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Principles of Good University Governance and the Values of Academic MIS

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Abstract

This study aims to examine the application of Good University Governance principles and Islamic values in the development of Academic Management Information Systems (Academic MIS) in higher education institutions. The development of Academic MIS is an important effort to improve the quality of academic services, information transparency, and the effectiveness of educational administration. This study uses a descriptive qualitative method with a literature review approach. Data were collected from various written sources, including scientific journals, books, and relevant articles on university governance, academic management information systems, and Islamic values in educational management. The findings indicate that the principles of Good University Governance, which include transparency, accountability, responsibility, independence, and fairness, play an important role in supporting the development of effective and reliable Academic MIS. The implementation of these principles can help higher education institutions improve service quality, clarify administrative procedures, and facilitate access to information for students, lecturers, and educational staff. Furthermore, Islamic values such as trustworthiness (amanah), honesty (siddiq), justice ('adl), and responsibility provide a moral foundation for managing academic information systems. Integrating good governance principles with Islamic values is expected to create academic information systems that not only support technological advancement but also uphold ethical standards and maintain the trust of all users. Therefore, the development of Academic MIS should be carried out in a planned, transparent, and accountable manner while adhering to Islamic values to support the improvement of higher education quality.

Keywords: *Good University Governance, Islamic values, academic management information systems, university governance.*

INTRODUCTION

Developments in information technology have driven universities to continually improve the quality of academic services through the use of academic Management Information Systems (MIS). These systems play an important role in managing various academic activities, such as student data management, grade processing, class schedule preparation, Study Plan Card (KRS) entry, and the delivery of academic information to students and lecturers. With an academic MIS, services can be delivered faster, more easily, and more systematically. In addition, such systems can reduce errors in data processing and make it easier for users to obtain the information they need. According to Hakim et al. (2025), web-based academic information systems can support service efficiency and ease information management in higher education.

The development of an academic MIS depends not only on technological sophistication but also requires good governance so that its implementation is effective and consistent with the university's goals. One concept that can be applied is Good University Governance (GUG), which

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covers the principles of transparency, accountability, responsibility, independence, and fairness. These principles serve as guidelines for managing universities so that they are more open, orderly, and accountable. Rukmana et al. (2024) explain the importance of effective governance in supporting the running of higher education institutions. In applying an academic MIS, transparency can be realized by providing academic information that is clear and easy to access, while accountability is applied through data management that can be accounted for. Meanwhile, the principles of responsibility and fairness can be realized by providing services in accordance with the rules and without discriminating among users.

Besides good governance, Islamic values also play an important role in developing an academic MIS, especially in Islamic universities. Values such as trustworthiness (*amanah*), honesty, justice, and responsibility can serve as guidelines for managing data and providing services to all system users. Junaina et al. (2026) discuss the importance of the values of *amanah* and justice in Islamic education governance. The value of *amanah* can be applied by keeping students' data confidential and secure, while honesty is realized through delivering academic information that is correct and not misleading. In addition, the value of responsibility encourages academic MIS managers to ensure that the information provided matches actual conditions and can be used as intended. Applying Islamic values can also help build professional and ethical attitudes in serving students, lecturers, and education staff.

METHODS

This study uses a qualitative approach with a descriptive method and a library research design. The method was chosen because the study focuses on examining the principles of Good University Governance and Islamic values in developing academic Management Information Systems (MIS) based on written sources, without collecting data directly in the field. The library research was conducted by reviewing various scientific journal articles, academic books, and official documents relevant to university governance, academic information systems, and Islamic values in education management.

The study was carried out in several stages: determining the focus of the study, searching for and selecting appropriate library sources, reading and noting important information, and then grouping the information by research theme. Sources were selected based on relevance to the topic, the credibility of the publisher, and the fit of the content with the research objectives, prioritizing publications from 2020–2026. Because this study uses library research, its subjects are documents and literature, not informants or field research sites. The data were analyzed descriptively and qualitatively by grouping findings into the themes of GUG principles, Islamic values, and academic MIS development.

DISCUSSION

1. **The Role of Academic Management Information Systems in Higher Education Services**

   An academic Management Information System (MIS) is one of the means universities use to manage data and provide academic services digitally. The system covers the management of student data, class schedules, grades, the Study Plan Card (KRS), the Study Result Card (KHS), and the delivery of academic information. The presence of an academic MIS can help universities reduce manual administrative work, speed up the delivery of information, and make it easier for users to obtain services.

   Hakim et al. (2025), in their article "Literature Review: The Effectiveness of Web-Based Academic Information Systems in Higher Education," found that implementing academic information systems can support service efficiency, data transparency, and user satisfaction. However, their effectiveness is also influenced by system quality, information quality, user experience, infrastructure, and human resource readiness. These findings show that the success of an academic MIS is determined not only by the availability of technology but also by the quality of management and the ease of use of the system.

   Based on these findings, developing an academic MIS needs to take into account the needs of students, lecturers, education staff, and university leaders. A good system must provide information that is accurate, easy to use, and accessible to authorized parties.

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Conversely, a system that is often disrupted, has outdated information, or is difficult to use can hinder academic services.

Therefore, developing an academic MIS needs to be accompanied by clear management policies and periodic evaluation. It is not enough for universities merely to provide a digital system; they also need to ensure that the system supports effective services, maintains data security, and provides real benefits to users. This is an important basis for linking academic MIS development with the principles of Good University Governance and Islamic values.

2. **Applying the Principles of Good University Governance in Managing an Academic MIS**

Applying the principles of Good University Governance (GUG) in managing an academic Management Information System (MIS) is important to support good academic services in higher education. An academic MIS is used to help manage various information, such as student data, class schedules, grades, Study Plan Card (KRS) entry, and the preparation of the Study Result Card (KHS). Therefore, the system needs to be managed in an orderly, transparent, and accountable manner so that the information available can be used as needed.

The principle of transparency can be applied by giving students and lecturers access to academic information according to their respective rights. The principle of accountability is realized through clear recording and management of data so that every change in information can be accounted for. Meanwhile, the principle of responsibility relates to the university's obligation to maintain data accuracy, system security, and the smooth running of academic services. The principle of independence is also needed so that the system is managed professionally, while the principle of fairness is realized by providing equal service to all users in accordance with prevailing provisions.

Applying good governance is very important in supporting the effectiveness of university management. In line with this, managing an academic MIS cannot rely solely on technological sophistication but also requires clear rules, responsible managers, and periodic evaluation. By applying GUG principles, an academic MIS is expected to help universities improve service quality, reduce errors in data management, and build students' trust in academic services.

3. **Integrating Islamic Values in Managing an Academic MIS**

Islamic values play an important role in managing an academic MIS, especially in Islamic universities. Islamic values can serve as a moral foundation for the use of technology, data management, decision-making, and service delivery to the academic community. Hermawan et al. (2025), in their article "Reconstructing Good University Governance Based on Islamic Values in Indonesian State Islamic Higher Education Institutions: A Systematic Literature Review (2020–2025)," analyzed 42 articles on GUG based on Islamic values in state Islamic universities. Their synthesis shows that *amanah,* justice, responsibility, and public benefit (*maslahah*) are often used as normative foundations of governance. However, these values still need to be translated into institutional mechanisms and more measurable governance indicators. This finding is important because it shows a gap between the values stated in policy and their application in organizational practice.

This finding is in line with the study by Safitry, Irawati, and Murni (2025) entitled "Organizational Culture of Islamic Values and Good University Governance (A Study at the Institute of Social Sciences and Management STIAMI)." The study discusses the relationship between Islamic values and GUG, particularly through the principles of prophetic leadership: *siddiq, amanah, fathanah,* and *tabligh*. It emphasizes that Islamic values can strengthen integrity and organizational culture when applied in university management activities rather than merely used as slogans.

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In developing an academic MIS, these values can be applied concretely. *Amanah* means maintaining trust through protecting academic data and using access rights responsibly. *Siddiq* means conveying information honestly and avoiding manipulation of students' grades or data. *Fathanah* relates to competence and wisdom in decision-making, including choosing technology solutions that fit the university's needs. Meanwhile, *tabligh* relates to conveying information correctly, clearly, and in a way that can be understood by interested parties.

Junaina et al. (2026), in their study "Qur'anic Foundations of Islamic Education Governance: A Study of Amanah and Justice," used library research to examine the foundations of Islamic education governance based on the values of *amanah* and justice. The study positions both values as the basis for building professional and responsible education governance. In the context of an academic MIS, *amanah* relates to the obligation to protect data and users' trust, while justice relates to providing services according to each user's rights.

Based on these studies, Islamic values need to be applied through observable actions. Data protection, for example, cannot rest merely on an appeal to keep *amanah* but must be supported by access-rights rules and system security. Likewise, honesty must be supported by data-checking procedures and correction mechanisms when errors are found. In this way, Islamic values can become a real part of academic MIS governance.

4. **The Relationship Between Good University Governance and Islamic Values in Developing an Academic MIS**

The results of the literature review show that GUG and Islamic values have a mutually complementary relationship. GUG provides a framework for managing the organization, while Islamic values provide the moral foundation for those who carry out that management. Integrating the two can support the development of an academic MIS that is not only effective technologically but also ethically responsible.

Hermawan et al. (2025) found that Islamic values in GUG studies are still often placed as a normative foundation and have not been fully operationalized into measurable governance mechanisms. Meanwhile, Fatkuroji et al. show that academic information systems are related to transparency, accountability, and participation. Taken together, these two findings show that developing an academic MIS can be one means of applying governance principles, while Islamic values can guide how the system is used and supervised.

This relationship can be explained through several examples. Transparency is in line with *tabligh*, namely conveying correct and clear information. Accountability is in line with *amanah* and responsibility because each party must account for its duties. Fairness in GUG relates to the Islamic value of *'adl*, namely giving rights to those entitled to them. Meanwhile, competence in managing technology can be linked to *fathanah*, namely the ability to act carefully and wisely.

Nevertheless, integrating GUG and Islamic values cannot be done merely by pairing terms considered similar. Both need to be applied in clear work procedures and policies. For example, openness of information must be accompanied by access restrictions to protect personal data. Accountability must be accompanied by recording of data changes so that every action can be traced. The value of *amanah* needs to be realized through compliance with rules, not merely through moral statements.

Thus, the results of this synthesis show that developing an academic MIS based on GUG and Islamic values needs to combine three main elements: clear governance, ethical behavior by managers, and a secure and effective technology system. The three support one another in building academic services that can be trusted.

5. **Challenges and Strategies for Developing an Academic MIS Based on GUG and Islamic Values**

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Hakim et al. (2025) identified infrastructure limitations, human resource readiness, and technical service quality as obstacles to implementing academic information systems. Meanwhile, Rukmana et al. (2024) discuss governance challenges related to leadership, organizational culture, and the development of integrated information systems. Both studies show that the success of academic digitalization requires technological readiness as well as organizational readiness.

Another challenge is that the application of Islamic values sometimes still stops at the level of principle. Hermawan et al. (2025) show that the values of *amanah*, justice, and responsibility have not yet been fully translated into measurable institutional mechanisms. This means universities need to ensure that these values truly influence how systems are designed, used, and evaluated.

To address these challenges, developing an academic MIS needs to be carried out through several interrelated steps. First, universities need to set policies on system management, division of authority, data protection, and procedures for changing information. Second, training needs to be given to managers and users so that they understand how to use the system, information security, and their respective responsibilities. Third, the system needs to be evaluated periodically based on data accuracy, ease of use, security, and service quality.

These strategies show that developing an academic MIS requires a continuous process. Improving technology without improving governance risks producing a system that is not used optimally. Conversely, good policy without the support of technology and human resources can also hinder services. Therefore, universities need to develop information systems in an integrated way, taking technology, governance, and ethics into account.

CONCLUSION

Based on the results of the literature review, it can be concluded that the principles of Good University Governance and Islamic values play an important role in developing academic Management Information Systems (MIS) in higher education. The principles of transparency, accountability, responsibility, independence, and fairness can support the management of information systems that is orderly, open, and accountable. Meanwhile, Islamic values such as *amanah*, honesty (*siddiq*), justice (‘*adl*), and responsibility serve as the moral foundation for maintaining the accuracy of information, protecting academic data, and providing fair service to users. The results also show that the success of academic MIS development depends not only on technology but also on human resource readiness, management policy, system security, and consistent application of governance. The contribution of this study is to provide an understanding of the importance of integrating GUG principles with Islamic values as the basis for developing academic MIS. Therefore, universities need to develop information systems continuously by strengthening governance, improving managers’ capability, protecting data, and evaluating services periodically. Thus, integrating GUG and Islamic values is expected to support the realization of an academic MIS that is effective, secure, transparent, fair, and responsible. This conclusion is the result of a literature synthesis, so its application in real conditions still needs further study through field research.

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