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Pendidikan Inklusi pada Anak Berkebutuhan Khusus "Tunadaksa"

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Abstrak Anak dengan kebutuhan khusus adalah anak yang mengalami kelainan atau penyimpangan (fisik, mental-intelektual, sosial-emosional) dalam proses pertumbuhan dan perkembangannya dibandingkan dengan anak-anak lain seusianya, sehingga mereka memerlukan pelayanan pendidikan khusus. Penelitian ini bertujuan untuk menelaah bagaimana pendidikan inklusi pada anak tunadaksa. Untuk mewujudkan tujuan tersebut, maka dilaksanakan penelitian kualitatif dengan metode wawancara, observasi, dan studi pustaka. Subjek dari penelitian ini berjumlah satu orang yang merupakan siswa penyandang tunadaksa binaan Yayasan Anak Cacat (YPAC) Surakarta. Yayasan Pembinaan Anak Cacat (YPAC) Surakarta memiliki 3 (tiga) jenis kelas, yaitu: (1) SLB-D (penyandang cacat tubuh), (2) SDB-D1 (penyandang cacat tubuh disertai cacat mental), dan (3) Inklusi (kurikulum sesuai Direktorat PSLB Departemen Pendidikan Nasional, sebelum penjurusan kelas terdapat Tes IQ yang harus diikuti oleh calon siswa). Selain jenis kelas, YPAC memiliki program ekstrakurikuler yang dapat diikuti oleh semua siswanya antara lain pramuka, kesenian, kepustakaan, musik, olahraga, komputer, tata boga, membatik, serta tata rias. Kajian ini menemukan bahwa hambatan utama yang dialami oleh tunadaksa di YPAC Surakarta adalah mengenai mobilitas yang terbatas untuk mempelajari lingkungan sekitar. Solusinya dengan mengoptimalkan peran para tentor untuk mengakomodasi hal-hal yang dibutuhkan oleh anak penyandang tunadaksa.

Kata Kunci: *Pendidikan Inklusi, Anak Berkebutuhan Khusus, Tunadaksa*

Abstract *Children with special needs are children who experience abnormalities or deviations (physical, mental-intellectual, social-emotional) in the process of growth and development compared to other children their age, so they need special education services. This study aimed to explore inclusive education for children with disabilities. To realise this objective, qualitative study was conducted using interviews, observation and literature study. The main subject of this study was one person who is a student with a disability assisted by Yayasan Anak Cacat (YPAC) Surakarta. Yayasan Pembinaan Anak Cacat (YPAC) Surakarta have 3 (three) types of classes, namely: (1) SLB-D (people with physical disabilities), (2) SDB-D1 (people with physical disabilities accompanied by mental disabilities), and (3) Inclusion (curriculum according to the Directorate of PSLB of the Ministry of National Education, before class assignment there is an IQ test that must be followed by prospective students). YPAC has extracurricular activities that can be*

followed by all students, including scouting, art, literature, music, sports, computers, catering, batik, and cosmetology. This study revealed the main obstacle experienced by the disabled at YPAC Surakarta is their limited mobility to learn about their surroundings. The solution is to optimise the role of tutors to accommodate the needs of children with disabilities.

***Keywords**: Inclusive Education, Children with Special Needs, Disability*

PENDAHULUAN

Pendidikan inklusi merupakan suatu konsep yang mengedepankan pemberian akses pendidikan bagi semua anak tanpa adanya diskriminasi, termasuk bagi anak-anak berkebutuhan khusus. Pendidikan yang ditujukan untuk penyandang disabilitas di Indonesia telah diatur di dalam Peraturan Pemerintah Nomor 72 Tahun 1991 tentang Pendidikan Luar Biasa. Pendidikan bagi peserta didik penyandang disabilitas ini disediakan dalam tiga jenis lembaga pendidikan, yaitu Sekolah Luar Biasa (SLB), Sekolah Dasar Luar Biasa (SDLB), dan Pendidikan Terpadu (Astawa, 2021). Salah satu kelompok yang mendapat perhatian dalam pendidikan inklusi yaitu anak penyandang tunadaksa. Tunadaksa merujuk pada individu yang mengalami keterbatasan fisik yang mempengaruhi aktivitas sehari-hari, tetapi tetap memiliki potensi untuk terus berkembang secara optimal jika mendapatkan layanan pendidikan yang sesuai (Manik, 2023). Oleh karena itu, pendidikan inklusi menjadi langkah penting dalam memastikan mereka mendapatkan hak pendidikan yang setara dengan anak-anak lainnya.

Anak penyandang tunadaksa menghadapi tantangan fisik yang berbeda-beda, sehingga membutuhkan penyesuaian khusus dalam proses pembelajaran. Pendidikan inklusi memungkinkan anak-anak ini belajar bersama dengan anak-anak lain di lingkungan yang sama dengan dukungan yang disesuaikan dengan kebutuhan masing-masing. Hal ini tidak hanya membantu meningkatkan kemampuan akademik, tetapi juga dapat memperkuat keterampilan sosial dan rasa percaya diri mereka.

Konsep pendidikan inklusi di Indonesia mulai diberlakukan di berbagai lembaga pendidikan, termasuk di Sekolah Luar Biasa (SLB) dan sekolah umum yang menerima siswa berkebutuhan khusus. Salah satu lembaga yang konsisten menerapkan pendidikan inklusi adalah Yayasan Pembinaan Anak Cacat (YPAC) Surakarta yang menyediakan fasilitas dan program khusus bagi anak-anak penyandang tunadaksa. Program ini bertujuan untuk memberikan pendidikan yang komprehensif, mencakup aspek akademik, keterampilan, dan pengembangan minat dan bakat siswa.

Implementasi pendidikan inklusi pada anak tunadaksa membutuhkan pendekatan yang holistik, meliputi penyesuaian kurikulum, pelatihan guru, dan dukungan infrastruktur yang ramah untuk penyandang tunadaksa. Selain itu, kolaborasi antara guru, orang tua, dan tenaga pendukung lainnya menjadi kunci keberhasilan dalam menciptakan lingkungan belajar yang inklusif. Pendidikan yang inklusif tidak hanya memberikan manfaat bagi anak tunadaksa, tetapi juga bagi seluruh siswa dengan menanamkan nilai-nilai toleransi dan empati.

Penelitian ini bertujuan untuk menelaah pelaksanaan pendidikan inklusi pada anak penyandang tunadaksa di YPAC Surakarta. Melalui pendekatan kualitatif, penelitian ini diharapkan dapat memberikan gambaran mendalam mengenai strategi, tantangan, dan keberhasilan program pendidikan inklusi bagi anak tunadaksa. Hasil penelitian ini diharapkan dapat memberikan kontribusi bagi pengembangan kebijakan pendidikan inklusi yang lebih efektif dan inklusif di Indonesia.

METODE

Penelitian ini menggunakan metode *field research*, dimana peneliti secara langsung mendatangi lokasi penelitian untuk mengumpulkan data dan informasi. Pendekatan yang diterapkan yaitu kualitatif yang berfokus pada pengamatan terhadap individu, berinteraksi secara langsung, dan memahami cara anak penyandang tunadaksa menjalankan aktivitas di lingkungan YPAC Surakarta.

Pemilihan YPAC Surakarta sebagai lokasi penelitian didasarkan pada beberapa pertimbangan. Pertama, relevansi dengan topik penelitian. YPAC Surakarta menyediakan layanan pendidikan khusus bagi anak-anak penyandang tunadaksa yang sesuai dengan topik penelitian. Kedua, pengalaman dan prestasi. YPAC Surakarta dikenal memiliki pengalaman panjang dalam mendidik siswa penyandang tunadaksa secara humanis, sehingga menjadi sumber data yang kaya dan kredibel (Kusuma *et al*., 2014).

Subjek dalam penelitian ini berjumlah satu orang yang merupakan siswa binaan YPAC Surakarta. Subjek dipilih karena dianggap telah memenuhi kriteria, yaitu penyandang tunadaksa dan telah menyelesaikan pendidikan pada jenjang SMA-D. Selain itu, subjek kini berperan aktif sebagai pengajar dan pendamping bagi siswa lain di asrama YPAC Surakarta, menunjukkan pengalaman dan keterampilan yang sesuai untuk memberikan wawasan mendalam terkait pembelajaran dan pendampingan bagi penyandang tunadaksa. Hal ini menjadikan subjek sebagai pilihan yang tepat untuk penelitian ini.

HASIL DAN PEMBAHASAN

A. Pendidikan Anak Tunadaksa di YPAC Surakarta

Penelitian ini merupakan penelitian kualitatif dengan menggunakan subjek penelitian satu orang yang dianggap kredibel yaitu Widya (narasumber wawancara penyandang tunadaksa), merupakan alumni SLB-D yang ada di YPAC. Tahun 2018 dia sudah lulus jenjang SMA-D dan sekarang mengajar dan membantu adik-adik yang lainnya dalam hal akademik di asrama YPAC. Menurut keterangan dari Widya, sebelum masuk ke sekolah YPAC ada tes IQ yang digunakan untuk mengetahui kemampuan anak agar sesuai ketika dimasukkan jenis kelas yang sama dengan kemampuan masing-masing anaknya. Berdasarkan test IQ, Widya masuk di jenis kelas SLB-D. Pendidikan di YPAC ada 3 jenis kelas yang tersaji pada Tabel 1.

Tabel 1. Jenis Kelas di YPAC Surakarta

Jenis Kelas	Jenjang Pendidikan	Keterangan
SLB-D	TK, SD, SMP, SMA	Untuk penyandang cacat tubuh
SDB-D1	Kelas Persiapan/Observasi (P)	Bagi penyandang cacat tubuh disertai cacat mental
	Tingkat Dasar D1 – D8	
	SMPLB	
	SMA	
Inklusi	TK - SMA	Kurikulum sesuai Direktorat PSLB Departemen Pendidikan Nasional

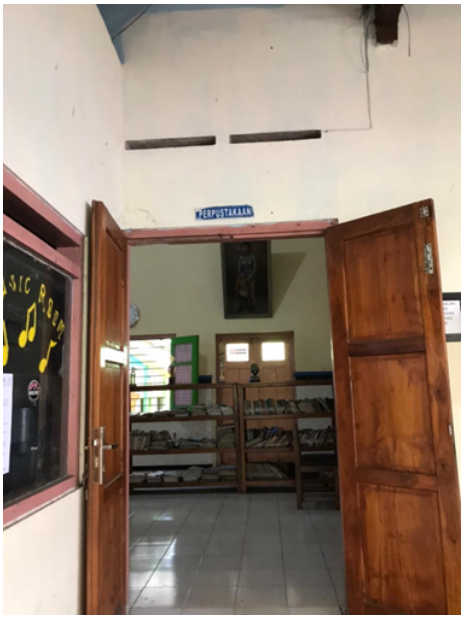
Selain itu, YPAC menyelenggarakan beberapa ekstrakurikuler guna mengembangkan minat dan bakat anak. Jenis ekstrakurikuler tersaji pada Tabel 2.

Tabel 2. Daftar Ekstrakurikuler di YPAC Surakarta

No	Jenis Ekstrakurikuler
1.	Kepramukaan
2.	Kesenian
3.	Kepustakaan
4.	Musik
5.	Keterampilan
6.	Olahraga
7.	Komputer
8.	Tata Boga
9.	Membatik
10	Tata Rias

Gambar 1. Produk Kerajinan yang Dibuat Anak YPAC Surakarta
Sumber: Dokumentasi Peneliti

Berdasarkan hasil wawancara, siswa tunadaksa Widya aktif dalam organisasi OSIS dan ekstrakurikuler tata rias serta tata boga. Hasil dari kegiatan ekstrakurikuler antara kerajinan tangan seperti tersaji pada Gambar 1. Menurut keterangan Widya bahwa OSIS di YPAC sudah tidak aktif lagi, dikarenakan kemungkinan kekurangan sumber daya anak yang minat di situ. Disaat pandemi Covid-19, pembelajaran di sekolah dilaksanakan secara daring seperti sekolah-sekolah formal lainnya dan Widya lebih sering membantu dalam hal kegiatan belajar kepada adik-adik TK dan SD. Sumber daya yang ada di YPAC terdiri dari organ (pembina, pengawas, dan pengurus), karyawan tetap YPAC, tenaga bantuan pemerintah (Depsos, DEPDIKNAS), dan ada tenaga sukarela dari masyarakat (perorangan atau organisasi). Fasilitas perpustakaan dan unit rehabilitasi YPAC tersaji pada Gambar 2 & 3.



Gambar 2. Perpustakaan di YPAC Surakarta
Sumber: Dokumentasi Peneliti

Gambar 3. Unit Rehabilitasi Pendidikan di YPAC Surakarta
Sumber: Dokumentasi Peneliti

B. Hambatan atau Kesulitan Dalam Bersekolah/Belajar Pada Anak Tunadaksa

Berdasarkan hasil penelitian ditemukan bahwa hambatan utama adalah kesulitan mempelajari pelajaran umum yaitu pelajaran-pelajaran yang sama ada di sekolah formal. Mengingat seharusnya pelajarannya tidak bisa disamakan dengan kurikulum yang ada di sekolah formal, tidak bisa dipukul rata. Keterbatasan mobilitas bagi anak tunadaksa untuk melihat lingkungan sekitar akan berbanding terbalik dengan anak-anak normal lain yang ada di sekolah formal. Mereka bisa bermobilitas secara mudah untuk mempelajari lingkungan sekitar dan mengakses fasilitas untuk belajar. Hal itulah yang dirasakan oleh Widya.

C. Solusi Untuk Mengatasi Hambatan/Kesulitan Bersekolah/Belajar Pada Anak Tunadaksa

Untuk mengatasi hambatan dalam mempelajari pelajaran umum tersebut, narasumber selalu berdiskusi dengan teman dan syukurnya para tentor selalu menanyakan ke dia apakah masih ada pelajaran yang ingin ditanyakan atau belum paham. Jadi, ketika belum memahami salah satu pelajaran, narasumber bisa dibantu dengan tentornya tersebut yang dengan setia dan sabar menemani dan mengajari. Memang, untuk mencapai ketercapaian hasil belajar yang maksimal dengan keterbatasan yang ada perlu bersinergi antara anak dan guru. Tidak bisa hanya murid saja ataupun guru yang gerak. Masing-masing pihak harus bersinergi dan berkolaborasi.

D. Minat dan Bakat Anak Tunadaksa

Ketika ditanya berkaitan dengan minat dan bakat, narasumber terlihat antusias sekali. Perlu diketahui, minat merujuk pada keterkaitan seseorang terhadap suatu aktivitas atau hal tertentu, sedangkan bakat merupakan kemampuan yang dimiliki

untuk menciptakan atau melakukan sesuatu dengan baik. Bakat juga dapat diartikan sebagai kemampuan belajar yang lebih tinggi yang memungkinkan seseorang, terutama anak-anak, mempelajari sesuatu dengan lebih cepat dibandingkan dengan anak-anak yang lain. Dalam hal peminatan, narasumber begitu berminat untuk berwirausaha dan membentuk suatu wadah atau komunitas bagi kaum difabel yang mempunyai *skills* seperti membengkel salah satunya. Karena dia melihat teman-temannya yang sama-sama ABK banyak yang mempunyai keterampilan membengkel dan dia merasa sayang sekali jika kemampuan itu tidak dikembangkan. Sedangkan dalam hal bakat, dia menceritakan bahwa bakatnya itu dalam hal berpuisi. Karena dengan bakatnya itu dia pernah mengikuti beberapa perlombaan puisi dan pernah mewakili YPAC untuk mengikuti perlombaan. Hal tersebut menjadikan dia mempunyai hobby dalam berpuisi. Tetapi ketika saya tanya "bagaimana kegiatan berpuisi itu kamu kembangkan lebih jauh?" lalu dia menjawab bahwa berpuisi untuk saat ini hanya sebatas *hobby* saja.

KESIMPULAN

Hambatan utama yang dialami oleh Anak Berkebutuhan Khusus (ABK) di YPAC Surakarta adalah mengenai mobilitas yang terbatas untuk mempelajari lingkungan sekitar. Solusinya dengan mengoptimalkan peran para tentor untuk mengakomodasi hal-hal yang dibutuhkan oleh penyandang tunadaksa. Implikasi dari penelitian ini bagi pembuat kebijakan, pendidik, dan pihak terkait adalah pentingnya pengembangan dan penerapan kebijakan pendidikan inklusi yang lebih mendalam, khususnya untuk anak tunadaksa. Pembuat kebijakan diharapkan dapat memperkuat dukungan terhadap fasilitas dan infrastruktur yang mendukung mobilitas serta aksesibilitas bagi anak tunadaksa, seperti transportasi yang ramah disabilitas dan penyesuaian lingkungan belajar. Pendidik diharapkan untuk lebih memperhatikan kebutuhan individual siswa melalui pendekatan yang lebih fleksibel dan kreatif, serta melibatkan tentor yang kompeten dalam memberikan dukungan. Pihak terkait lainnya, seperti lembaga pendidikan dan masyarakat, juga harus berperan aktif dalam menciptakan lingkungan yang inklusif dan mendukung proses pembelajaran yang optimal bagi anak tunadaksa.

Berdasarkan hasil analisis dan kesimpulan, peneliti memberikan rekomendasi yang dapat dijadikan penelitian lanjutan dengan topik yang relevan. Pertama, berkaitan dengan efektivitas pelatihan guru inklusif. Penelitian mengenai pelatihan dan pengembangan kompetensi guru dalam mengajar di kelas inklusif dapat menjadi rekomendasi penting. Studi ini dapat mengevaluasi sejauh mana pelatihan yang diberikan mampu meningkatkan pemahaman dan keterampilan guru dalam menangani siswa penyandang tunadaksa. Kedua, berkaitan dengan infrastruktur dan fasilitas pendukung. Penelitian mengenai infrastruktur dan fasilitas yang ramah disabilitas di sekolah inklusif juga relevan untuk mendukung implementasi pendidikan inklusi. Fokus penelitiannya dapat mencakup aksesibilitas fisik, penggunaan teknologi

bantu, dan lingkungan belajar yang inklusif. Ketiga, berkaitan dengan peran keluarga dan komunitas dalam pendidikan inklusi. Studi lanjutan dapat mengeksplorasi peran keluarga dan komunitas dalam mendukung pendidikan anak tunadaksa. Penelitiannya dapat mengkaji bentuk dukungan yang efektif dari keluarga dan bagaimana keterlibatan komunitas dapat memperkuat proses pembelajaran anak di sekolah dan di luar lingkungan sekolah.

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Terima kasih kepada Yayasan Pembinaan Anak Cacat (YPAC) Surakarta yang telah memberikan izin untuk melakukan penelitian, baik untuk wawancara maupun observasi langsung bersama pekerja sosialnya dan anak penyandang tunadaksa.

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Improving Students Academic Through an Interactive Workshops: Case and Solution

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Abstract The undergraduate medical program coordinator reviewed last semester's academic performance and pinpointed areas for improvement during a monitoring meeting recently. The meeting found 30 students who had a GPA of less than 3.00 in their second semester. This led to a commitment from the coordinator and faculty members to help these students find solutions to their academic challenges. The solution developed was to organize a series of offline workshops held every week before the end of the semester. The workshops would be hands-on and interactive, with each student accompanied by a mentor to provide guidance and supervision during each session. The aim of workshops is to provide feedback from mentors to students, such as progress, participation, and learning challenges. Furthermore, the workshops aim to facilitate mentors to report the program to the program coordinator every two weeks for ensuring that each student is receiving the best possible support. By implementing interactive workshops and monitoring progress, educators could create a rich learning environment that not only improves academic outcomes but also develops important life skills. This study aims to examine academic challenges, implement interactive workshops as a solution, and assess their impact on student performance. By blending theory with practice, we aim to show how these workshops can help students overcome obstacles, improve learning strategies, and achieve success.

Keywords: *Academic, Student, Education, Improve, Workshop*

INTRODUCTION

The coordinator of the undergraduate medical program held a monitoring meeting to review the student's academic progress from the previous semester to identify areas for improvement. During the meeting, they discussed the students' academic performance and found that 30 students had a GPA of less than 3.0 in the

second semester. The coordinator and faculty members, deeply committed to the student's success, investigated the matter further and discovered that some students struggled to pass major courses despite taking remedial tests. It was also found that some students were struggling with motivation and finding a suitable learning technique and environment. However, it was encouraging to learn that none of the students attributed their poor academic performance to external factors such as financial difficulties, problems with their parents, partners, or friends, or health issues. The coordinator and faculty members are committed to helping students find solutions to their academic challenges and provide support to ensure their success.

In higher education, academic performance is often viewed as a reflection of a student's ability to master complex concepts, develop critical thinking skills, and effectively manage their learning. However, many students face significant challenges in achieving their academic potential, particularly in demanding programs like medical education. Factors such as lack of motivation, ineffective study techniques, and difficulty adapting to the rigorous demands of the curriculum can contribute to declining academic performance (Veine et al., 2019; Mauliya et al., 2020).

Self-determination theory (SDT) emphasizes the importance of intrinsic motivation, autonomy, and competence in driving student engagement and learning. According to SDT, when students feel that their learning activities are aligned with their interests, values, and abilities, they are more likely to be intrinsically motivated, which can lead to better academic performance. The fact that some students are struggling with motivation and finding a suitable learning technique suggests that they may not feel sufficiently autonomous or competent in their learning process. To address this, interventions can focus on enhancing students' intrinsic motivation by offering them choices in their learning paths, fostering a sense of mastery, and helping them develop self-regulated learning skills. For instance, encouraging personalized learning techniques and creating an environment that fosters student autonomy may help improve academic performance (Deci and Ryan, 1985; Ryan and Deci, 2000).

This study explores a case study from an undergraduate medical program, where a cohort of students exhibited declining academic results, with GPAs below 3.0 and struggles to pass major courses. In response to these challenges, an innovative solution was developed in the form of interactive workshops aimed at addressing the root causes of these academic difficulties. These workshops were designed to foster active learning, promote effective study strategies, and provide personalized guidance to students in need of support.

The purpose of this study is to examine the process of identifying academic struggles, the implementation of interactive workshops as a solution, and the potential impact of this approach on improving student outcomes. By drawing on

both theoretical frameworks and practical interventions, we aim to shed light on how such workshops can empower students to overcome academic hurdles, improve their learning strategies, and ultimately achieve academic success.

METHOD

After a student academic progress review meeting between the academic coordinator and faculty members, we developed a solution in the form of an engaging offline workshop to provide support and guidance to students whose academic performance was declining. These interactive workshops were held every week before the end of the semester (14 times). To ensure full participation of the students, we sought their consent and commitment prior to the workshop. In the first session, to grab the students' attention and inspire them to join the workshop voluntarily. By the end of the session, the students will better understand their learning difficulties and acquire effective study strategies, allowing them to apply various study techniques to improve their academic performance.

The workshop activities will be hands-on and utilized module instruments. Thirty target students were divided into six groups, resulting in five participants per group, which is the recommended number for small group learning (Burgess et al., 2020). Each group was assigned a mentor to supervise the sessions, help students acquire new skills and knowledge, and provide guidance during the workshop. However, the mentor must undergo a training period before being assigned as a coach.

FINDINGS AND DISCUSSION

The solution finding of this accepted case is that interactive workshops can play an important role in improving student academic performance by addressing motivation, self-awareness, learning strategies, and peer collaboration.

Interactive workshops are a solution for improving academic performance because they provide an active, engaging, and collaborative learning environment that goes beyond traditional, passive forms of teaching. By promoting critical thinking, problem-solving, peer learning, self-directed study, and personalized feedback, interactive workshops help students not only understand the material but also develop essential skills that contribute to academic success. Ultimately, these workshops make learning more dynamic, enjoyable, and effective, leading to better academic outcomes. The integration of mentoring and active learning techniques has proven to be very beneficial in building a supportive learning environment (Kamran et al., 2023; Zamiri and Esmaeili, 2024; Sulaiman et al.,2024).

Enhancing learning refers to systematic efforts and strategies to improve

students' educational experiences and outcomes. This includes deepening understanding of subjects, increasing student engagement, and developing skills such as critical thinking and problem solving. This process often involves personalizing education to meet the needs of diverse students and using feedback to improve teaching methods. Ultimately, enhancing learning creates an environment where students can thrive academically and build a love of learning.

Proposed Methods

We have developed a solution to support specific students through a series of offline Workshops that take place weekly before the end of the semester. We are confident that these workshops, with their interactive and engaging nature, will provide the necessary support and guidance to the students, helping them overcome their academic challenges. To ensure their full participation, we seek their consent and commitment before the workshops.

The first workshop is essential to set the stage for a positive and engaging experience. We aim to captivate the students' attention and inspire them to join the workshop voluntarily. We believe that through these workshops, students can significantly benefit from the knowledge and skills they acquire, and we are committed to providing them with the support they need to excel. The session aims to help students achieve the following learning outcomes:

1. By the end of the session, students will better understand their learning difficulties and acquire effective learning strategies, allowing them to implement various learning techniques to improve their academic performance.
2. By the end of the session, students will feel encouraged and motivated to continue working with the team throughout the workshop and feel confident in their ability to succeed.

The workshop will be conducted in person, and the thirty-target students will be divided into six groups. Each group will be assigned a mentor or teacher to supervise the session, help students acquire new skills and knowledge, and provide guidance during the workshop. The rundown on of the first workshop as shown here:

Picture 1. Workshop Rundown

Teachers must focus on building a strong emotional connection with their students to make a workshop more engaging. This can be achieved by creating an interactive and inclusive environment that fosters open communication. Moreover, teachers should have a clear understanding of their role in guiding students towards learning and employ appropriate techniques to help them master the subject matter. With these strategies in place, teachers can make their workshop more constructive and rewarding for their students.

Here is the conventional technique that has been used for several decades and until now. Cramming, massed instruction – depriving refractory periods between repetition trials – may increase the risk of tiredness that could trigger "serious cognitive decline in individual performance" and promote rapid decay to temporary memory (Kelly and Whatson, 2013).

Table 1. Learning techniques (Dunlosky et al., 2013)

No.	Technique	Description
1.	Elaboration interrogation	Generating an explanation for why an explicitly stated fact or concept is true
2.	Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving
3.	Summarization	Writing summaries (of values lengths) of to-be-learned texts
4.	Highlighting/underlining	Making potentially important portions of to-be-learned materials while reading
5.	Keyword mnemonic	Using keywords and mental imagery to associat verbal materials
6.	Imagery for text	Attempting to form mental images of text materials while reading or listening
7.	Rereading	Restudying text material again after an initial reading
8.	Practice testing	Self-testing or taking practice tests over to-be-learned material
9.	Distributed practice	Implementing a schedule of practice that sprea out study activities over time
10.	Interleaved practice	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of stu that mixes different kinds of material, within a single study session

Here are fourth constructive study techniques that enhance long term memory:

1. Self-explanatory Practice

This technique is ideal for materials that require more comprehension, such as the Renin-Angiotensin System in the human body. After reading the materials, make some questions and try to answer them. It is better to answer these questions with your friends, as long-term retention of information requires active participation in the learning process (Bjork et al., 2013). After answering the questions, share your answer with your friends and ask for feedback on your recall of information. By using these techniques, you can make your learning process more effective, engaging, and fruitful.

2. Spacing Repetition

Spaced repetition means a study technique that decides the enormous content into a series of short-piece information across temporally spaced intervals (Kelley and Whatson, 2013).

3. Distribution of Practice

Dedicate 10 minutes every day to read your study materials. This technique works well for materials that require a lot of recall, such as foreign languages or content-heavy courses (Roediger III and Pyc, 2012). By repeating this practice every day, you can improve your memory and retention of the material.

4. Retrieval Practice Through Formative Tests

This technique is perfect for materials that require more recall, such as mechanisms or content-heavy courses. After reading the material, answer quizzes every other day in a week. You can create multiple-choice questions with your friends to create a database of questions that will help you retain information. Sharing your questions with your friends and answering them together will also make the learning process more engaging.

Meanwhile, the methods used in this workshop potentially suffer from some common pitfalls that may affect the results and applicability of this intervention to the wider population. Participation, selection, mentor, and volunteer biases need to be identified and minimized, and individual differences in learning experiences need to be considered in the evaluation of workshop outcomes. To improve generalizability, replication with a larger and more diverse sample is needed, as well as testing the impact of this method on different groups of students at different institutions.

EVALUATION

At the end of each session, the students will receive thoughtful and constructive feedback from their mentors. This feedback will focus on their participation, progress, and any challenges they may have encountered during the workshops. The teachers will also monitor the effectiveness of their mentees' study groups and report back to the program coordinator every two weeks to ensure that we are providing the best possible support to our students.

CONCLUSION

Interactive mentoring (workshop) presumably can significantly improve students' academic performance or GPA. By actively involving students in the learning process, they not only better understand the material but also develop critical and collaborative skills. The case presented illustrates how this approach not only increases undergraduate medical student motivation and interest but also provides solutions to challenges faced in learning. Therefore, the implementation of interactive workshops should be considered as an effective strategy for improving

the quality of education.

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The Influence of University Governance and Higher College Performance on Student Satisfaction

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Abstract. The purpose of this study was to determine the effect of implementing the principles of University Governance and Higher Education Performance on student satisfaction at Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber). This study adopted a quantitative approach. The sampling technique used simple random sampling. The samples were 100 students from the Semarang State Polytechnic (Polines) and 100 students from the Harapan Bersama Tegal Polytechnic (Polharber). The instrument used was a questionnaire sheet with 30 question items which were filled in by students using Google Form. Research instrument testing techniques include validity tests and reliability tests. The data analysis techniques adopted in this study were descriptive statistical analysis and multiple linear regression. The study revealed that the implementation of University Governance and Higher Education Performance at the Semarang State Polytechnic (Polines) was classified as good with scores of 3.81 and 3.87 or classified as category B. While, the implementation of University Governance and Higher Education Performance at the Harapan Bersama Polytechnic Tegal (Polharber) was classified as quite good with a score of 3.17 and 3.35 or classified as category C. Student satisfaction at the Semarang State Polytechnic (Polines) was classified as good with a score of 3.82 or classified as category B. Whereas, student satisfaction at Harapan Bersama Tegal Polytechnic (Polharber) was classified as quite good with a score of 3.39 or categorized as category C.

Keywords: *University Governance, Higher Education Performance, and Student Satisfaction.*

INTRODUCTION

Education is part of a country's measuring tool to determine whether a country is developing, advanced or even lagging behind other countries. Education is a means of increasing the competitiveness of human resources so that it has a positive impact on the country's development. Higher education in the form of a university or polytechnic is a level of education that is a benchmark for the condition of the quality of human resources in a country.

In the context of higher education in Indonesia, there are challenges and trends carried out by the Directorate General of Higher Education, Ministry of National Education, which implemented the concept of higher education long term strategy (HELTS) in 2003-2010 regarding three main pillars, namely: autonomy, organizational health, and nation's competitiveness. These three pillars are implemented well if the concept of Good University Governance (GUG) is implemented. Higher education autonomy can be achieved if universities implement GUG well (Aprilia, 2017).

According to Henard and Mitterle (2010), one of the most important elements in higher education reform, namely University Governance (UG), is often called Good University Governance (GUG) for its "best practices". GUG is considered the most important element for anticipating, designing, implementing, monitoring, assessing the effectiveness and efficiency of policies. The aim of GUG is to internationalize within higher education, especially to improve quality, the quality of the learning process, the quality of internal management, and the achievement of expected performance (Henard and Mitterle, 2010).

In implementing good governance as a basis for implementing governance in the public sector, it is also known as Good University Governance (GUG) which is implemented in universities. This is based on universities as intellectual centers and public service organizations in the field of education. The need for higher education governance using the implementation of the principles of good university governance is one of the keys to developing higher education in creating the nation's next generation. Basically, according to the OECD, good governance principles are grouped as follows: (1) Transparency, (2) Accountability, (3) Responsibility, (4) Independence, and (5) Fairness (Liou, 2015).

Higher education is an institution that increases economic growth and community participation. As time goes by, to realize good governance or good governance, you can start by providing public services to citizens, in the realm of education, namely students. Basically, to create good governance, there is a need for interaction or involvement between educational management institutions and students (W. Kumorotomo,2005).

According to Fielden (2008) higher education performance is measured using 4 (four) dimensions, namely: students, research, staff/HR, and finance/efficiency. The indicators above can be used at the national level as well as at the level of higher education institutions, while BAN PT (2019) states that the benchmarks for measuring higher education performance in services to students/academics include: (1) Performance of Civil Service, Governance, and Collaboration, (2) Student Performance, (3) Human Resources (HR) Performance, (4) Financial Performance, (5) Outcome Performance and Achievements of the Tridharma of Higher Education.

The new world order is now moving towards free trade and is marked by increasingly free opportunities for cooperation between countries. This gives rise to competition for goods, services, capital and labor (HR) (Effective and Efficient Vocational Education Model, 2008). In order to survive in global competition, human resources are needed that are competent, adaptive and anticipatory in changing times. Students as the nation's next generation are expected to be able to accept change, be able to learn, have adequate skills, be easy to retrain, and have the character to grow and develop in the future (Amin, 2017).

Vocational education is one answer to these global changes, where vocational education places more emphasis on practical skills needed to directly enter the world of work (Indrawan et al., 2020). According to Wagner (2008), seven skills are useful in facing globalization, namely (1) Critical thinking and problem solving; (2) Collaboration across networks and leading by influence; (3) Agility and adaptability; (4) Initiative and entrepreneurship; (5) Effective oral and written communication; (5) Accessing and analyzing information; and (6) Curiosity and imagination.

Semarang State Polytechnic (Polines) is one of six polytechnics with assistance from the world bank according to the decree of the directorate general of higher education number 03/Dj/Kep/1979. When it first accepted new students in 1982, the Semarang State Polytechnic (Polines), which was then called the Diponegoro University Polytechnic, opened three departments, namely the civil engineering department, the mechanical engineering department and the electrical engineering department. Now the Semarang State Polytechnic (Polines) already has 27 study programs, 14 applied undergraduate study programs and 12 diploma study programs, and 1 postgraduate study program (Source: main.polines.ac.id).

Harapan Bersama Tegal Polytechnic (Polharber) is one of the private universities in the city of Tegal which was founded on December 12 2001. The initial idea to establish a Polytechnic in Tegal City was with the issuance of a letter of recommendation from the Mayor of Tegal No. 421.4/00024. At the beginning of its establishment, the Harapan Bersama Tegal Polytechnic (Polharber) had four study programs, namely: mechanical engineering, electrical engineering, computer engineering & accounting. In line with the rapid development at the national level and

the development of the health industry, in 2004, it opened a midwifery and pharmacy study program. Now the Harapan Bersama Tegal Polytechnic (Polharber) has 11 study programs, 2 applied undergraduate study programs and 9 diploma study programs (Source: Poltektegal.ac.id).

Higher education is an institution in the educational sector, although in its operations it does not prioritize profit as its main goal, but in the future it aims to provide excellent service to students. Higher education service institutions cannot be equated with other service institutions outside higher education. Higher education management is a form of service company that cannot sell out all the products or services it offers without paying attention to what its customers, namely students, want. In other words, higher education administrators need to pay attention to the quality of services provided if they want to increase student and community satisfaction as a whole (Asri Setiarini et al, 2017).

According to Yuliarmi & Riyasa (2007) there are five factors that influence the level of satisfaction, namely: (1) reliability factor, (2) responsiveness factor, (3) assurance factor, (4) empathy factor. and (5) tangible factors. The aim of this study was to assess how the application of University Governance principles and Higher Education Performance impacts student satisfaction at Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber).

METHOD

The approach used in this study was quantitative. The study was conducted at Semarang State Polytechnic and Harapan Bersama Tegal Polytechnic on students across study programs. This location was chosen for several reasons (1) The two Polytechnics are Polytechnics in the Central Java area which have a high commitment to producing quality education, (2) Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber) from the work unit to implement higher education governance in the form of a polytechnic that is transparent, accountable, effective and efficient, (3) Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber) are committed to implementing professional institutional management, towards superior accreditation, with global competitiveness.

Variables are things that can be measured, can be controlled, or can be manipulated in research. Variables are divided into two, namely free variables (independent variables) and dependent variables (dependent variables) (Susongko, 2017:14). The independent (free) variables in the study were indicators, namely University Governance and Higher Education Performance. The dependent (bound) variable was Student Satisfaction.

According to Susongko (2017), population is all objects (objects, people, events, symptoms, phenomena) that are the focus of research and are the place where research results are applied. In experimental research the population is often referred to as the research subject. The population in this study was all students at the Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber).

According to Susongko (2017) the research sample is a portion of the population taken as a data source and can represent the population. The sample in this study was a total of 200 students with a distribution of 100 students representing the student population at Semarang State Polytechnic (Polines) and 100 students representing the student population at Harapan Bersama Tegal Polytechnic (Polharber) namely by means of simple random sampling. Simple random sampling is a sampling technique from a member of a population that is carried out randomly without paying attention to the strata in the population (Sugiyono, 2016) .

According to Susongko (2017), a questionnaire is a form of instrument prepared to limit respondents' answers to the questions asked. The distribution of questionnaires in this study was filling out a questionnaire using Google Form totaling 30 items using a Likert scale (1-5). The study used 200 students as respondents. With a distribution of 100 students from the Semarang State Polytechnic (Polines) and 100 students from the Harapan Bersama Tegal Polytechnic (Polharber) by ticking the question column provided. The distribution of the questionnaire aimed to determine the satisfaction response of students at the Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber) regarding University Governance and Higher Education Performance in the quality and governance processes of higher education.

A questionnaire sheet was a written list of questions regarding a particular problem to obtain information from respondents. In this study, the questionnaire used a Likert scale to determine quantitative analysis for students. This questionnaire consisted of 30 questionnaire items which were filled in using Google Form by students at Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber). Analysis of questionnaire calculations was categorized as follows, the statement strongly agree has a score = 5, the statement agree has a score = 4, the statement quite agree has a score = 3, the statement disagree has a score = 2, and the statement strongly disagree has a score = 1 (Susongko, 2017).

To obtain a quality questionnaire instrument, the instrument needs to be tested first by testing the instrument with 30 respondents, after obtaining the results of the dynamic test trial which includes validity and reliability. Data analysis used: (1) descriptive statistical analysis and (2) multiple linear regression analysis.

RESULT AND DISCUSSION

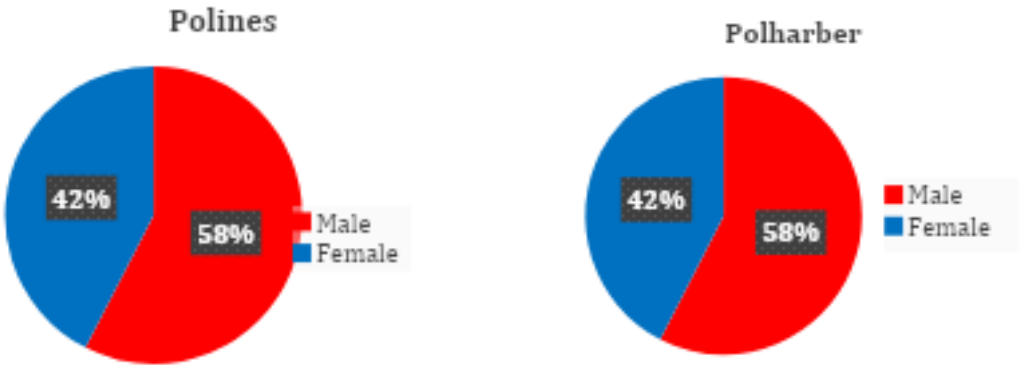
This study was carried out using a simple random sampling technique or randomly, researchers distributed questionnaires to students of the Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber) who were still active in all study programs. A simple sampling method was used to collect data proportionally and directly.

The distribution of questionnaires was carried out from July 19 2023 to November 29 2023, the sample used by researchers was 200 respondents with 100 respondents being students from the Semarang State Polytechnic (Polines) and 100 respondents being students from the Harapan Bersama Tegal Polytechnic (Polharber). The data obtained will then be processed using the SPSS analysis tool version 22.0 Windows.

Respondent Characteristics

Table 1. Gender of Student Respondents

Gender	Polines		Polharber	
	Frequency	*Percent*	*Frequency*	*Percent*
Male	67	67.0	58	58.0
Female	33	33.0	42	42.0
Total	100	100.0	100	100.0



Picture 1. Gender Distribution of the respondent

Based on the information in Table 1, it is known about the gender of Semarang State Polytechnic students class 2019-2023 who have filled out the questionnaire via Google Form. The most common gender is male with 67 respondents or 67% and the remaining 33 respondents or 33% are female. From the information above, it shows that the majority of this study was male. So it can be displayed with Figure 1.

The gender of the 2019-2023 Harapan Bersama Tegal Polytechnic students who have filled out the questionnaire via Google Form. The most common gender is male with 58 respondents or 58% and the remaining 42 respondents or 42% are female. From the information above, it shows that the majority of this study was male. So it can be displayed with Figure 2.

Table 2. Age of Student Respondents

Respondent's Age	Polines	Polharber
17	1	-
18	11	17
19	25	20
20	28	27
21	27	15
22	5	16
23	2	2
24	-	2
25	1	1
Total	**100**	**100**

Based on the information in Table 2, it can be seen about the age of the respondents of Semarang State Polytechnic students (Polines) class 2019- 2023. The highest age in order is 20 years old with 28 respondents, the second most common age is 21 years old with 27 respondents, the third most common age is 19 years old with 25 respondents, the fourth most common age is 18 years old with 11 respondents, the fifth most common age is There were 5 respondents aged 22 years, the sixth highest was aged 23 years with 2 respondents, and the last rank was aged 17 and 25 with 1 respondent.

The age of the respondents from the Harapan Bersama Tegal Polytechnic (Polharber) class of 2019-2023. The highest age in order was 20 years old with 27 respondents. The second most common age was 19 years old with 20 respondents. The third most common age was 18 years old with 17 respondents. The fourth most common age was 22 years old with 16 respondents. The fifth most common age was 21 years old with 15 respondents. The sixth highest number was aged 23 and 24 years with 2 respondents, and the last place was aged 25 with 1 respondents.

Table 3. Student Respondents Study Program (Polines)

No	Study program	Respondents
1.	D3-Administrasi Bisnis	3
2.	D3-Akuntansi	10
3.	D3-Keuangan dan Perbankan	2
4.	D3-Konstruksi Gedung	5
5.	D3-Konstruksi Sipil	15
6.	D3-Manajemen Pemasaran	5
7.	D3-Teknik Elektronika	4
8.	D3-Teknik Informatika	4
9.	D3-Teknik Konversi Energi	9
10.	D3-Teknik Listrik	7
11.	D3-Teknik Mesin	6
12.	D3-Teknik Telekomunikasi	5
13.	D4-Administrasi Bisnis Terapan	1
14.	D4-Akuntansi Manajerial	1
15.	D4-Analis Keuangan	2
16.	D4-Komputerisasi Akuntansi	1
17.	D4-Manajemen Bisnis Internasional	4
18.	D4-Perancangan Jalan Dan Jembatan	1
19.	D4-Teknik Perawatan Dan Perbaikan Gedung	1
20.	D4-Teknik Telekomunikasi	5
21.	D4-Teknik Rekayasa Elektronika	2
22.	D4-Teknik Rekayasa Instalasi Listrik	1
23.	D4-Teknologi Rekayasa Komputer	2
24.	D4-Teknologi Rekayasa Pembangkit Energi	4

Based on the information in Table 3, it can be seen about the study program of the Semarang State Polytechnic students (Polines) class 2019- 2023. The study program in the highest order was the D3-Civil Construction study program with 15 respondents, and the lowest order was the D4- Managerial Accounting study program, D4- Computerized Accounting, D4-Road and Bridge Design, D4-Building Maintenance and Repair Engineering, and D4- Electrical Installation Engineering, 1 respondents.

Table 4. Student Respondents Study Program (Polharber)

No	Study Program	Respondents
1.	D3-Keperawatan	4
2.	D3-Desain Komunikasi Visual	3
3.	D3-Perhotelan	2
4.	D3-Farmasi	18
5.	D3-Kebidanan	1
6.	D3-Akuntansi	25
7.	D3-Teknik Komputer	22
8.	D3-Teknik Mesin	10
9.	D3-Teknik Elektronika	5
10.	D4-Akuntansi Sektor Publik	1
11.	D4-Teknik Informatika	9

Based on Table 4, it can be seen about the study program of the respondent students at the Harapan Bersama Tegal Polytechnic (Polharber) class 2019-2023. The study program in the highest order was the D3- Accounting study program with 25 respondents, and the lowest order was the D4-Public Sector Accounting study program, D3-Midwifery study program with 1 respondents.

Table 5. Student Respondents Semester (Polines)

Semester	Respondents (Polines)	Respondents (Polaharber)
Semester 1	2	1
Semester 2	20	21
Semester 3	21	20
Semester 4	9	7
Semester 5	16	16
Semester 6	30	4
Semester 7	2	26
Semester 8	-	8
Semester 9	-	1

Table 5 informs the semesters of Semarang State Polytechnic (Polines) student respondents class 2019-2023. It is known that students in semester 1 had 2 respondents, students in semester 2 had 20 respondents, students in semester 3

had 21 respondents, students in semester 4 had 9 respondents, students in semester 5 had 16 respondents, students in semester 6 had 30 respondents, students in Semester 7 were 2 respondents.

The semester of the respondents of the Harapan Bersama Tegal Polytechnic (Polharber) students class 2019-2023. It is known that students in semester 1 had 1 respondent, students in semester 2 had 21 respondents, students in semester 3 had 20 respondents, students in semester 4 had 7 respondents, students in semester 5 had 16 respondents, students in semester 6 had 4 respondents, There were 26 students in Semester 7, 8 respondents in Semester 8, and 1 student in Semester 9.

Instrument Data Testing

1. **Validity Test**

Validity test aims to measure whether a statement item is valid or not. This test in SPSS 22.0 can be seen in the corrected item-total correlation column which is the calculated r value for each statement. If the calculated r is greater than the r table, then the statement item can be accepted or is valid. Before looking for the r table value in the r statistics table, the formula for the degree of freedom is the number of respondents minus 2 (df = n-2) (Sarjono et al., 2011).

Table 6. Validity Test (Polines)

Harapan Bersama Tegal Polytechnic (Polharber)				
Variable	**Items**	***Corrected item total Correlation* (r hitung)**	***r table***	**Information**
University Governance (X_1)	P1	0.663	0.349	Valid
	P2	0.698	0.349	Valid
	P3	0.824	0.349	Valid
	P4	0.741	0.349	Valid
	P5	0.805	0.349	Valid
	P6	0.709	0.349	Valid
	P7	0.668	0.349	Valid
	P8	0.833	0.349	Valid
	P9	0.493	0.349	Valid
	P10	0.673	0.349	Valid
	P11	0.525	0.349	Valid
	P12	0.715	0.349	Valid
Higher Education	P13	0.770	0.349	Valid

Harapan Bersama Tegal Polytechnic (Polharber)				
Variable	**Items**	***Corrected item total Correlation* (r hitung)**	***r table***	**Information**
Performance (X_2)	P14	0.733	0.349	Valid
	P15	0.754	0.349	Valid
	P16	0.775	0.349	Valid
	P17	0.885	0.349	Valid
Student Satisfaction (Y)	P18	0.686	0.349	Valid
	P19	0.669	0.349	Valid
	P20	0.669	0.349	Valid
	P21	0.587	0.349	Valid
	P22	0.783	0.349	Valid
	P23	0.778	0.349	Valid
	P24	0.732	0.349	Valid
	P25	0.532	0.349	Valid
	P26	0.666	0.349	Valid
	P27	0.762	0.349	Valid
	P28	0.739	0.349	Valid
	P29	0.774	0.349	Valid
	P30	0.601	0.349	Valid
	P30	1	0.349	Valid

Table 6, it can be seen that the calculated r value in the corrected item-total correlation column for each item has a calculated r that is greater and positive than the r table for (df) = 100-2 = 98 and an alpha of 5% with a two-sided test is obtained r table is 0.349, meaning that each statement item in the two variables X1, X2, and Y is valid

Table 7. Validity Test (Polharber)

Harapan Bersama Tegal Polytechnic (Polharber)				
Variable	**Items**	***Corrected item total Correlation* (r hitung)**	***r table***	**Information**
University Governance (X_1)	P1	0.657	0.349	Valid
	P2	0.757	0.349	Valid
	P3	0.716	0.349	Valid
	P4	0.682	0.349	Valid
	P5	0.695	0.349	Valid

Harapan Bersama Tegal Polytechnic (Polharber)				
Variable	Items	*Corrected item total Correlation* (r hitung)	*r table*	Information
	P6	0.620	0.349	Valid
	P7	0.812	0.349	Valid
	P8	0.602	0.349	Valid
	P9	0.812	0.349	Valid
	P10	0.829	0.349	Valid
	P11	0.898	0.349	Valid
	P12	0.841	0.349	Valid
Higher Education Performance (X_2)	P13	0.759	0.349	Valid
	P14	0.720	0.349	Valid
	P15	0.785	0.349	Valid
	P16	0.834	0.349	Valid
	P17	0.819	0.349	Valid
Student Satisfaction (Y)	P18	0.572	0.349	Valid
	P19	0.645	0.349	Valid
	P20	0.574	0.349	Valid
	P21	0.711	0.349	Valid
	P22	0.808	0.349	Valid
	P23	0.551	0.349	Valid
	P24	0.857	0.349	Valid
	P25	0.782	0.349	Valid
	P26	0.755	0.349	Valid
	P27	0.770	0.349	Valid
	P28	0.653	0.349	Valid
	P29	0.628	0.349	Valid
	P30	0.563	0.349	Valid
	P30	1	0.349	Valid

Table 7 shows that the calculated r value in the corrected item-total correlation column for each item has a calculated r that is greater and positive than the r table for (df) = 100-2 = 98 and alpha 5% with a two-sided test obtained r table of 0.349. It means that each statement item in the two variables X_1, X_2, and Y is valid.

2. Reliability Test

Reliability testing is carried out to obtain consistent or stable answers over time. This test was carried out using the SPSS version 22.0 program in this study using 2 Universities, namely Semarang State Polytechnic (Polines) and Harapan Bersama Tegal Polytechnic (Polharber). In this reliability test, the Cronbach Alpha (α) statistical test was used, where a variable is said to be reliable if it has a Cronbach Alpha of more than 0.60 (> 0.60).

Reliability Statistics

Cronbach's Alpha	*N of Items*
.971	30

Picture 2. Reliability Test (Polines)

Picture 2 shows that each variable has a Cronbach Alpha of more than 0.60 (α > 0.60), which means that all variables X1, X2, and Y are reliable. In this way, data processing can be continued to the next stage.

Reliability Statistics

Cronbach's Alpha	*N of Items*
.969	30

Picture 3. Reliability Test (Polharber)

Picture 3 indicates that each variable has a Cronbach Alpha of more than 0.60 (α > 0.60), which means that all variables X1, X2, and Y are reliable. In this way, data processing can be continued to the next stage.

Instrument Data Analysis

1. a. Results and statistical analysis of university governance instrumentation and higher education performance

From the results of the descriptive analysis in Table 8, it can be concluded that the implementation of university governance variables at the Semarang State Polytechnic (Polines) has the highest score on the fairness indicator with a score of 3.94 with a score predicate (B), and the lowest on the transparency indicator with a score of 3.68 with a score of (B). Then the results of the descriptive analysis show that the implementation of the university governance variable at Harapan Bersama Polytechnic (Polharber) has the highest score on the Independence

indicator with a score of 3.28 with a score of (C), and the lowest on the accountability and responsibility indicator with a score of 3.10 with a score of (C).

Table 8. Statistical analysis of university governance instrumentation and higher education performance

Indicator	*Semarang State Polytechnic* (Polines)	*Harapan Bersama Tegal Polytechnic* (Polharber)
University Governance		
a) Transparency	3.68 (B)	3.14 (C)
b) Accountability	3.83 (B)	3.10 (C)
c) Responsibility	3.76 (B)	3.10 (C)
d) Independence	3.87 (B)	3.28 C)
e) Fairness	3.94 (B)	3.25 (C)
Average	**3.81 (B)**	**3.17 (C)**
Higher Education Performance		
a) Performance of Civil Service, Governance and Cooperation	3.99 (B)	3.30 (C)
b) Student Performance	3.82 (B)	3.35 (C)
c) Outcome Performance and Tridharma Achievements of PT	3.93 (B)	3.50 (B)
d) HR performance	3.88 (B)	3.31 (C)
e) Financial Performance	3.71 (B)	3.29 (C)
Average	**3.87 (B)**	**3.35 (C)**

1. b. Results and statistical analysis of the Student Satisfaction instrument

Table 9. statistical analysis of satisfaction Instrumentation Students

Indicator	*Semarang State Polytechnic* (Polines)	*Harapan Bersama Tegal Polytechnic* (Polharber)
Student Satisfaction		
Tangibles	3.72 (B)	3.60 (B)
Reliability	3.63 (B)	3.27 (C)
Responsiveness	3.74 (B)	3.13 (C)
Assurance	3.93 (B)	3.36 (C)
Emphaty	4.07 (B)	3.60 (C)
Average	3.82 (B)	3.39 (C)

From the descriptive analysis in Table 9, it can be concluded that the analysis of the Student Satisfaction variable at Semarang State Polytechnic (Polines) has the highest score on the empathy indicator with a score of 4.07 with a score predicate (B), and the lowest on the reliability indicator with a score of 3.63 with a score

predicate (B). Then the results of the descriptive analysis show that the implementation of the Student Satisfaction variable at Harapan Bersama Polytechnic (Polharber) has the highest score on the tangibles and empathy indicators with a score of 3.60 with a score of (B), and the lowest on the responsiveness indicator with a score of 3.13 with a score of (B). score (C).

2. a. Nested linear regression analysis (Polines)

Based on the results of the multiple linear regression analysis of the Semarang State Polytechnic (Polines) in Table 10, the coefficients for the independent variables are obtained, X1 = 0.289, X2 = 1.531 and a constant of 6.402 so that the regression equation model obtained is:

$Y = 6.402 + 0.289\ X_1 + 1.531\ X_2$

Table 10. Nested linear regression analysis (Polines)

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*T*	*Sig.*
		B	*Std. Error*	*Beta*		
1	*(Constant)*	6.402	2.532		2.529	.013
	University Governance (X_1)	.289	.104	.256	2.783	.006
	Higher Education Performance (X_2)	1.531	.217	.650	7.061	.000

a. *Dependent Variable*: Student Satisfaction (Y)

2. b. Nested linear regression analysis (Polharber)

Based on Table 11, the multiple linear regression analysis of the Harapan Bersama Tegal Polytechnic (Polharber) above obtained a coefficient for the independent variable X1 = 0.335, X2 = 1.298 and a constant of 9.079 so that the regression equation model obtained is:

$Y = 9.079 + 0.335\ X_1 + 1.298\ X_2$

Table 11. Nested linear regression analysis (Polharber)

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*T*	*Sig.*
		B	*Std. Error*	*Beta*		
1	*(Constant)*	9.079	1.977		4.592	.000

	University Governance (X_1)	.335	.088	.352	3.823	.000
	Higher Education Performance (X_2)	1.298	.215	.557	6.044	.000

a. *Dependent Variable*: Student Satisfaction (Y)

3. **a. Test the hypothesis using the F test (Polines)**

It is known from Table 12, that the F table is 3.94 with degrees of freedom df 1= 2-1 is 1 and df 2= 100-2, is 98 with a significance level of 5%. Meanwhile, the calculated F calculation from the results of the table above is 164.193 which is greater than the F table value which is 3.94, meaning that there is a significant influence between the university governance variable (X) on student satisfaction (Y) or Ha: b1 ≠ b2 ≠...≠bk ≠ 0 .

Table 12. Test the hypothesis using the *F test* (Polines)

Model		*Sum of Squares*	*Df*	*Mean Square*	*F*	*Sig.*
1	*Regression*	4542.283	2	2271.141	164.193	.000[b]
	Residual	1341.717	97	13.832		
	Total	5884.000	99			

a. *Dependent Variable*: Student Satisfaction (Y)

b. *Predictors: (Constant),* Higher Education Performance (X_2), *University Governance* (X_1)

3. b. Test the hypothesis using the *F test* (Polharber)

It is known from Table 13, that the F table is 3.94 with degrees of freedom df 1= 2-1 is 1 and df 2= 100-2, is 98 with a significance level of 5%. Meanwhile, the calculated F calculation from the results of the table above is 158.034 which is greater than the F table value which is 3.94, meaning that there is a significant influence between the university governance variable (X) on student satisfaction (Y) or Ha: b1 ≠ b2 ≠...≠bk ≠ 0.

Table 13. Test the hypothesis using the *F test* (Polharber)

Model		*Sum of Squares*	*Df*	*Mean Square*	*F*	*Sig.*
1	*Regression*	4161.493	2	2080.747	158.034	.000[b]
	Residual	1277.147	97	13.166		
	Total	5438.640	99			

a. *Dependent Variable*: Student Satisfaction (Y)

b. *Predictors: (Constant*), Higher Education Performance (X_2), *University Governance* (X_1)

4. a. Test the hypothesis using the t test (Polines)

Table 14. Test the hypothesis using the *t test* (Polines)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	*(Constant)*	6.402	2.532		2.529	.013
	University Governance (X_1)	.289	.104	.256	2.783	.006
	Higher Education Performance (X_2)	1.531	.217	.650	7.061	.000

a. *Dependent Variable*: Student Satisfaction (Y)

Table 14, it is known that the t table in this study for degrees of freedom df = 100 - 2 With a significance of 5% is 1.98447. The t value for university governance is 2.783 and the t value for university performance is 7.061, while the t table value is 1.98447 which is smaller than the t count. This means that there is a significant influence between the university governance variables (X1) and higher education performance (X2) on student satisfaction (Y). Or in other words Ha which says "the influence of university governance (X1) and higher education performance (X2) on student satisfaction" at the Semarang State Polytechnic (Polines).

4. b. Test the hypothesis using the t test (Polharber) Table 18. Test the hypothesis using the t test (Polharber)

Table 15. Test the hypothesis using the *t test* (Polharber)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	*(Constant)*	9.079	1.977		4.592	.000
	University Governance (X_1)	.335	.088	.352	3.823	.000
	Higher Education Performance (X_2)	1.298	.215	.557	6.044	.000

a. *Dependent Variable*: Student Satisfaction (Y)

Table 15, it is known that the t table in this study for degrees of freedom df = 100 - 2 with a significance of 5% is 1.98447. The t value for university governance is 3.823 and the t value for university performance is 6.044, while the t table value is 1.98447 which is smaller than the t count. This means that there is a significant influence between the university governance variables (X1) and higher education performance (X2) on student satisfaction (Y). Or in other words Ha which says "the

influence of university governance (X1) and higher education performance (X2) on student satisfaction" at the Harapan Bersama Tegal Polytechnic (Polharber).

5. a. Coefficient of determination test (R2) (Polines)

Table 16, it is known that the coefficient of determination value is 0.772, this means that the variation in changes in the student satisfaction variable (Y) is influenced by changes in the university governance variables (X1) and higher education performance (X2) by 77.2%. So the magnitude of the influence of university governance and higher education performance is 77.2%, while the remaining 22.8% is influenced by other factors outside the variables of university governance and higher education performance.

Table 16. Coefficient of determination test (R2) (Polines)

Model	R	R Square	Adjusted R Square	Std. Error
1	.879	.772	.767	3.719

5. **b. Coefficient of determination test (R2) (Polharber)**

Table 17 shows that the coefficient of determination value is 0.765, this means that the variation in changes in the student satisfaction variable (Y) is influenced by changes in the university governance variables (X1) and higher education performance (X2) by 76.5%. So the magnitude of the influence of university governance and higher education performance is 76%, while the remaining 23.5% is influenced by other factors outside the variables of university governance and higher education performance.

Table 17. Coefficient of determination test (R2) (Polharber)

Model	R	R Square	Adjusted R Square	Std. Error
1	.875	.765	.760	3.628

CONCLUSION

1. The implementation of University Governance and Higher Education Performance at the Semarang State Polytechnic (Polines) is classified as good and the implementation of University Governance and Higher Education Performance at the Harapan Bersama Tegal Polytechnic (Polharber) is still considered sufficient, so the implementation of University Governance and Performance must be further improved. Higher Education at the Harapan Bersama Tegal Polytechnic (Polharber) so that there will be progress in future developments, especially accountability for financial management of higher education, development of student human resources, and the achievements of graduates who are accepted into employment.
2. The level of satisfaction at the Semarang State Polytechnic (Polines) was classified as good and at the Harapan Bersama Tegal Polytechnic (Polharber) was still considered sufficient, therefore the Harapan Bersama Tegal Polytechnic (Polharber) must be further improved so that there is progress in the level of student satisfaction in terms of management. Excellent service to students is in accordance with the statement by Ratminto & Winarsih (2011) that excellent service is given to service managers using service management concepts and theories such as the gap model, service triangle model, and moments in the service circle. Manage universities, especially the level of student satisfaction which is still low during practicums in practicum workshops so that supporting facilities which are still lacking must be equipped immediately so as to minimize the use of practicum workshops in other universities.
3. For future researchers who have knowledge in the same field, they can add questionnaire items for each variable. Aims to make it easier to analyze at two different universities. There are huge differences between one university and another, both in accreditation and human resources in these universities, so that there are many striking differences, so the solution before starting research is to have more detailed and in-depth observations about the higher education institution and try to choose the distance between one university and another. near which is still the same region/area.

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