source of Variance	DF	SS	MS	F	*P-value*
Regression	1	1,197	1,197	0,510	0,476
Residual	198	464,313	2,345		
Total	199	465,509			

The table above display that the p-value (0.476) is greater than alpha (0.05). This can be taken as a decision, namely failing to reject H0. This means that the residual data of the Academic Information System has a significant effect on transparency, accountability, and participation.

The Durbin-Watson test can be used to examine the assumption of independent residuals. The Durbin-Watson test results are as follows.

Table 12 Independent Residual Assumption Test

Durbin Watson	dL	due	4-dL	4-dU
1,891	1,738	1,799	2,262	2,201

The table above disply that the Durbin Watson value is among them the dU and 4-dU intervals, namely 1.891 is between the values 1.799 and 2.201. Therefore, the decision taken is to fail to reject H0. This means that the residual data on transparency, accountability, and participation have a significant effect on the academic information system and are independent.

To determine if independent variables are correlated, the multicollinearity test is utilized. The Variance Infelation Factor (VIF) and tolerance values for each independent variable can be examined in order to perform this test. Multicollinearity is not present if the tolerance value is greater than 0.10 and the VIF is less than 10. The Multicollinearity Results are shown here.

Table 13. Multicollinearity

Models	Collinearity Statistics		Information
	Tolerance	VIF	
Transparency	1	1	There is no multicollinearity
accountabilities	1	1	There is no multicollinearity
accountabilities	1	1	There is no multicollinearity

Based on the results in the table above, the Tolerance value for each independent variable is more than 0.1, while the VIF value is below 10. This indicates that there is no correlation between the independent variables in the regression model. Thus, it can be concluded that the regression model formed does not experience multicollinearity problems.

This study highlights the role of Academic Information System (AIS) in supporting university governance through transparency, accountability, and participation. The results of the analysis show that the AIS contributes 0.832 to transparency, 0.862 to accountability, and 0.884 to participation. Optimal implementation of AIS improves all three aspects, strengthening the principles of Good University Governance (GUG). This finding confirms that AIS plays a direct role in improving the quality of university governance more effectively.

Testing the impact of independent factors on dependent variables at the same time is known as simultaneous testing. The outcomes of the analysis of the simultaneous testing are as follows.

Table 14 Simultaneous test (ANOVA)

Source of Variance	DF	SS	MS	F	*P-value*
Regression	3	582,83	194,275	29,27	0,000
Residual Error	196	1300,77	6,637		
Total	199	1883,59			

Based on the table, the P-value (0.000) is smaller than alpha (0.050), so H0 is rejected. This shows that the academic information system has a significant effect on transparency, accountability, and participation, which strengthens the principle of Good University Governance at UIN Wallison Semarang. After the simultaneous test, a partial test was conducted to identify variables that have a significant effect on good university governance (transparency, accountability and participation).

Table 15 Partial test (t-test)

Variable	t	*P-value*	Decision
Y1	8,17	0,000	Reject H_0
Y2	3,49	0,001	Reject H_0
Y3	2,28	0,024	Reject H_0

The analysis results show that the Academic Information System significantly affects transparency, accountability, and participation at UIN Wallison Semarang, indicated by a P-value smaller than alpha (0.05). The regression model has a reliability level (R-sq) of 30.94%, which means that the variables in the model explain 30.94% of the data variation, while other factors outside the model influence 69.06%.

Discussion

This study investigates the influence of the Academic Information System (AIS) on transparency, accountability, and participation of all academic students, employees, and lecturers in creating Good University Governance (GUG) at Walisongo State University Semarang. The findings provide valuable insights into the factors driving reform in academic governance, which aims to improve transparency, accountability, and participation for all stakeholders.

The Influence of Academic Information Systems (AIS) on Transparency

This research is based on the theory of Good University Governance (GUG), which emphasizes transparency, accountability, and participation in academic governance (Gollagari et al., 2022; Muhsin et al., 2020). Transparency in higher education relates to the openness of information and accessibility of academic data for stakeholders (Jones, 2019; Tsai et al., 2020). The Academic Information System (AIS) is important in realizing transparency and accelerating the distribution of accurate and easily accessible information for students, lecturers, and academic management.

The study results show that transparency has a Cronbach's Alpha value of 0.832, which indicates high reliability. Linear regression analysis proves that the optimal implementation of SIA positively impacts increasing transparency in academic governance. This positive impact is due to information transparency; SIA allows the openness of academic data accessed by students, lecturers, and academic management. This increases stakeholder trust and minimizes the potential for fraud or data manipulation. With the accuracy and speed of SIA data distribution, SIA accelerates the process of processing and disseminating accurate information, such as grades, class schedules, and student academic status. This supports better and more timely decision-making.

Better accountability: With a digital footprint, all academic activities are recorded to be easily audited and verified. This strengthens the accountability of academic management. Increased stakeholder participation, SIA allows students and lecturers to provide input related to the academic process. This participation encourages better collaboration between all parties involved and, finally, effective technology integration, with integrated information technology in

SIA helping to overcome obstacles in data interoperability and ensuring smooth academic processes (Bulturbayevich, 2021).

This finding is consistent with previous research stating that SIA increases access to information openness, thereby strengthening the integrity and credibility of educational institutions (Sozon, Mohammad Alkharabsheh, et al., 2024). In the context of GUG, transparency is a significant factor in the effectiveness of academic governance. An integrated AIS ensures that academic information is available in real-time, can function, and is used in more open decision-making (Sudipa et al., 2023). Therefore, transparency is not only an indicator of AIS success but also a driver of academic governance reform to increase the accountability of educational institutions (Adeoye et al., 2025; C.-L. Lee & Yang, 2011).

This study offers a new contribution by examining the relationship between transparency and SIA implementation from a GUG perspective. Different from previous studies that focused more on academic administrative efficiency, this study explicitly proves that the implementation of SIA not only increases transparency but also strengthens the principle of academic governance. The results of this study are expected to be the basis for universities in optimizing SIA to increase information transparency and encourage better academic governance reform..

The Influence of Academic Information Systems (AIS) on Accountability

This study is based on the theory of Good University Governance (GUG), which emphasizes the importance of transparency, accountability, and participation in academic governance. In this context, accountability refers to the responsibility of institutions in managing academic information systematically and can be accounted for to all stakeholders (Rasche & Esser, 2006). The Academic Information System (AIS) functions as the main instrument in creating accountability by supporting more accurate and transparent recording, storage, and reporting of academic data (Sudipa et al., 2023).

The results of the study showed that the relationship between SIA and accountability had a Cronbach's Alpha value of 0.862, which indicated a high level of reliability. This confirms that the implementation of SIA at UIN Walisongo Semarang has a positive contribution to increasing the accountability of academic administration. Multiple linear regression analysis also proved that SIA facilitates the recording and reporting of student academic data systematically, thereby increasing clarity and accountability in the administrative process.

The positive impact of the implementation of the Academic Information System (AIS) on accountability in academic governance based on the theory of Good University Governance (GUG) can be explained through the following factors, namely increasing data accuracy, AIS allows for more accurate and systematic recording of academic data, thereby minimizing errors in data processing. This supports transparency and accountability because the data presented can be verified and accounted for. Efficiency in academic reporting, with an integrated system, the process of reporting academic data, such as grades, attendance, and student progress, becomes more efficient and can be accessed in real time by stakeholders (Sasdi & Danim, 2024). This increases clarity in the administrative process.

Transparency of Academic Process, SIA provides open access to information for students, lecturers, and academic management. This openness allows for better supervision of academic activities, thereby increasing institutional accountability. Ease of audit and performance evaluation, digitally stored data simplifies internal and external audit processes. Institutions can conduct academic performance evaluations based on valid and accountable data and support data-based decision making (A et al., 2024; Alwi & Mumtahana, 2023; Balaji et al., 2021). With accurate and transparent data, university management can make more appropriate and responsible decisions regarding academic policies.

This finding is in line with previous research which states that the integration of information systems in organizational governance can strengthen public trust and improve institutional performance through better accountability systems (Sudewo & Sulastri, 2022). In GUG's perspective, accountability is the main indicator in ensuring the effectiveness of academic management. SIA not only facilitates the storage of academic data but also allows real-time access to important information, thereby increasing the credibility of universities in the eyes of stakeholders. Therefore, optimal implementation of SIA can strengthen the principles of Good University Governance, especially in the aspect of accountability related to the transparency of academic data and the accountability of educational institutions.

This study has a new contribution in examining the relationship between Academic Information System (AIS) and accountability in the perspective of Good University Governance (GUG) in the academic environment. Different from previous studies that focused more on the efficiency of academic administration, this study explicitly proves that the implementation of AIS not only accelerates the process of managing academic data, but also plays a role in increasing accountability as part of better university governance. With an integrated system, academic information can be accessed and verified more easily, which ultimately strengthens the accountability of institutions to students and other stakeholders.

The Influence of Academic Information Systems (AIS) on Participation

This research is based on the theory of Good University Governance (GUG) which emphasizes the principles of transparency, accountability, and participation in academic governance (Sozon, Sia, et al., 2024). Transparency refers to the openness of academic information that can be accessed by all stakeholders, while accountability relates to responsibility in the management of academic resources. Participation reflects the active involvement of students, lecturers, and education staff in the academic process. In this context, the Academic Information System (AIS) plays a role as a primary instrument in strengthening the three principles of GUG through increasing service efficiency, information accessibility, and data-based decision making.

The results of the study show that the implementation of SIA has a significant impact on participation in academic governance with a Cronbach's Alpha value of 0.884, which shows a strong contribution of SIA in improving Good University Governance. This finding is in line with the GUG theory which states that the sustainability of academic governance depends on the extent to which information is available, easily accessible, and can be used in more open decision making (Sozon, Sia, et al., 2024). In addition, this study also supports previous findings which state that SIA increases openness of access to information and efficiency of academic administration (Martin-Sardesai & Guthrie, 2018; Ratnasari et al., 2024). However, this study provides more specific empirical evidence on the quantitative impact of SIA implementation on GUG principles. With an integrated SIA, academic data becomes more accurate and real-time, thus increasing transparency and strengthening the credibility of educational institutions.

This study offers a new perspective in linking the implementation of SIA with the principles of Good University Governance (GUG). Unlike previous studies that focus more on administrative efficiency and information management, this study explicitly measures the impact of SIA on participation with a quantitative approach. Thus, this study clarifies the causal relationship between SIA implementation and improved academic governance, which has not been widely explored in related studies. In addition, this study fills the gap in the literature by showing that SIA does not only function as an administrative tool, but also as a strategic instrument in improving academic governance. The results of this study can be a reference for universities in designing SIA development policies to strengthen more effective and sustainable university governance.

Based on the description in the previous section, this study provides innovation by proving that the implementation of SIA not only improves administrative efficiency, but also strengthens transparency, accountability, and participation as the main pillars of Good University Governance. The practical implication is the development of policies that are more oriented towards technology integration to improve sustainable academic governance, as in the following table.

Table 16 Implications of SIA in Good University Governance (GUG)

Aspect	Current Research	Implications/Implementation
Transparency	SIA increases the transparency of academic information through open data that can be accessed in real time.	Increase stakeholder trust, minimize data manipulation, and support prompt decision making.
Accountability	SIA supports accurate and systematic data recording and facilitates audits.	Improve the clarity of administrative processes, strengthen the accountability of academic management, and facilitate performance evaluation.
Participation	SIA opens space for students and lecturers to provide input regarding the academic process.	Encourage better collaboration between students, lecturers and academic management to improve the quality of education.
Technology Integration	Integrated SIA ensures seamless interoperability of academic data	Improve the efficiency of academic services, speed up data processing, and ensure data validity for accurate decision making.
Sustainability of Governance	SIA strengthens the principles of Good University Governance (GUG) through transparency, accountability, and participation.	Assisting higher education institutions in designing sustainable SIA development policies to enhance institutional credibility and performance.

CONCLUSION

This study provides important insights into the implementation of Academic Information Systems (AIS) in realizing the principles of better Good University Governance. The most important findings of this study indicate that AIS does not only function as an administrative tool, but also plays a key role in building transparency, accountability, and participation among academic stakeholders. This is in accordance with the principles of Good University Governance which are expected to improve the quality of university management. Effective implementation of AIS contributes to operational efficiency and increases student involvement in the decision-making process, which ultimately creates a more competitive and responsive academic environment to stakeholder needs.

Theoretically, this study enriches the literature on the impact of information technology on academic governance by explaining the role of Academic Information Systems (AIS) as a key driver of good governance in the context of higher education. This study emphasizes the importance of building a system that not only functions to manage data, but also improves interaction between stakeholders, so that educational management becomes more participatory. These findings have significant practical implications for decision makers in higher education institutions. Universities are expected to utilize these insights to formulate more effective AIS implementation strategies, improve management transparency, and open better communication channels between students and management. AIS should not only focus on data management, but

also be directed at creating a culture of openness and broader participation in the educational institution environment.

However, this study has limitations in the scope of the sample which is limited to one institution, so the results cannot be generalized to other universities with different characteristics. In addition, this study focuses more on the analysis of the relationship between AIS and governance aspects, without exploring other factors that may contribute to the effectiveness of AIS implementation. Therefore, further research is suggested to expand the scope of the study by comparing the implementation of AIS in various institutions and examining external factors that can influence the success of academic information systems in supporting good university governance. Through a comparative approach, it is expected to gain a deeper understanding of the dynamics that influence the success of AIS in various universities.

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