The Role of Internal Control Unit (SPI) to Achieve Good University Governance

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ARTICLE INFO	ABSTRACT
	To achieve the principle of good university governance, the use of state finances must be managed orderly, regulatory, efficiently, economically, effectively, transparently, responsibly and having fair sense and properly from the planning, implementation and its accountability process. In reality, not all universities are able to achieve the good university governance principles. This article aims to find out how the role of Internal Control Unit (SPI) in achieving the principles of good university governance in universities. We used qualitative method to find out how the role of SPI in achieving the good university governance principles. The informants in this study were selected by purposive sampling. Data collection was carried out by interview and the data analysis technique was carried out by data reduction, data presentation and making conclusion. The conclusion of this research was that the SPI had important role in the effort to achieve the principle of good university governance. However, there were some problems related to ineffectiveness of the SPI's role. The results of this research were to provide recommendation as well on the importance of research related to the effectiveness of internal control in higher education.

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1. INTRODUCTION

Value for Money which consists of the economy principles, namely effective and efficient, and they become the main concern of society and the main task of the government in allocating total number of resources to achieve goals and objectives through transparent and accountable strategies and responsibilities. State finance is managed orderly, regulatory, efficiently, economically, effectively, transparently, responsibly and having fair sense and properly by taking into account the sense of justice and propriety (NSRI, 2003). To achieve good financial management and good governance, it can be done by implementing internal control system (Afiah & Azwari, 2015; IGMRTHERI, 2015).

The objectives of internal control are as follows: (1) Ensuring the achievement of the vision of organization effectively, efficiently and economically; (2) Improving accountability (3) Assisting the

achievement of performance and the target of budget (efficient, economical, effective); (4) Improving the reliability of financial report; (5) Increasing the reliability of processes and the procedures of activities and programs; (6) Improving the compliance of laws and regulations; (7) Preventing various irregularities; (8) Increasing public trust (MECRI, 2008). The purpose of internal control should be realized by each government agency, including college, so that the principle of good university governance can be achieved. The principle of good university governance needs to be achieved by each college because it can improve the quality of its education (Sabandar & Musa, 2018).

The existence of the Internal Control Unit (SPI) can bring an impact on improving good governance (Afiah & Azwari, 2015; Suyono & Hariyanto, 2012) and good university governance (Sukirman & Sari, 2012; Puspitarini, 2012; Betty et al, 2016; Sari, N; Ghozali & Achmad, 2017). In practice, not all universities in Indonesia can achieve the good university governance. It can be seen in the finding of the Audit Board of the Republic Indonesia (BPK) in 2015, it is known that there are still some financial problems in universities in Indonesia, such as the payment of salary of lecturers or employees who carry out the study permit is not in accordance with regulation, undisciplined in collecting and paying taxes on transactions of goods in term of research activities, etc (IGMRTHERI, 2015).

To realize the management of quality and accountable State Universities, the Ministry of Education and Culture (Kemendikbud) strengthens the role of internal supervision, through the Internal Supervision Unit (SPI) at PTN and Higher Education Service Institutions (LLDikti) throughout Indonesia. Internal Control Unit (SPI) within the work unit can be further improved in order to realize the strengthening of higher education governance based on the Merdeka Campus policy.

The role of internal supervision to strengthen higher education governance by the Inspectorate General within the scope of the Ministry and SPI in the scope of the work unit must be well established. Within the scope of the Ministry of Education and Culture, the role of SPI has been regulated in the Regulation of the Minister of Education and Culture Number 22 of 2017. SPI as the leader's hand is an important informant for university leaders to oversee the university's business processes. SPI is only an internal assistance for business processes at the satker so that they run well. If an auditor comes, if the SPI is good, it is enough to meet the SPI.

SPI as stated in Permendikbud 22 of 2017, Article 2 states that SPI was formed to assist work unit leaders in carrying out internal supervision of the implementation of the duties and functions of each work unit within the Ministry. As a second line of defense, SPI is seen as having an important role as a reminder if weaknesses are found in the internal control system within the organization. This is very useful to prevent the organization from things that can result in not achieving organizational goals.

The finding of BPK (the Audit Board of the Republic Indonesia) indicated that un-maximum of implementation of the principles of good university governance in Indonesia. Then, how is the role of the SPI in higher education? What barriers are faced by SPI in higher education?. This study is very important for higher education, since the universities need the support of SPI to enhance the performance of universities related to administration and financial management.

2.   METHODS

The type of this research is qualitative research. We used qualitative approach to explore the real condition related to the role of SPI in universities and various barriers faced by SPI (Creswell, 2012). The informants in this study were selected by purposive sampling (Sukardi, 2012). The informant was chosen with aim to represent SPI members of Public Universities (PTN) at "universitas", "institut", "sekolah tinggi", "politeknik", and "akademi" as well as the policy maker where in this case was the Inspectorate General of the Ministry of Research, Technology and Higher Education of Republic Indonesia in order to obtain deep information from selected informants, so that the data collection was carried out by interview. Data collection was conducted at the IV 2018 SPI Forum Meeting of PTN at Batam State Polytechnic. The data analysis technique was carried out by data reduction, data presentation and making conclusion (Miles et al., 2014).

3.   FINDINGS AND DISCUSSION

The results of this study begin with an explanation of the role of SPI in PTN in Indonesia, at "universitas", "institut", "sekolah tinggi", "politeknik", and "akademi". Based on the results of the interviews which had been conducted, all informants stated that SPI had an important role in higher education governance to achieve good university governance. SPI helped universities to achieve their goals through a systematic and regular approach in evaluating and improving the effectiveness of risk management, control and governance processes. The form of role of the SPI in the effort to achieve good university governance included through assistance and review of financial reports. Assistance and review of financial reports were carried out by SPI as an effort to save state assets and compliance with laws and regulations.

SPI had an important role in the internal management of universities, but there were still many barriers faced by SPI in carrying out its duties. These constraints included the lack of commitment of state university leaders toward the role of SPI. So far, majority of universities only made SPI for formality only. The leaders of higher education did not provide support to SPI itself both in term of funding and infrastructure. As a result, SPI had no support and could not be able to optimize its performance.

The second barrier faced by SPI was not supported by an adequate budget. It was one of the impacts of lack of commitment of the leaders of higher education toward the role of SPI which was explained before. SPI should be supported by an adequate budget to meet various needs, such as for the development of human resources and facilities and infrastructure for internal audit.

The third barrier was the lack of competence of SPI members in understanding the business process /management of universities. During this time, most SPI members were taken from representatives of each faculty /program in higher education, but not supported yet by the required competencies. SPI member must have adequate competence. SPI members can have these competencies by participating in various training programs which conducted by relevant institutions. However, due to lack of financial support, so that it made it lacked of human resource development which carried out by SPI at each university.

The fourth barrier was related to the impact of lack of competencies possessed by SPI members, namely not being able to give consideration in compliance with the law/regulation. To be able to give consideration and input in the management of higher education, of course, members of SPI should have appropriate competencies. If it lacks competency, then the role of SPI in providing this consideration will also lack. Finally, the impact led to less optimal role of the SPI itself in the relevant universities.

The fifth barrier was that SPI members were also teaching staffs/lecturers in the universities. A lecturer must carry out his or her responsibilities, namely conducting the tri dharma of higher education which includes teaching, research and community service. The busyness of SPI members as a lecturer has an impact on un-optimal implementation of tasks at SPI.

The sixth barrier was the absence of a performance evaluation of the SPI itself. Some SPI in state universities in Indonesia already have an internal team to evaluate the performance of SPI. However, most of them did not have an evaluation team yet, due to the assumption that SPI itself is an internal supervisory which its performance does not need to be evaluated. Actually, SPI also needs an evaluation team to improve its role / performance.

The last barrier was that most SPI in universities did not have annual work program. SPI which is considered only as formality has not been able to optimize its performance, which one of them can be seen from the absence of annual work program. SPI should have annual work program so that internal supervision can be carried out routinely and continuously. The study done by Untari (2015) showed the findings that the role of SPI had an effect on the achievement of good university governance and the application of internal control affected the achievement of good university governance and the role of SPI and internal control implementation both affected to the achievement of good university governance.

4.   CONCLUSION

The conclusion of this study is SPI has an important role in the effort to realize good university governance. However, so far, the performance of SPI has not been optimal yet due to several constraints, namely lack of commitment of university leaders toward the role of SPI, lack of financial support, lack of competence of SPI members, lack of ability to give consideration toward the university management, business as lecturers, there has been no SPI performance evaluation, and the last is the absence of its annual work program. To overcome these various barriers, it is necessary to conduct further research to develop effectiveness model of the role of SPI in achieving good university governance.

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