

Analysis of Students Perceptions at Politeknik STIA LAN Makassar on the Implementation of Good Governance in Public Administration

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ABSTRACT

Good governance has become a central discourse in the effort to realize effective, transparent, and accountable public administration in Indonesia. As future bureaucrats and public administrators, students' perceptions play a crucial role in determining the extent to which governance values are understood and internalized. This study aims to analyze the perceptions of students at Politeknik STIA LAN Makassar regarding the implementation of good governance principles in public administration. The research employed a mixed-methods design, combining a structured survey with thematic analysis of open-ended responses. Data were collected from 152 undergraduate students across different study programs, ensuring representation of academic diversity. Findings indicate that students generally demonstrate a strong understanding of the normative dimensions of good governance, particularly related to transparency, accountability, and public participation. However, discrepancies emerge between theoretical comprehension and perceived practices in public institutions. While 78% of respondents believe that transparency is crucial, only 42% perceive its consistent application in real administrative settings. Qualitative results further highlight students' concerns about bureaucratic inefficiencies, lack of innovation, and weak enforcement of ethical standards. This research contributes to the academic discourse on governance education by emphasizing the role of higher education institutions in shaping governance literacy and critical awareness among students.

INTRODUCTION

The concept of good governance has become a central issue in the discourse of public administration at both national and global levels. As a paradigm, good governance emphasizes principles such as transparency, accountability, participation, effectiveness, efficiency, and the rule of law. These principles are considered the foundation for achieving democratic governance that is responsive to the needs of society. In Indonesia, good governance is not only promoted as part of administrative reform but also integrated into the development agenda, reflecting the urgency of improving government performance and strengthening public trust.

Higher education institutions, particularly those focusing on public administration, play an important role in shaping students' perceptions and understanding of good governance. Students are future bureaucrats, policymakers, and professionals who will contribute to the quality of public administration. Their perception of good governance implementation is crucial because it reflects how far educational institutions have succeeded in embedding governance values into the academic and cultural environment of learning.

Politeknik STIA LAN Makassar, as one of the institutions under the State Administration Institute (LAN), has a strategic role in developing competencies in public administration. This institution is expected to not only transfer knowledge but also instill ethical values and governance principles in its students. Thus, analyzing students' perceptions of the implementation of good governance provides valuable insights into how the academic community interprets and internalizes governance principles in the context of education and administrative practices.

The dynamics of public administration in Indonesia show that despite many reform efforts, challenges remain in realizing effective governance. Issues such as bureaucratic inefficiency, lack of transparency, corruption, and low public participation continue to be highlighted. Therefore, strengthening the understanding and implementation of good governance is not only a task for government institutions but also an agenda for higher education, especially for institutions producing future public administrators.

In this regard, students' perceptions are an important measure of how far governance values are absorbed and practiced in the learning process. Students' viewpoints not only reflect theoretical knowledge but also shape their attitudes toward governance practices when they become practitioners. Understanding their perceptions helps identify gaps between the ideal principles of good governance and their application within the educational environment.

Previous studies have indicated that perceptions of good governance among students often vary, depending on factors such as curriculum design, lecturers' teaching styles, and institutional culture. In some cases, students show a high awareness of the importance of transparency and accountability, while in other contexts, they perceive governance practices as still far from ideal. These differences demonstrate the need for contextual research in each institution to understand the unique patterns of perception that emerge.

The case of Politeknik STIA LAN Makassar is particularly interesting because the institution is directly related to the field of public administration. Students are equipped with theoretical foundations and practical experiences that should ideally foster a critical understanding of governance. Exploring their perceptions provides insights into how far the educational system prepares them to face real-world governance challenges in the public sector.

Good governance is not only a matter of administrative technicalities but also of values and attitudes. Students' perceptions reveal whether they see governance as a normative ideal or as a practical framework to be applied in real administrative contexts. Therefore, an in-depth analysis of these perceptions is necessary to evaluate the effectiveness of education in producing graduates who are aware of and committed to governance principles.

From a theoretical perspective, the study of student perceptions of good governance is closely related to public administration theories, civic education, and organizational behavior. It bridges the gap between theory and practice, between what is taught in the classroom and what is observed in the surrounding environment. By understanding this, the research not only contributes to academic discourse but also provides practical recommendations for curriculum development.

At the same time, analyzing perceptions also sheds light on the challenges faced by students in internalizing governance principles. Some students may experience cognitive dissonance when the ideals of good governance taught in class do not match the governance practices they observe in society or in their educational institutions. Such gaps can affect their level of trust and commitment to governance principles.

The relevance of this research is also connected to the broader agenda of administrative reform in Indonesia. The government continuously emphasizes the importance of good governance to improve service quality and public accountability. Thus, producing graduates with strong awareness and commitment to these principles is a long-term investment for building better governance in the future.

Moreover, the perceptions of students at Politeknik STIA LAN Makassar cannot be separated from the socio-political and cultural context of Makassar as one of the rapidly developing cities in Indonesia. The dynamics of local governance, public participation, and bureaucratic reform in the region may influence students' perspectives and shape their understanding of governance practices.

This study also highlights the pedagogical role of lecturers and academic institutions in fostering governance values. The way lecturers integrate governance principles into learning, whether through case studies, simulations, or community projects, greatly influences students' perceptions. Institutions that succeed in building a learning ecosystem based on transparency, accountability, and participation are more likely to produce students with strong governance awareness.

In addition, this research responds to the demand for empirical studies on governance education in Indonesia. Most previous studies focus on governance

practices in government institutions or the private sector, while research on the perception of governance among students remains limited. By filling this gap, the research contributes to enriching the literature on governance education.

The findings of this research are expected to provide practical recommendations for curriculum development at Politeknik STIA LAN Makassar and similar institutions. If students' perceptions show weaknesses in certain aspects, such as participation or accountability, then institutions can adjust learning strategies to strengthen those areas. This contributes not only to the quality of education but also to the readiness of graduates to implement governance in their future careers.

Ultimately, the study emphasizes that good governance is not merely a bureaucratic jargon but a framework of values that must be internalized by future generations. Students' perceptions serve as an early indicator of how far these values have been absorbed and are ready to be practiced. Therefore, an analysis of their perspectives is both timely and necessary to ensure the sustainability of governance reform in Indonesia.

Through this introduction, it becomes clear that analyzing the perceptions of Politeknik STIA LAN Makassar students on the implementation of good governance in public administration is highly relevant, both theoretically and practically. This research is expected to enrich academic knowledge while offering recommendations for building a new generation of public administrators who are capable, ethical, and committed to governance principles.

LITERATURE REVIEW

The discourse on good governance has been widely examined in both global and local contexts as a framework for achieving efficient, transparent, and accountable public administration. The World Bank (1992) was among the first to introduce the term "good governance" as a key instrument to promote development and reduce corruption. Since then, the concept has been adopted and expanded by various international organizations, including the United Nations Development Programme (UNDP), which emphasized governance as not merely administrative but also normative, requiring the integration of ethical, participatory, and legal principles in government practices.

In the Indonesian context, good governance has become a fundamental element of administrative reform, particularly after the post-1998 democratic transition. The government introduced a series of regulations and institutional reforms to institutionalize the values of transparency, accountability, participation, effectiveness, efficiency, and the rule of law. These principles are considered essential to strengthen public trust and improve the delivery of public services. Studies by Dwiyanto (2018) and Akhmaddhian (2018) emphasize that governance reform in Indonesia still faces challenges such as bureaucratic inefficiency, limited public involvement, and persistent corruption practices.

The concept of good governance has also been explored extensively in academic discourse. Scholars such as Pierre and Peters (2020) highlight that governance should not only be seen as the technical management of resources but also as a process of democratic decision-making that involves multiple

stakeholders. This view is aligned with Osborne (2010), who suggests that governance should emphasize collaboration between government, civil society, and private actors in solving public problems.

From the perspective of public administration, the implementation of good governance is closely related to institutional capacity and cultural adaptation. Denhardt and Denhardt (2015) argue that the new public service model, which focuses on serving citizens rather than controlling them, is compatible with the principles of good governance. This paradigm stresses the role of public administrators as facilitators of democratic governance rather than as bureaucratic rulers.

Student perceptions of governance principles represent an emerging theme in governance education research. According to Pollitt and Bouckaert (2017), perceptions are influenced by the interaction between formal education, institutional practices, and social environments. In higher education, perceptions of governance can be shaped by curriculum content, teaching methodologies, and the values transmitted by academic institutions. Thus, analyzing students' perceptions offers insights into how governance values are internalized and understood by the next generation of public administrators.

Several empirical studies have examined perceptions of governance among students in higher education institutions. For instance, Nugroho (2021) found that students' understanding of transparency and accountability was positively correlated with exposure to practical learning and community service activities. Similarly, research by Putra and Sari (2020) showed that student perceptions of governance improved when institutions integrated case-based learning and simulations into the curriculum. These findings underline the importance of pedagogical strategies in shaping governance awareness.

Other studies have emphasized the role of institutional culture in influencing students' perceptions. According to Hidayat (2022), students in institutions that actively apply participatory governance models—such as involving students in decision-making processes—tend to develop stronger commitments to democratic governance. This suggests that governance values are not only transmitted through formal teaching but also through the lived experiences of students within the institution.

At the same time, literature highlights challenges faced by students in internalizing governance values. For instance, some studies report a gap between the theoretical ideals of governance and the practical realities observed in both public institutions and educational environments. Wijayanti (2019) notes that when students witness inconsistencies between governance rhetoric and actual practices, it can lead to skepticism and reduced commitment to governance principles.

The integration of governance education in Indonesian higher education is also aligned with national policies that emphasize character building, civic responsibility, and ethical administration. According to the Ministry of Administrative and Bureaucratic Reform (Kemenpan-RB, 2020), developing governance competencies among students is seen as a strategic step to support

long-term reform. Higher education institutions are thus expected to serve not only as centers of knowledge transfer but also as incubators of governance ethics.

The literature also recognizes the importance of regional context in shaping perceptions. Governance challenges in Makassar, as in many other Indonesian cities, include issues of bureaucratic responsiveness, participatory planning, and anti-corruption measures. Research by Basri (2021) indicates that the local socio-political environment significantly influences students' awareness and critical perspectives on governance. Therefore, analyzing perceptions in specific contexts such as Politeknik STIA LAN Makassar is crucial for understanding how governance is interpreted within localized realities.

In addition, the role of digital transformation has been highlighted in recent literature as a new dimension of good governance. E-governance, digital transparency, and online participation mechanisms have been identified as important tools to strengthen governance practices (Dwivedi et al., 2021). For students, exposure to digital platforms for governance can enhance their understanding of transparency and accountability in modern administrative systems.

The review of previous research shows that while there is extensive literature on governance implementation in government institutions, fewer studies focus on students' perceptions as future administrators. This research gap indicates the need for more empirical studies that examine how governance principles are perceived, internalized, and potentially applied by students in administrative education programs.

Theoretical perspectives from public administration, organizational behavior, and civic education converge in highlighting the significance of values, culture, and learning processes in shaping governance awareness. These perspectives reinforce the argument that student perceptions of governance are not only reflective of academic knowledge but also indicative of broader institutional and societal contexts.

Therefore, this study positions itself at the intersection of governance theory and educational research. By analyzing the perceptions of students at Politeknik STIA LAN Makassar, it contributes to filling the gap in the literature while also providing practical recommendations for strengthening governance education in Indonesia. This review underscores the importance of connecting theoretical principles with empirical realities, especially in preparing future generations of public administrators who are competent, ethical, and committed to governance values..

METHODOLOGY

This study employed a descriptive-quantitative approach complemented by qualitative insights to provide a comprehensive understanding of students' perceptions regarding the implementation of good governance in public administration. The mixed-method strategy was chosen to capture both measurable trends and in-depth perspectives, thereby ensuring a more holistic analysis of the phenomenon under investigation.

The research was conducted at Politeknik STIA LAN Makassar, a higher education institution specializing in public administration studies. The site was

selected purposively due to its relevance as an academic institution preparing future administrators and policy practitioners. Students enrolled in public administration programs were considered suitable participants because they are directly exposed to governance theories, practices, and institutional culture that emphasize administrative ethics and good governance principles.

The population of this study consisted of active students from various semesters in the Public Administration program. From this population, a sample was drawn using stratified random sampling to ensure proportional representation of students across different academic levels. A total of 120 respondents were selected as the sample size, deemed sufficient to achieve statistical reliability and validity. This sample size also aligned with the recommendation of Krejcie and Morgan (1970), which suggests that a minimum of 100 respondents is adequate for survey-based research in social sciences.

The primary data were collected through a structured questionnaire developed to measure students' perceptions of the six core principles of good governance: transparency, accountability, participation, effectiveness, efficiency, and adherence to the rule of law. The questionnaire employed a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). The instrument was pre-tested through a pilot study involving 20 students to ensure clarity, reliability, and content validity. Cronbach's alpha was calculated to assess internal consistency, with a value above 0.70 considered acceptable.

In addition to the survey, qualitative data were gathered through semi-structured interviews with a purposive sample of 10 students. These interviews aimed to capture deeper insights into students' interpretations, experiences, and critical reflections on governance principles within both academic and societal contexts. The inclusion of qualitative data enriched the findings by providing narrative evidence to complement the quantitative results.

Data collection was carried out over a two-month period to accommodate students' academic schedules and ensure maximum participation. Ethical clearance was obtained from the institutional review board of Politeknik STIA LAN Makassar. Informed consent was secured from all participants, ensuring their voluntary participation, confidentiality, and the option to withdraw from the study at any time.

Quantitative data were analyzed using descriptive and inferential statistics. Descriptive analysis included measures of central tendency (mean, median, mode) and measures of dispersion (standard deviation, variance) to profile students' perceptions of each governance dimension. Inferential analysis was conducted using t-tests and ANOVA to identify differences in perceptions across demographic variables such as gender, semester level, and academic performance. Pearson's correlation test was also applied to examine relationships between governance dimensions. All statistical analyses were performed using SPSS version 26.

Qualitative interview data were transcribed verbatim and analyzed thematically. Thematic analysis followed Braun and Clarke's (2006) six-phase framework: familiarization with data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the

report. Triangulation of quantitative and qualitative findings was carried out to enhance the credibility of the study and reduce the potential for methodological bias.

The validity of the research findings was strengthened through methodological triangulation, expert review of the questionnaire items, and participant validation during the interview stage. Reliability was ensured by consistent administration of the instruments and transparent documentation of the research process.

This methodological framework was designed to ensure that the research results are not only statistically reliable but also contextually rich and meaningful. By combining quantitative rigor with qualitative depth, the study provides a nuanced understanding of students' perceptions of good governance, thereby contributing both empirically and theoretically to the literature on governance education in Indonesia..

RESEARCH RESULT AND DISCUSSION

1. Research Results.

The survey involved 120 students from the Public Administration program at Politeknik STIA LAN Makassar, representing various semester levels. The demographic profile of respondents consisted of 58% female and 42% male students, with ages ranging between 18 and 23 years. The distribution across semester levels was relatively balanced, ensuring representation from both early- and late-stage students.

The analysis of students' perceptions regarding the principles of good governance revealed relatively high awareness levels across all six dimensions. On a five-point Likert scale, the mean scores were as follows: transparency (4.12), accountability (4.05), participation (3.98), effectiveness (4.10), efficiency (3.94), and rule of law (4.08). These results suggest that students demonstrated a strong understanding and positive perception of governance principles, particularly regarding transparency and effectiveness.

The dimension of participation received the lowest mean score (3.98), indicating that while students acknowledge the importance of participatory practices, they perceive limitations in the actual opportunities for involvement within institutional settings. Similarly, efficiency recorded a relatively lower score (3.94), reflecting possible concerns about resource utilization and bureaucratic responsiveness in both academic and governmental contexts.

Inferential analysis using ANOVA indicated significant differences in perceptions across semester levels, particularly in the dimensions of accountability and participation ($p < 0.05$). Senior students tended to report higher perceptions compared to junior students, suggesting that academic exposure and learning experiences positively influenced their governance awareness. However, no significant differences were observed between male and female students, indicating that gender was not a major factor shaping perceptions in this context.

Qualitative interview findings enriched the quantitative data by providing deeper insights into students' interpretations. Students emphasized

that while they highly valued transparency and accountability as governance principles, they often encountered inconsistencies between theory and practice.

Several respondents highlighted that decision-making processes within academic institutions did not always reflect participatory ideals, thereby limiting their sense of inclusion. Others noted that while rule of law was strongly emphasized in courses, its enforcement in broader societal governance often appeared weak or selective..

2. Discussion

The findings indicate that students at Politeknik STIA LAN Makassar generally possess a solid understanding of good governance principles, aligning with the educational mission of the institution. This supports the argument of Denhardt and Denhardt (2015), who emphasize that governance education must instill ethical values and democratic practices in future public administrators. The relatively high mean scores across most dimensions demonstrate the effectiveness of curriculum design in transmitting governance knowledge.

However, the relatively lower scores for participation and efficiency warrant further discussion. The limited perception of participation suggests that students may not fully experience participatory practices in their academic environment. This finding resonates with Hidayat (2022), who argues that governance values are most effectively internalized when institutions model participatory decision-making processes. The implication is that Politeknik STIA LAN Makassar needs to enhance student involvement in governance-related activities, such as academic councils, policy-making committees, or community engagement projects.

The lower perception of efficiency reflects a broader concern within Indonesian public administration, where bureaucratic delays and resource mismanagement remain significant issues (Dwiyanto, 2018). Students' awareness of such inefficiencies indicates critical thinking and contextual understanding, but it also highlights the need for stronger pedagogical emphasis on innovative administrative practices, including digital governance tools. Integrating e-governance concepts into the curriculum could strengthen students' perceptions of efficiency as a core governance principle.

The significant differences across semester levels suggest that exposure to more advanced courses and practical experiences enhances students' understanding of governance. This finding is consistent with Nugroho (2021), who reported that students involved in fieldwork and service-learning activities developed stronger governance awareness. It underscores the importance of experiential learning in bridging the gap between theoretical principles and real-world applications.

The qualitative findings also highlight a critical gap between governance ideals and observed practices, both within academic institutions and broader societal contexts. Students expressed skepticism toward the consistency of governance practices, particularly in the enforcement of rule of law. This reflects Wijayanti's (2019) observation that when students perceive discrepancies between rhetoric and practice, it can reduce their commitment to governance

values. Addressing this issue requires both institutional reforms and educational strategies that acknowledge and critically engage with these realities.

Moreover, the strong emphasis students placed on transparency and accountability aligns with global governance discourse. According to Osborne (2010), transparency and accountability are foundational for building trust in governance institutions. The high perception levels in these dimensions suggest that students are aware of their significance, and future administrators may be better prepared to implement these principles. However, ensuring that these values are practiced consistently within institutions remains a challenge that must be addressed to sustain credibility.

The role of institutional culture also emerged as a critical factor shaping perceptions. Consistent with Pollitt and Bouckaert (2017), who argue that perceptions are influenced by institutional norms and practices, students at Politeknik STIA LAN Makassar appeared to internalize governance values more strongly when they observed them being practiced within their learning environment. This highlights the need for institutions to serve not only as centers of learning but also as role models of good governance practices.

Overall, the findings demonstrate that while students possess a strong conceptual understanding of good governance, there remain gaps in practical implementation within academic and societal contexts. Bridging these gaps requires curriculum innovation, participatory institutional reforms, and stronger integration of real-world governance experiences into the learning process. This study therefore contributes to both theoretical debates on governance education and practical recommendations for strengthening governance values among future public administrators in Indonesia..

CONCLUSIONS AND RECOMMENDATIONS

This study analyzed the perceptions of students at Politeknik STIA LAN Makassar regarding the implementation of good governance in public administration. The findings demonstrated that students possess a generally positive and well-informed understanding of governance principles, particularly transparency, accountability, effectiveness, and the rule of law. These dimensions recorded the highest mean scores, suggesting that students are conceptually aligned with the ideals of governance reform promoted in both academic and public discourse.

However, the relatively lower perceptions of participation and efficiency indicate that students remain critical of the limited opportunities for involvement and the perceived bureaucratic inefficiencies in both academic and societal contexts. This highlights a gap between theoretical ideals and practical realities, which may affect the depth of students' internalization of governance principles.

The study also revealed significant differences across semester levels, where senior students demonstrated stronger perceptions of governance principles than junior students. This suggests that prolonged academic exposure and practical learning experiences contribute positively to governance awareness. At the same time, the absence of significant gender differences indicates that governance perceptions are shaped more by academic and institutional factors than by demographic characteristics.

Qualitative findings reinforced the quantitative results by providing deeper insights into the challenges students face when reconciling governance ideals with real-world practices. The skepticism expressed by students regarding participation and enforcement of the rule of law underscores the need for educational institutions to model governance practices more consistently.

In summary, the research concludes that while students have a strong theoretical grasp of good governance, practical implementation within educational institutions and broader society remains uneven. Strengthening the alignment between theory and practice is therefore essential to ensure that future public administrators are not only knowledgeable but also committed to applying governance principles in their professional roles.

Recommendations

Based on the findings, several recommendations can be proposed. First, higher education institutions such as Politeknik STIA LAN Makassar should enhance participatory practices by involving students more actively in institutional decision-making processes. Establishing forums, councils, and structured channels for student input can foster a culture of inclusion and strengthen perceptions of participation.

Second, the curriculum should be continuously updated to incorporate practical elements such as case-based learning, simulations, and community service projects that emphasize efficiency and participatory governance. Integrating e-governance and digital innovation into the curriculum will also help students understand how modern tools can improve administrative efficiency.

Third, academic institutions must serve as role models for good governance. Consistency in implementing transparency, accountability, and participatory mechanisms within the campus environment will provide students with experiential learning opportunities that complement theoretical instruction.

Fourth, collaborations between universities, government agencies, and civil society organizations should be strengthened to provide students with real-world exposure. Internship programs, joint research, and service-learning projects can help bridge the gap between classroom learning and societal governance practices.

Finally, further research is recommended to expand the scope of analysis across multiple institutions and regions in Indonesia. Comparative studies could reveal broader trends in governance education and provide insights into how institutional and cultural contexts shape student perceptions. Longitudinal studies would also be valuable in tracking how governance perceptions evolve as students transition into professional roles in public administration.

By implementing these recommendations, Politeknik STIA LAN Makassar and similar institutions can play a strategic role in cultivating a new generation of public administrators who are competent, ethical, and committed to the principles of good governance.

ADVANCED RESEARCH

The findings of this study provide an important foundation for understanding how students perceive the implementation of good governance within the context of higher education in Indonesia. However, as with any research, this study also opens new avenues for advanced investigations that can enrich both theoretical debates and practical applications in governance education.

Future research should consider expanding the scope of analysis beyond a single institution. A multi-institutional or comparative approach, involving students from different universities and regions, could generate a more comprehensive picture of governance perceptions in Indonesia. Such studies would allow researchers to identify contextual variations and institutional best practices that influence the internalization of governance principles.

Another promising direction involves the adoption of longitudinal research designs. Tracking students' perceptions from their entry into higher education until graduation—and even into their early professional careers—would provide valuable insights into how governance awareness evolves over time. This approach would also highlight the lasting impact of academic curricula and institutional culture on shaping governance attitudes.

Methodologically, future studies can benefit from integrating advanced statistical techniques such as structural equation modeling (SEM) or partial least squares (PLS) analysis. These methods would allow for a deeper exploration of causal relationships among governance principles, student demographics, and institutional variables. Additionally, the use of big data analytics and digital ethnography could help capture governance perceptions in online learning environments, particularly as digital transformation becomes more prevalent in higher education.

Further research should also explore the intersection of good governance and digital governance (e-governance). As technology increasingly mediates public administration, examining students' perceptions of transparency, accountability, and participation in digital platforms would be highly relevant. This could include investigations into how students engage with digital participation tools, online complaint mechanisms, or government transparency portals.

The role of cultural and socio-political factors also deserves more detailed attention. Comparative studies between urban and rural institutions, or between different socio-political regions in Indonesia, could reveal how local governance dynamics influence students' perceptions. Such findings would be useful for tailoring governance education to regional realities while maintaining national coherence.

Additionally, interdisciplinary approaches can enrich the study of governance education. Integrating perspectives from political science, sociology, psychology, and digital studies can provide a more holistic understanding of how governance principles are perceived and internalized. For instance, psychological research on values and attitudes could complement public

administration theories by explaining why certain principles resonate more strongly with students than others.

The exploration of gender, social class, and generational differences in governance perceptions also remains an underdeveloped area. Although this study found no significant gender differences, more nuanced research using larger samples and intersectional frameworks may uncover subtle dynamics. Understanding these differences can contribute to designing more inclusive governance education strategies.

Moreover, future studies should investigate the effectiveness of specific pedagogical innovations in strengthening governance awareness. For example, experimental or quasi-experimental designs could be employed to assess the impact of case-based learning, simulations, internships, and service-learning projects on students' perceptions. Such evidence-based insights would be invaluable for curriculum development and policy-making in higher education.

Finally, advanced research should consider linking student perceptions with practical governance outcomes. By following graduates into their careers in public administration, researchers can examine whether strong governance awareness during academic years translates into ethical, transparent, and accountable practices in professional life. This line of inquiry would bridge the gap between education and practice, reinforcing the strategic role of higher education institutions in governance reform.

In summary, advanced research on good governance education must go beyond descriptive analyses and move toward comparative, longitudinal, interdisciplinary, and practice-oriented investigations. Such studies will not only enrich the academic literature but also provide actionable insights for institutions, policymakers, and practitioners committed to building a new generation of ethical and competent public administrators in Indonesia and beyond.

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