Implementation of UPBJJ-UT Governance Policy Innovations Based on the Indonesian National Qualifications Framework in East Nusa Tenggara Province: Strategic Collaboration Approach Perspective

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Abstract

Government policy in improving the quality of higher education and the quality of graduates through the Ministry of Research, Technology, and Higher Education's policies continues to experience significant development. One of the innovation policies for Higher Education governance is the realization of the Indonesian National Qualifications Framework (KKNI) which adapts to current developments in the current era of digitalization. This research seeks to see how the strategic collaboration approach is in developing the capacity of "quality UPBJJ-UT Governance Innovation based on KKNI" with the UPBJJ-UT analysis unit in East Nusa Tenggara. This research was carried out using a mixed method, where the methods used in this research were qualitative and quantitative. The results of the research gave birth to a recommendation model for the implementation of quality UPBJJ-UT Higher Education development policy innovations in East Nusa Tenggara Province.

Keywords: *Strategic Collaboration, Capacity Development, Higher Education, Education Policy Innovation, UPBJJ -UT, East Nusa Tenggara.*

A. INTRODUCTION

In general, higher education units and the quality of graduates do not understand or meet the national standards for higher education (SNP) and the fulfillment of education service standards (SPM). This phenomenon shows that many education management teams at the regional government level do not properly understand the meaning of education quality standards. Apart from that, most educational units cannot yet guarantee that all processes implemented meet quality standards. Education units must implement quality assurance of education well, independently, and sustainably (Yoseptry et al., 2023).

The education quality assurance system policy is "a systematic, integrated and sustainable mechanism to ensure that the entire educational process (educational administration process) complies with quality standards and applicable laws and regulations". From this perspective, the quality assurance system has three criteria, namely systematic, integrated, and sustainable. Systematic means that all Higher Education service policies follow applicable procedures and norms, are measurable, and defined, and following established educational standards (educational policies), focus on meeting basic educational service needs, and fulfill basic educational components; namely (1) availability of educational infrastructure and super-

structure, (2) adequate competence of educators and education personnel, (3) modern and updated curriculum, (4) educational assessment system, (5) school management and administration system, and (6) the evaluation and monitoring system is carried out objectively, validly and reliably and is based on high national education standards (SNP) and fulfillment of SPM as the basic foundation for achieving SNP or KKNI (Timbi-Sisalima et al., 2022)(Rulianwaty, 2020). Integrated means that all components of the education system such as students, tutors, Head of UPBJJ-UT, supervisors if any, assessment system, curriculum, technology, education logistics, and education budget are integrated and supported by an up-to-date database with a digitalization system. Sustainable (sustainability) means that the Higher Education Policy in guaranteeing the quality of education can reach all educational service needs in guaranteeing the quality of education. Sustainable education policy is dynamic and adapts to the conditions of the internal and external educational environment. Policy sustainability is important to encourage the realization of a more comprehensive quality of UPBJJ-UT Higher Education (Zeeshan et al., 2022)(Rulianwaty et al., 2022).

Responding to various future problems and challenges that Indonesia will face in the education and employment sectors at this time, at the end of 2009, the Directorate General of Higher Education policy took the initiative to develop a qualifications framework at the national level which was later named the Indonesian National Qualifications Framework or abbreviated with KKNI (Martha et al., 2021).

According to Document Book 1 of the Indonesian National Qualifications Framework (KKNI), the development of the KKNI is less than optimal in its achievements even though there have been several policy changes related to the KKNI in the Higher Education environment. The Indonesian National Qualifications Framework (KKNI) has been established and outlined in Presidential Regulation of the Republic of Indonesia Number 8 of 2012. KKNI represents a manifestation of both the quality and the distinctive identity of the Indonesian nation, particularly concerning the national education system, vocational training system, and the system for assessing national competence. It underscores Indonesia's commitment to nurturing a skilled workforce by recognizing and harnessing learning accomplishments, with the ultimate goal of empowering every Indonesian worker to make valuable contributions and produce high-quality work within their respective fields of employment (Solikhah & Budiharso, 2019)(Rulinawaty et al., 2023).

In East Nusa Tenggara, strategic issues that require attention from all components of Higher Education include: (1) competitiveness and competition in Higher Education are relatively lacking; (2) Higher Education service innovation; (3) capacity of Tutors and Leaders; (4) Higher Education infrastructure; (5) quality assurance system (Internal and External); and (6) school-based management. Therefore, the proposed Development Scheme which is designed for 3 years will produce a recommended model as one of the policy recommendations for sustainable development of the quality of Higher Education in East Nusa Tenggara.

Based on the brief explanation above, this research then aims to see how the UPBJJ-UT governance policy innovation is implemented based on the Indonesian national qualifications framework in the province of East Nusa Tenggara.

B. LITERATURE REVIEW

1. Collaborative Strategy Theory

Collaborative strategies have a positive impact on organizational capacity development. Norris-Tirrell & Clay explain that strategic collaboration requires the leader's ability to examine necessary and unnecessary job characteristics. Administrators need to explicitly answer "What difference will collaboration make" and then identify the direct and indirect impacts of collaboration (Mehdikhani & Valmohammadi, 2019)(Aripin et al., 2023). Several positive impacts can be identified from the collaborative strategy maturity process, namely goal-related outcomes. This positive impact can be obtained over time, or there will be no inability of the organization to achieve results-oriented goals after the strategic collaborative perspective is implemented in the organization. The impact can be obtained in the short, medium, or long term (Chen et al., 2023)(Andriyansyah & Rulinawaty, 2023).

Therefore, every policy model established based on theoretical, empirical, and valid studies is believed to be able to achieve results or organizational performance and change, only if the proposed policy model becomes the organization's platform for achieving goals. This depends on the credibility of the policy model and, the attention and rationality of the leadership (administrator) in implementing the existing policy model (Lee et al., 2022). Norris-Tirrell & Clay identified three impacts of change in organizations after implementing a collaborative perspective, namely:

a) Impact 1: Strategic collaborative implementation. changes in operational success, goal achievement, and overall organizational performance outcomes.
b) Impact 2. Increase capacity and competence (individuals, groups, and organizations).
c) Impact 3. Resource support and opportunities for inter-organizational collaboration. The future of collaboration, inter-organizational relationships, and the availability of new resources (Mehdikhani & Valmohammadi, 2019).

2. Collaborative Strategy Perspective on Capacity Development

Capacity development is one of the efforts to improve the quality and productivity of work in public sector services including educational institutions, especially tutors, Heads of UPBJJ-UT, and Higher Education Supervisory or Monitoring Committees as the spearhead in creating quality higher education in Indonesia. Fanany explained that capacity development can enable countries and community groups to improve their capabilities, and living standards, and respond effectively to change (Kuzieski & Misuraca, 2020). UNDP defines capacity as the ability of an individual organization or organizational unit to carry out its functions effectively, efficiently, and sustainably. Kimura explained that capacity development

is very important for local governments. Capacity development can only be carried out successfully if there is the right approach or strategy.

Organizational capacity development in local government can be carried out with three layers of policy programs, namely: (1) improving human resource competency, (2) organizational improvement or reform or restructuring, and (3) innovative systems (Abdou, 2021). Collaborative capacity development has become a major study in the disciplines of public organizations and administrative science, especially educational administration. Collaborative capacity is necessary because it can increase an organization's ability to achieve goals, make changes, and innovate, through coordination, communication, and the ability to build interpersonal and inter-organizational relationships. Collaborative strategies can create trusted educational organizations (Kuhlmann et al., 2021).

Enemark & Williamson explained that the terminology of capacity development has three main elements, namely: (1) capacity development is a continuous process, not a short-lived condition; (2) increasing human resources and empowerment are important components in the capacity building perspective; and (3) organizational policies to be more capacity building oriented (Budhwar et al., 2023). Critical issues of capacity development at the organizational level include (a) organizational culture issues, (b) managerial and resource issues, and (c) institutional performance issues and processes in the context of organizational systems. Pennie G. Foster-Fishman classifies four critical components of collaborative capacity that determine an organization's success in improving performance (Isensee et al., 2020), namely:

a) Member capacity includes knowledge, skills, expertise, attitude and motivation, commitment, positive attitude, and building member capacity.
b) Relational capacity consists of developing a conducive work climate, shared vision, delegation of authority, respect for differences in values, and positive relationships with the external environment.
c) Organizational capacity includes effective leadership, a task completion-oriented environment, formal procedures, effective communication, adequate resources, and continuous quality improvement.
d) Program capacity consists of clear, focused, and programmed goals and objectives, realistic goals, innovation, and uniqueness of the organization in services, and organizational ecosystem environment (Nordin et al., 2022).

Critical success factors in implementing inter-organizational collaboration include, among other things, being determined by members' collective identity, trust, achievement of common goals, a well-defined program implementation process, and interpersonal communication between group members (Ungureanu et al., 2020).

C. METHOD

Research methods that combine qualitative and quantitative approaches have become an increasingly popular approach in the world of research. This approach,

which is often referred to as mixed methods research, combines the advantages of each method to provide a more comprehensive understanding of the phenomenon being studied. In this research, researchers not only rely on quantitative data to measure certain variables but also collect qualitative data to explore them. In combining qualitative and quantitative methods, researchers can collect quantitative data through surveys, experiments, or statistical analysis, while also using in-depth interviews, observations, or content analysis to explore a deeper understanding of the context and meaning behind the quantitative data. In this way, mixed methods research allows researchers to construct a more complete and in-depth narrative about the phenomena they study. Using this method also allows researchers to better test and develop theories, as they can combine quantitative and qualitative evidence to support or refine their findings. Thus, research methods that combine qualitative and quantitative have great potential to improve our understanding of various aspects of the complex world.

D. RESULT AND DISCUSSION

In today's modern economy, the prevailing concept is Industry 4.0, highlighting the crucial role of innovation and technological advancement in all types of organizations. While technological innovation undoubtedly holds significance, there exist other forms of innovation that extend beyond the realm of technology. These non-technological innovations, often intricate to replicate and capable of offering enduring competitive advantages, are referred to as management innovations. Notably, the public sector has started to embrace management innovations.

However, it's important to acknowledge that management innovation remains a relatively underexplored area of study. Given its potential significance, especially in educational institutions, there is a pressing need to prioritize research on management innovation. According to Mol, management innovation can be defined as the development and implementation of novel management practices, processes, structures, or techniques that represent a departure from established norms and are intended to further organizational objectives. These new management practices, processes, structures, and techniques encompass changes in the daily responsibilities of managers within the organization, the routines governing their work, the organizational context in which they operate, and related methodologies.

The Indonesian Ministry of Research and Higher Education began to include innovation as one of the elements evaluated in determining university rankings in addition to human resources, management, research, and student achievement. Today's university system requires leaders who are highly competent in leadership practices so that the university is managed effectively. This development has led to a significant transformation in educational management, transferring the responsibilities for academic direction, tuition fees, human resources, and overall administration to universities themselves. Consequently, university leaders must place a heightened emphasis on adaptation and innovation within the realm of

education. This is imperative because the traditional university system is no longer equipped to foresee and meet the growing societal demands effectively.

1. **Governance Management**

While the term "management innovation" is relatively new in management literature, the underlying concept has been under consideration for many years, often expressed through interchangeable terms like 'organizational,' 'managerial,' or 'administrative' innovation. What sets the concept of management innovation apart is its integrative nature, as it encompasses alterations in how managerial tasks are executed. The literature review conducted thus far highlights a scarcity of references or models that can assist universities in innovating their management practices to enhance overall university performance. Therefore, it becomes crucial to develop a model that can serve as guidance for university leaders seeking to base their management innovation efforts on well-defined factors (Avgerou & Bonina, 2020). In this manner, we present an all-encompassing framework for the management innovation process, which underscores the primary elements and outcomes inspired by Volberda's research. This framework pinpoints the precursors of management innovation, including managerial, intra-organizational, and inter-organizational factors. It delves into the dimensions of management innovation, encompassing new practices, processes, structures, and techniques. Additionally, it explores the consequences of management innovation in relation to various facets of performance.

The framework also acknowledges the contextual factors that exert an influence on management innovation, such as the size of the organization and the competitiveness of the industry in which it operates (Heiji et al., 2020). Considering the existing research gap, this project adopts a dynamic capabilities approach to uncover fresh insights into the management innovation endeavors within universities and how these activities interact with technological innovation to influence overall organizational performance. Dynamic capabilities, in this context, are defined as the organization's capacity to effectively incorporate, construct, and adapt both internal and external competencies to address the challenges of a swiftly evolving environment. In essence, management innovation encompasses alterations in the methods and tasks undertaken by managers in terms of defining strategic direction, making decisions, aligning activities, and motivating personnel. These changes manifest through the adoption of new managerial practices. (Enkel & Sagmeister, 2020).

The outer model is a conceptual framework that outlines the connections between a latent variable and its observable indicators. In essence, it delineates how each indicator relates to and measures the latent variable. The interpretation of the outer model involves the evaluation of several key factors, including:

a) Convergent Validity Value: This assesses the degree to which multiple indicators of the same latent variable converge or measure the same underlying construct. Higher convergent validity values indicate that the indicators effectively capture the latent variable.

b) Discriminant Validity Value: This measures the extent to which different latent variables are distinct from one another. It ensures that indicators of one latent variable are not closely related to indicators of other latent variables.
c) Composite Reliability: This evaluates the internal consistency or reliability of the latent variable. It assesses how well the indicators collectively represent the underlying construct.
d) Average Variance Extracted (AVE): AVE gauges the proportion of variance that the indicators of a latent variable share with the latent variable itself. A higher AVE indicates that the indicators collectively account for a significant portion of the variance in the latent variable.
e) Cronbach's Alpha: This is a measure of internal consistency reliability, which assesses how closely related the indicators of a latent variable are to each other. It helps determine the reliability of the measurement model.

These metrics collectively offer insights into the quality and effectiveness of the measurement model in capturing the latent variable it represents. The convergent validity value is a measure of the loading factor's magnitude for each construct. Loading factors above 0.70 are strongly recommended, but during the model's developmental phase, loading factors ranging from 0.50 to 0.60 can be acceptable. As long as the loading factor for each indicator in a construct exceeds 0.7, it remains a valid measure of that construct.

2. KKNI

Globalization has led to transformations in various aspects of society, including the realms of education and employment. The movement of students and workers across international borders presents a challenge for universities seeking global recognition for the quality of education they offer. In response to this challenge, countries participating in agreements such as GATS and AFTA have been prompted to develop national qualification frameworks. These frameworks serve as tools for establishing qualification levels based on competency descriptions (Huang et al., 2022). These descriptions are essential for mapping an individual's skills and career trajectory, as well as for designing educational curricula. Competency descriptions define what an individual knows, comprehends, and can achieve after completing a learning process. The Indonesian National Qualifications Framework, for instance, serves as a competency-based qualification grading system that facilitates the comparison, alignment, and integration of educational and vocational training fields with real-world work experience.

KKNI is specifically regulated in the Presidential Regulation of the Republic of Indonesia Number 8 of 2012. However, KKNI also often appears in General Provisions of Ministerial Regulations, as is the case in Minister of Education and Culture Regulation No. 49 of 2014 concerning National Higher Education Standards. In Minister of Education and Culture Regulation no. 49 of 2014 Chapter I, Article 1 paragraph 5 explains that: "The Indonesian National Qualifications Framework, hereinafter abbreviated to KKNI, is a competency qualification grading framework that can compare, equalize and integrate the fields of education and the fields of

work training and work experience in the context of providing recognition work competencies under the job structure in various sectors" (Solikhah, 2022).

KKNI has 9 levels, starting from level 1 (basic education) to level 9 (Strata 3 / S-3). Each level must be truly appropriate to its level, in the sense that level 6 (S-2) cannot feel like level 8 (S-2). In other words, S-1 is not allowed to feel like S-2 and so on. Level 1 is the level with the lowest qualifications, and level 9 is the level with the highest qualifications. In the case of formal education, level 1 is the workforce level with a junior high school qualification level. Level 9 is the level of the workforce with a S-3 qualification level. This level will be the target for achieving competency for every Indonesian worker. So in short, the Government is trying to equalize the qualification level for workers who obtain their abilities/skills through formal education or not through formal education.

The world of academic education inevitably has to make adjustments to the "other world" (industry, autodidacts, professional associations) so that when academic (formal) education graduates are met with people from industry with the same level of KKNI, their abilities must also be the same. This is the Government's hope. The same consequences also apply in the world of informal (self-taught) education, industry, and professional associations. There needs to be equalization through diplomas, certificates, and other documents that represent the KKNI level (Gayatri et al., 2022).

The discriminant validity assessment is a valuable tool for evaluating whether a variable possesses sufficient discriminative power. This assessment involves comparing the correlation of the indicator with the intended construct, which should be greater than the correlation with other constructs. When the indicator's correlation exhibits a higher value with the intended construct compared to its correlation with other constructs, it signifies that the variable demonstrates strong discriminant validity.

3. Student

A student must be able to become an agent of change for the surrounding environment. This is based on what a "student" is, as the author wrote previously, student means "educated". This means that a student must not only focus on the field he or she studies in formal lectures but must also be able to implement it in everyday life. This is very necessary, especially in the current era which has entered the digital era. The digital era is a time when almost all areas of life use the internet or are connected to the internet network. This era certainly has many positive impacts on society. Not only does it have a positive impact in several fields but it also has a positive impact in almost all fields. Some examples of positive impacts are that humans can carry out activities more easily, quickly, effectively, and efficiently. The discovery of gadgets connected to the internet is a real form of the start of the digital era in this world, especially in Indonesia. Having devices connected to the internet makes it easier for people to access various information online (Cox, 2021).

However, like a coin that always has 2 sides, a problem or phenomenon must also have 2 opposing sides. Apart from having a positive impact, this digital era also

harms society. The increasing unemployment rate is one clear proof of the negative impact of this digital era. More and more machines or robots can replace the presence of humans in the world of work. Therefore, the fundamental problem of unemployment is education. Not only formal education but also informal education. From this perspective, students can attend and play an active role in responding to this issue. Not only must they be active in responding to various issues, but students must also be able to think critically and creatively in solving problems in society. Students must also be selective in choosing and sorting news so that they are not eroded by the negative impacts of the digital era. This is because students are the pillars of youth and the generation that creates the nation (Viale Pereira et al., 2020).

The real role of students in this digital era is certainly diverse. Starting with themselves, students can increase their literacy so that they can better prepare themselves to face the increasingly global digital era. This positive habit can have a good impact on the surrounding environment. From this habit, students can better see the opportunities offered in this digital era. Many success stories start from a student's ability to see "opportunities".

In this research, several confounding variables will be included to see to what extent these variables influence the research results.

Table 1. Influence Coefficient Values with Confounding Variables

Path of Influence	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Description
Governance Innovation -> KKNI	0.215	0.058	3.684	0.000	Significant
Service Organization -> KKNI	0.356	0.112	3.188	0.002	Significant
Moderating Effect 1 -> KKNI	-0.001	0.136	0.010	0.992	Not significant
Moderating Effect 2 -> KKNI	0.249	0.125	1.994	0.047	Significant
Moderating Effect 3 -> KKNI	-0.122	0.134	0.909	0.364	Not significant
Moderating Effect 4 -> KKNI	-0.255	0.136	1.870	0.062	Not significant
Disruptor -> KKNI	0.036	0.164	0.217	0.828	Not significant

The table above shows that the Disruption variable obtained an influence coefficient value of 0.036 with a standard deviation of 0.164, a t-statistic value of 0.217, and a p-value of 0.828. Because the p-value is 0.828 > 0.05, it can be concluded that the confounding variable is not significant to the KKNI. From the results of the analysis after entering confounding variables, the following are obtained:

a) Influence of Governance Innovation ----> KKNI = significant (no change).
b) Influence of Service Organization ----> KKNI = significant (no change).
c) Moderating effect 1 ----> KKNI = not significant (no change).
d) Moderating effect 2 ----> KKNI = significant (no change).
e) Moderating effect 3 ----> KKNI = not significant (no change).
f) Moderating effect 4 ----> KKNI = not significant (there is a change).

The results above prove that disturbing variables can distort the moderating effect (organizational x managerial) relationship on KKNI, from previously having a significant influence to no significant influence.

4. Managerial

In the 21st century, the landscape of competition among organizations has expanded significantly, requiring managers to constantly conceive novel ideas and strategies to secure their future. The aim is not just survival, but to gain a competitive advantage over rivals. However, a successful strategy in this context necessitates elements such as innovation, a willingness to take calculated risks, potentially substantial investments in cutting-edge technology, and the adaptability to respond to evolving circumstances. All of these factors inherently involve change, and the effective management of change is crucial for success. This holds particularly true for large organizations, especially those operating on a global scale (He et al., 2020). This shift is primarily a consequence of the globalization of markets, which has introduced new practices and underscored the critical need for global organizations to establish a successful IT strategy grounded in the appropriate infrastructure and technology.

The world is rapidly evolving into a single vast market, and all participants are influenced to some degree by emerging competitive dynamics. Business globalization extends beyond merely expanding into international markets; it has evolved into a strategic approach aimed at gaining a competitive edge by enhancing efficiency in manufacturing, distribution, management, research and development, and marketing. Information technology serves as the linchpin for how multinational companies manage and disseminate information to regional offices, vital suppliers, customers, global financial markets, and the public. The growth and sophistication of technology have expedited the globalization process and have emerged as a pivotal competitive asset as organizations vie for supremacy in the marketplace.

a) Composite Reliability Analysis

A strong composite reliability value reflects the robust internal consistency of each indicator within the latent variable being measured. When the composite reliability value exceeds the threshold of 0.7, it signifies that the variable exhibits

sound internal consistency. The table below presents the complete set of composite reliability values for reference.

Table 2. Composite Reliability Values

Construct	Composite Reliability
Governance Innovation	0.949
KKNI	0.940
Student	0.952
Managerial	0.976
Service Organizational	0.978

The table above shows that the composite reliability value of the Governance Innovation construct is 0.949, KKNI 0.940, Student 0.952, Managerial 0.976, and Service Organizational 0.978. The five constructs obtained a composite reliability value > 0.70, so they are said to have good internal consistency

b) Average Variance Extracted (AVE) Analysis

The AVE value shows that the variance value of each indicator in the construct that can be captured by that variable is greater than the variance caused by measurement error. The AVE value is expected to be >0.5. The AVE value for the Governance Innovation construct is 0.755, KKNI 0.726, Student 0.768, Managerial 0.872, and Organizational Service 0.850. Complete results are presented in the table below:

Table 3. Average Variance Extracted (AVE) Value

Construct	Average Variance Extracted (AVE)
Governance Innovation	0.755
KKNI	0.726
Student	0.768
Managerial	0.872
Service Organizational	0.850

In addition to considering the AVE (Average Variance Extracted) value, discriminant validity can be assessed by examining the correlation between constructs and comparing it to the square root of the AVE. Ideally, the square root of the AVE should be greater than the correlation value between the constructs. The complete results for these analyses are provided in the table below for reference.

Table 4. AVE Root Values and Correlation between Constructs

	Governance Innovation	KKNI	Student	Managerial	Service Organizational
Governance Innovation	**0.869**				
KKNI	0.513	**0.852**			
Student	0.586	0.468	**0.877**		
Managerial	0.587	0.519	0.891	**0.934**	

Service Organizational	0.659	0.548	0.861	0.929	**0.922**

The table above shows that the contents of the table in the diagonal box are the root values of AVE and the other values are correlations between constructs. The AVE root value of Governance Innovation is 0.869 which is higher than the correlation value of Governance Innovation with KKNI 0.513 and Student 0.586, Managerial 0.587, and Service Organizational 0.659. Meanwhile, the root value of AVE KKNI is 0.852, Student 0.877, Managerial 0.934, and Service Organizational. The Organizational Service Student Contract has a smaller AVE root value than the correlation value.

c) Cronbach's Alpha analysis

The reliability test is strengthened by Cronbach's alpha value. Cronbach's alpha reliability test limits > 0.7. The Cronbach's alpha value obtained by the Governance Innovation construct was 0.935, KKNI 0.924, Student 0.940, Managerial 0.971, and Organizational Service 0.975. The complete results of Cronbach's alpha values are presented in the table below:

Table 5. Cronbach's Alpha value

Construct	Cronbach's Alpha
Governance Innovation	0.935
KKNI	0.924
Student	0.940
Managerial	0.971
Service Organizational	0.975

5. Service Organizational

To test the structural model, it is done by looking at the R2 value which is the Goodness of the fit test. The KKNI construct obtained an R2 value of 0.375 which can be interpreted to mean that variations in the KKNI can be explained by the Governance Innovation, Organizational Service, Student, and Managerial constructs amounting to 37.5% (0.375 x 100%); while the remaining 62.5% (100% - 37.5%) is explained by other variables outside those studied. The complete R-square value results are presented in the table below:

Table 6. R-Square Value

Endogenous Constructs	R Square
KKNI	0.375

The next step involves assessing the significance of the influence between independent and dependent constructs as hypothesized. This test is conducted at a 5% significance level, and rejection of the null hypothesis (H0) occurs if the t-statistic value exceeds 1.96. The t-statistic values for the latent construct influence coefficients

are derived from PLS Bootstrapping, and the parameter coefficient values, standard error, t-statistic values, and p-values are available in the table below for evaluation.

Table 7. Coefficient Values (Original Sample), Standard Error and T-Statistics

Path of Influence	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Description
Governance Innovation -> KKNI	0.220	0.057	3,870	0,000	Significant
Service Organization -> KKNI	0.359	0.110	3,249	0.001	Significant
Moderating Effect 1 -> KKNI	-0.007	0.124	0.053	0.957	Not significant
Moderating Effect 2 -> KKNI	0.257	0.108	2,377	0.018	Significant
Moderating Effect 3 -> KKNI	-0.124	0.125	0.994	0.321	Not significant
Moderating Effect 4 -> KKNI	-0.261	0.119	2,181	0.030	Significant

E. CONCLUSION

This research found that the governance variables and organizational service variables affected the KKNI because Governance and Organizational Services had a significant positive effect on the KKNI. The Student variable cannot moderate the Governance variable and Organizational Service Variable because the Student variable is significantly unable to moderate the influence of Organizational Governance and Service on the KKNI. Managerial variables can moderate the Organizational Governance and Service variables because Managerial variables are significantly able to moderate the influence of organizational Governance and Service on the KKNI. With the addition of a disturbing variable, it can distort the moderating effect (organizational x managerial) relationship on the KKNI, from previously having a significant influence to no significant influence.

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