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IMPACT OF MISSION AND VISION ON ACADEMIC SERVICES MEDIATED BY GOVERNANCE AND HUMAN RESOURCES IN HIGHER EDUCATION INSTITUTIONS OF INDONESIA

Abstract

Mission and vision play an essential role in strategic management. They are the philosophical foundation and strategic direction of higher education, serving as a guide, inspiration, and control tool to achieve organizational goals. Therefore, this study aims to investigate the relevance and impact of mission and vision on academic services provided by Indonesian higher education institutions through governance and human resources. The research instrument is based on relevant literature and uses a Likert scale to measure implementation, socialization, and effectiveness of mission and vision, academic services, governance, and human resources. Data were collected using the online random sampling method, and the number of respondents was 10,937 lecturers. The study uses a serial mediation analysis to test the hypotheses. The research results show that governance and human resources positively affect academic services. As a mediator variable, they can improve academic services. The results highlight the significant contribution of mission and vision to governance. Governance also contributes significantly to human resource management. Human resources can boost academic services. This study emphasizes the importance of the university's mission and vision, namely the philosophical foundation and strategic direction of academic services supported by appropriate human resources and good governance.

INTRODUCTION

Mission and vision are the core of strategic management and are usually stated as strategic directions in strategic planning. All organizations are believed to have missions and visions, which are the basis of organizational objectives and are essential and standard elements of organizational strategy (Akter, 2021). With a clear mission and vision, an organization will gain a good reputation in the eyes of its stakeholders, which can help the organization to survive. Mission and vision inform a common logic of purpose, uniqueness, and long-term intentions linked to internal and external stakeholders (Kooli, 2019). This aspect communicates the organization's goals and values to all key stakeholders and establishes strategic development targets. It also provides high-level guidance and strategy-specific objectives that show the strategy's success or failure (Open Library, n.d.). Consequently, mission and vision are essential for organizational strategies to achieve future competitiveness and performance.

Mission and vision are essential for higher education institutions (HEIs), providing direction, communicating values and aspirations, building consensus and commitment, improving the image of the institution, and focusing on continuous improvement (Adebanke Olusola et al., 2022; Nagy & Fawcett, n.d.; Keefe, 2020; Özdem, 2011). They are the basis for committing to creating academic excellence and developing competence and professionalism, which produce the best talents (Nethravathi et al., 2022). This aspect significantly influences academic services, outlines the goals, and acts as a guide for everyone working at HEI (Adebanke Olusola et al., 2022). Mission and vision provide direction and purpose, helping to align the efforts of faculty, staff, and students toward a common goal (Özdem, 2011). They also serve as a medium for communicating institutional values and priorities influencing decision-making and resource allocation (Keefe, 2020). Mission and vision determine the sustainability of national and international competitiveness (Seng & Ling, 2013) and become the central pillar in realizing its goals, mandates, and ideals (Garcia et al., 2021). They can also create transparent institutions and consistent educational services (Keefe, 2020). Thus, mission and vision have an essential role and will guide the success of HEIs in the future.

Studies on the assessment of vision and mission have been conducted extensively. However, there is no comprehensive and holistic testing of mission and vision, governance, human resources, and academic services. Therefore, strengthening and contributing to the literature on the importance of vision and mission and their impact on academic services, governance, and human resources in HEIs is novel.

1. LITERATURE REVIEW

Mission and vision are a series of statements always depicted in organizational documents. The mission is a fundamental statement that describes the purpose of a university's existence (Ackoff, 1999; Keefe, 2020; Millard, 2010; Mirvis et al., 2010; Wheelen & Hunger, 2012). According to Hitt et al. (2007), mission is determining the business in which the company wants to compete and the customers it wants to serve. David (2011) showed that mission is a statement of eternal purpose that differentiates an organization from similar organizations and asserts to answer what business it does. Missions are designed to capture and convey unitary and enduring organizational goals. It must answer critical questions about the goals and reasons the organization was born (Bart, 1997). Meanwhile, vision is relatively the same, namely something to be achieved in the future. It is an image or description of the university community one aspires to become in the future (Millard, 2010) or a strategic direction and conceptual map of the current state toward the desired state (Mirvis et al., 2010).

The mission and vision's primary purpose is to inform stakeholders about what the company is, what it wants to achieve, and whom it wants to serve (Hitt et al., 2007). Mission and vision are structured meaningfully and implemented correctly, ensuring that the organization's operations are on the right track

(Taiwo et al., 2016). Therefore, mission and vision are two different things in one package. The mission statement is a present-oriented statement that describes the purpose of the organization's existence. In contrast, the vision statement is a statement of the organization's future-oriented goals and aspirations.

According to Özdem (2011), strong vision and mission demonstrate originality, motivation, credibility, and simplicity. For example, "the mission of Harvard College is to educate the citizens and citizens-leaders for our society. We do this through our commitment to the transformative power of liberal arts and sciences" (Harvard College, n.d.). However, at the same time, Özdem (2011) states that vision and mission statements should not be merely treated as decorations on websites and brochures; instead, they must be embodied in programs and actions. To uphold this crucial role, higher education institutions need to measure their implementation and contribution to performance while evaluating the extent of success in terms of student outcomes, academic programs, and stakeholder engagement (Calder, 2014). HEIs can also assess the clarity, relevance, and impact of their vision and mission statements to ensure alignment with goals and actions (Hofstrand, 2016).

Academic services are difficult to define because they depend on the type of HEIs (university, academic, institute, polytechnic, or high school). In

general, academic services refer to the resources and support provided by HEIs to help their students in the teaching, learning, and research processes. It is designed to assist students in achieving their academic and professional goals. On the other hand, academic service systematically educates students about mastering curriculum content through the learning process to achieve the competency standards applied (Ali et al., 2020). Academic services often take the form of lectures, practicums, administration, and facilities provided by universities to meet student needs (Suroto et al., 2017). Instructors, including learning materials within the HEI environment, provide HEI's primary service (Hussain & Birol, 2011). Academic services are closely related to teaching, administration, and research (Parker & Jary, 1995). The quality of academic services is primarily determined by the student's reputation as a result of academic services and, to a greater extent, by the academic community, not by HEI managerial control (Davies & Thomas, 2002). Thus, academic service is a product between the service provider and the recipient of educational services. Therefore, it is closely related to effectiveness and quality.

Governance has become an important issue in higher education systems in various countries. Generally, governance includes structures, relationships, and small and institutional processes where policies are developed, implemented, and controlled. Governance consists of a complex network including frameworks, characteristics, how they relate to the overall system, how money is allocated, how they are held accountable, and structures that influence behavior (Konzelmann et al., 2006). Other aspects describe how the agent must carry out the activities to achieve high performance and fulfil the principal's wishes (Fukuyama, 2013).

University governance refers to the processes, structures, and organizational mechanisms that direct and control universities. It includes allocating rights and obligations to various stakeholders, such as the Senate, leadership, management, lecturers, students, and other university communities (Edwards, 2001). It includes formal regulations and the complexity of board/senator, university, faculty, department, committee, supervisory, and advisory commitments (Carnegie & Tuck, 2010). It ensures that academic services operations can be accounted for because it is a framework for monitoring ac-

countability, ethical behavior, and quality assurance while safeguarding students', lecturers', and staff's rights and welfare. University governance aims to increase competitiveness, the quality of the learning process, the quality of management, and the expected level of performance (Hénard & Mitterle, 2010; Salmi, 2009). Thus, governance is a pattern of regulation at all levels in HEI.

Human resources at HEI play a central and strategic role. Human resources primarily determine adequate and quality academic services (Supriyadi et al., 2020; Voss & Gruber, 2006). They are the ones who have the competence, commitment, and motivation to carry out the mission, goals, and academic tasks of the university (Szelągowska-Rudzka, 2018). Human resources play an essential role in achieving strategic objectives, and they must be intentionally designed to maximize HEI performance (Kenton, 2023; Rihan, 2019). They have an essential role as leading actors in academic services, both in class and as communicators, facilitators, and trainers for students (Minter, 2009).

HEI is an educational organization that offers higher education. Higher education is academic instruction undertaken post-secondary to obtain more specialized competencies, knowledge, and skills associated with specific degree. Meanwhile, public services agencies are government policies in public institutions that aim to improve community services to advance community welfare and make the nation intelligent by providing flexibility in financial management based on economic principles and productivity and implementing healthy business practices (Finance Ministry, 2020). Therefore, the HEI of a public service agency is the HEI that has autonomy in managing institutions to improve the quality of academic services and flexibility in managing finances.

Mission and vision, governance, human resources, and academic services are still being studied partially and have yet to be studied holistically and comprehensively. Liao and Huang (2016) explored the cause-and-effect relationship between vision, management strategies, and human resources. Jonyo et al. (2018) assessed the impact of vision and mission statements on the performance of private universities. Nethravathi et al. (2022) researched the alignment of vision, mission, and goals with leadership and gov-

ernance. Dobrinić and Fabac (2021) concentrated on differences in commitment to the understanding of vision and mission among staff in the private and public sectors. Deus et al. (2016) investigated and evaluated the statements of mission from leading universities based on a sustainable model involving environmental management systems, public participation, and social responsibility. Seeber et al. (2019) explored the factors influencing university mission statements. Rahman (2009) checked discrepancies between strategic vision and the statements used, as well as the factors affecting their formulation.

This study assesses the vision, mission, and core values focused on human resources management. Most visions, missions, and values are concerned about their human resources (Akter, 2021). Liao and Huang (2016) explored the causal relationship between organizational vision, management strategy, human resource management, and the service performance of nonprofit organizations to find reasonable management methods. They argued that nonprofit organizations engage in ambiguous marketing and unclear organizational vision, resulting in difficulties in accessing more funding. With SEM analysis, the study reported that organizational vision had a positive effect on management strategy, and management strategy had a significant positive effect on human resources management. However, all three had no discernible effect on service performance in non-profit organizations.

Many organizations also pay attention to the importance of the organization's mission and vision in various organizational strategic programs. For example, Shanjabin and Oyshi (2021) state that most companies have paid great attention to managing human resources in formulating their mission and vision. Szelągowska-Rudzka (2018) stated that university human resources in Poland are strategic because they are managed coherently based on the university's mission, vision, and strategy. Akter (2021) and Shanjabin and Oyshi (2021) recommend that the management of human resources as a strategic asset needs to be developed in line with the mission and vision of the organization. According to Azis et al. (2020), lecturer competency has a significant relationship with student academic achievement as an impact of academic services. Szelągowska-Rudzka (2018) emphasized that universities' success depends on their human resources. In addition, lecturers'

motivation, delivery ability, performance, and professionalism correlate with a significant and positive effect on the quality of academic services (Aprilia, 2012; Chairunnisa, 2016; Memah et al., 2021; Muh. Asriadi et al., 2022). Thus, there is a correlation and impact between academic services and human resources.

On the other hand, governance also positively and significantly influences the quality and superior academic service (Chairunnisa, 2016; Memah et al., 2021; Mubarok et al., 2023; Widjajanti & Sugiyanto, 2015). Meanwhile, governance is good if it aligns with the university's mission (Carnegie & Tuck, 2010). Because it is content to encourage a transparent governance system, both play an essential role in influencing universities' growth, sustainability, and development (Nethravathi et al., 2022). Governance is superior if it has similarities with strategic vision and goals (E-Vahdati et al., 2019).

Asel (2020) emphasized that universities should develop sound governance systems to achieve their transformational vision. Konzelmann et al. (2006) stressed the importance of managing human resources through governance, which influences the effectiveness of their management. Good governance positively correlates with human resources management (Kzar, 2022; Tongvijit et al., 2023) and contributes positively and significantly to staff performance (Dong et al., 2019). Modupeola and Christian (2021) stated that governance is a framework for managing the use of resources efficiently and effectively and a basis for accountability. In addition, the role of governance in human resources management functions as a standard for conflict resolution. It ensures the effectiveness of human resources management (Konzelmann et al., 2006; Modupeola & Christian, 2021). Based on a review of several previous studies, mission and vision, academic services, governance, and human resources have a strong relationship and influence each other.

2. AIM AND HYPOTHESES

Mission and vision are the philosophical foundation and strategic direction for all organizations, including HEI. HEI's core business is academic service. Academic services can run effectively if they align with the mission and vision, support-
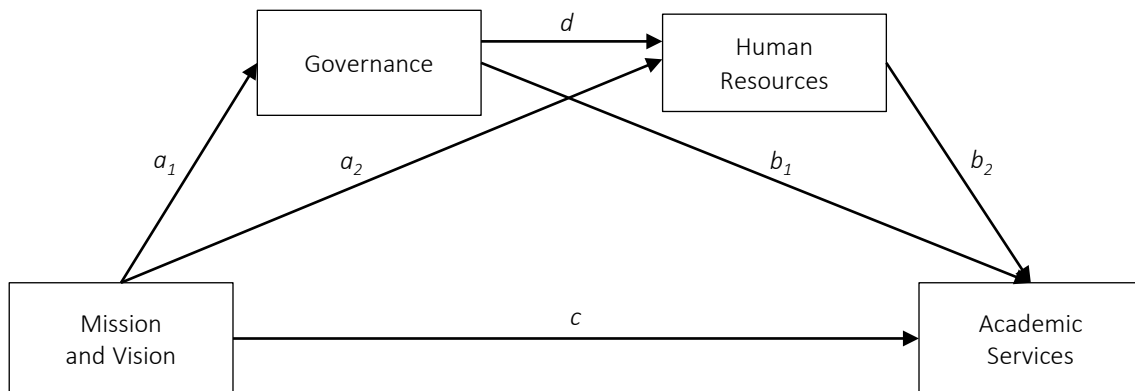
Figure 1. Research framework

ed by adequate human resources and good governance. Therefore, this study examines the relevance of mission and vision for academic services mediated by governance and human resources. Figure 1 shows the research framework.

The hypotheses put forward in this study are as follows:

H_1: *Vision and mission contribute to the governance system of HEIs.*

H_2: *Vision and mission contribute to the human resources management of HEIs.*

H_3: *Governance contributes to the academic services of HEIs.*

H_4: *Human resources management contributes to the academic services of HEIs.*

H_5: *Vision and mission contribute to the academic services of HEIs.*

H_6: *Governance and human resources can boost the impact of vision and mission on academic services.*

3. METHOD

This study uses a quantitative research paradigm with a survey approach. This survey was conducted with the Directorate for Financial Management Coaching – Public Service Agency of the Finance Ministry. This institution also conducts annual surveys in other contexts. The study sample included lecturers chosen using a simple random sampling approach. The instrument is a closed questionnaire designed online to collect quantitative data. The questionnaire contains 22 statement items to measure implementation, socialization, effectiveness, and relevance between mission and vision, academic services, governance, and human resources. The measurement scale uses a Likert scale (from 1 = completely disagree to 5 = completely agree). The study used Google Forms to send the questionnaire to the head of the Public Service Agency of higher education institutions by the Directorate for Financial Management Coaching – Public Service Agency with a government bureaucratic system approach. Then, the head of the Public Service Agency distributed it to its lecturers. The survey lasted about three months. During this period, 10,937 responses were collected from 80 universities (Table A1, Appendix A).

Data analysis uses descriptive frequency analysis to test hypotheses using the serial mediation analysis model (Alfons et al., 2022):

$$M = i1 + aX + e1 \ldots \tag{1}$$

$$Y = i2 + bM + cX + e2 \ldots \tag{2}$$

$$Y = i3 + c'X + e3 \ldots \tag{3}$$

where $i1$, $i2$, and $i3$ are intercepts, a, b, c, and c' are weights, and $e1$, $e2$, and $e3$ indicate standard random errors. Mediation was found from the path coefficients $X{\rightarrow}M$ and $M{\rightarrow}Y$ estimation results. The study uses the SPSS application to complete data analysis.

4. RESULTS

Referring to Table 1, 48.69% of respondents agreed that the mission and vision had been socialized and aligned with achieving the university's goals. 47.72% of respondents agreed that the implementation of academic services is in line with the mission and vision, which are implemented based on governance, and that lecturers act as actors based on their competence. They also agree that governance is a guideline in implementing academic services (45.37%), and 44.85% feel that human resources management is based on established governance.

The serial mediation analysis model was used to test the hypotheses. The results of the model are presented in Tables 2 and 3 and Figure 2.

Table 3 shows that both direct and indirect path coefficients in this study; mission and vision, governance, and human resources as independent variables positively affect the dependent variable (academic service). This finding is proven by the p-value ≤ 0.05, and the standardized coefficient is shown by $-1 \geq$ Estimated ≤ 1. Partially, the contribution of relevance, mission, and vision to academic service was 15.10% (c = 0.151). The relevance of mission and vision to governance was 89.20% (a1 = 0.892). The relevance of mission and vision to human resources was 25.90% (a2 = 0.259). The relevance of governance to human resources was 63.20% (d = 0.632), governance to academic service was 19.80% (b1 = 0.198), and human resources to academic service was 45.60% (b2 = 0.456) (see Table 3 and Figure 2). Serially, governance and human resources as mediator variables (e) can increase the impact of mission and vision toward academic service by 25.70% {a1 (0.892)'d (0.632)'b2 (0.456) = 0.257}.

The statistical data analysis suggests that the vision and mission significantly contribute to various dimensions, including academic services, governance, and human resources. These contributions range from 15.10% to 89.20%. The analysis results indicate that governance affects organizational aspects, including human resources management

Table 1. Descriptive frequency of research instrument statements

	Response	Vision and Mission	Academic Services	Governance	Human Resources
		Percent	Percent	Percent	Percent
Valid	1. Completely disagree	0.26	0.31	0.43	0.58
	2. Disagree	2.52	1.49	4.13	5.28
	3. Neither disagree nor agree	10.30	10.49	13.32	15.31
	4. Agree	39.20	39.19	45.37	44.85
	5. Completely agree	47.72	48.69	36.75	33.99

Table 2. Descriptive statistics

Variables	Mean	Std.	Min	Max	Skew.	S.E	Kurtosis	S.E	1	2	3
1. Academic Services (y)	49.76	9.72	17	61	−.41	.09	−.56	.09			
2. Vision and Mission (x)	49.89	9.83	14	61	−.46	.09	−.49	.09	.71**		
3. Human Resources (m2)	49.98	10.05	17	64	−.13	.10	−.65	.10	.77**	.80**	
4. Governance (m1)	50.07	10.17	15	64	−.18	.10	−.62	.10	.74**	.86**	.86**

Note: Significantly ** $p < 0.01$

Table 3. Hypotheses testing

Path Coefficient			Label	Estimated	S.E	Z	p-value	CI Lower	CI Upper
m1	~	X	a1	.892	.005	178.587	.001	.883	.902
m2	~	m1	d	.632	.009	67.771	.001	.614	.650
m2	~	X	a2	.259	.010	26.815	.001	.240	.277
y	~	m2	b2	.456	.011	40.176	.001	.434	.478
y	~	m1	b1	.198	.013	14.977	.001	.172	.223
y	~	X	c	.151	.012	12.781	.001	.128	.174

Note: y = Academic Services; x = Vision − Mission; m1 = Governance; m2 = Human Resources.
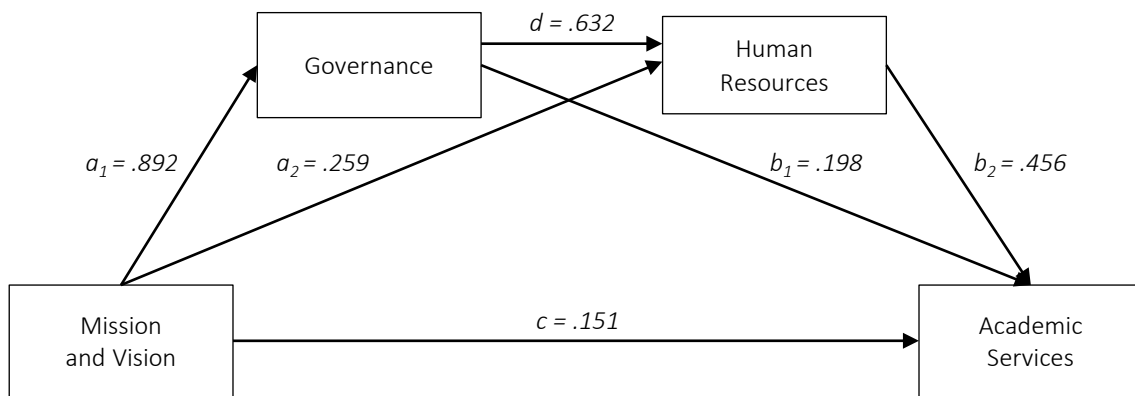
Figure 2. Path coefficients

and academic services provided by HEIs. Besides, human resources, as the key actors in higher education, also significantly contribute to the quality of academic services. The combination of governance and human resources as mediators in the relationship between vision and mission and academic services can explain a substantial portion of the variability in academic services. It shows the importance of the mediating roles of governance and human resources in the relationship between vision and mission and academic services. Therefore, vision and mission have a profound impact on the performance of HEIs in many aspects. However, their implementation depends on the effectiveness of governance and human resources management.

5. DISCUSSION

The study found that mission and vision positively impacted academic services, governance, and human resources. It stressed the interdependence of these elements in the provision of quality education. Serially, governance and human resources have a positive impact on academic services. These results also show that university and human resources management must align with university objectives and visions. Furthermore, the study shows that academic services are more effective and high-quality if supported by solid university governance and competent human resources. In addition, further efforts must be made to ensure that the university's services are in line with the university's mission and vision. Therefore, mission and vision must be based on university philosophy and strategic direction, as well as the commitment of HEIs.

These findings highlight the importance of the university's mission and vision statements to guide the university's future strategic direction. Taiwo et al. (2016) explain that an appropriate mission and vision can influence the performance and goals of the organization and put the organization on the right track. Garcia et al. (2021) showed that mission and vision are the main pillars of organizational objectives, missions, and ideals. Missions and visions are the basis for aligning university strategic programs (Arado et al., 2019; Bentor et al., 2017; Ramos, 2021; Villanca et al., 2020). Nethravathi et al. (2022) stressed that the mission and vision of the HEI environment are the basis for commitment to creating academic quality and developing competencies and professionalism. Their impact is the birth of the best talents. The study added that mission and vision are beneficial if they can promote a transparent governance system and play an essential role in universities' growth, sustainability, and development. Therefore, the results of this study emphasize that the objectives of higher education must be consistent with the mission and vision of universities.

This study accepts all hypotheses (H_1, H_2, H_3, H_4, H_5, and H_6). The vision and mission contribute to the formulation and implementation of governance in HEIs, human resources management, and academic services provided by the university. Governance also contributes to human resources management and academic services. Human resources management also positively contributes to academic services. Gradually, governance and human resources as mediating variables can positively boost the relevance of vision and mission to academic services. These findings show that academic

services are not only aligned with the university's mission and vision. However, academic services will be high quality if supported by adequate human resources and good governance. As explained by Minter (2009), lecturers as human resources have an essential role and are critical actors in academic services, both in the classroom and as communicators, facilitators, and trainers for students. On the other hand, effective human resource management is supported if guided by good governance (Konzelmann et al., 2006) because governance is a framework that ensures accountability, transparency, and sustainability, as well as managing relationships between various stakeholders (Rathod, 2020). On the other hand, governance will be good if it is aligned with the university's mission (Carnegie & Tuck, 2010). Good mission and vision can encourage a transparent government system. Therefore, mission, vision, and governance influence universities' growth, sustainability, and development (Nethravathi et al., 2022). Thus, the findings confirm that mission and vision, governance, human resources, and academic services are a series that are interrelated and cannot be separated from each other.

Hitt et al. (2007) strengthen the importance of vision in an organization. They state that a vision describes what a company wants and, broadly, what it ultimately wants to achieve. In comparison, a mission, as explained by Wheelen and Hunger (2012), is a fundamental statement that describes the purpose of a university's existence. Nethravathi et al. (2022) reiterated that the mission and vision of higher education are the basis for building commitment to creating academic quality and developing competence and professionalism. Thus, the findings indicate that the mission and vision of higher education are relevant to the goals of higher education.

This study was strengthened by Nethravathi et al. (2022), who examined the alignment of the mission, vision, and goals of the HEI with leadership and governance in the development of students. The study found that a university-driven governance system based on mission and vision influenced academic excellence, student competence, and professionalism. E-Vahdati et al. (2019) reviewed the sustainability of integrated governance. Mission, vision, and leadership are essential drivers of the sustainability of governance. Akter (2021) showed that 64.29% of missions, visions, and values aligned with human resources management. The mission and vision of the organization have a positive impact on management strategies, and management strategies have a significant positive impact on the management of human resources (Liao & Huang, 2016). On the other hand, human resources management is effective when it is supported and guided by governance (Konzelmann et al., 2006). Likewise, if the university's mission is aligned with good governance, it is good governance (Carnegie & Tuck, 2010). Therefore, this study is complementary and strengthens previous studies.

This study suggests that HEIs need to formulate an effective mission and vision statement by involving key internal stakeholders so that their mission and vision can effectively be used as strategic direction in the future. It is a cornerstone in formulating governance, managing human resources, and establishing strategic policies for improving and strengthening quality academic services. Strategic policies not only cover governance and human resources but also include innovative curriculum development, student support services, quality assurance systems, the use of information technology, research and innovation, and the allocation of educational resources. All of this must align with the mission and vision set by HEIs. Thus, an effective and productive mission and vision statement will become the spirit of all strategic policies and programs and enable it to mobilize the energy of the entire academic community of a university.

CONCLUSION

This study found that to improve and realize quality academic services to produce superior, competitive, and highly competent people, they must be aligned with HEI's strategic direction, which is packaged in the form of mission and vision statements. The quality of academic services an HEI provides will occur effectively and productively if supported by governance and human resources. Governance regulates the implementation of academic services to students in the form of formal regulations, commitment

from lecturers and management, clarity in setting the tasks and functions of administrators, and firmness in control and supervision. Therefore, governance must be packaged based on the philosophical basis of the founding of HEI and follow the strategic direction packaged in the form of mission and vision. On the other hand, academic service can produce superior and competitive people if supported and accompanied by human resources with good competence and professionalism. Human resources should carry out their duties and functions according to applicable regulations. Therefore, human resources are managed according to governance and aligned with the mission and vision set. In this way, mission and vision are the strategic direction and spirit of managing quality HEIs.

The results of this study provide awareness for university and faculty leaders that mission and vision are the starting points to produce superior and competitive talents. The strategic direction in the mission and vision statements is the spirit for determining strategic policies and programs. It becomes effective if the formulation and determination are based on the thinking and involvement of critical stakeholders, accompanied by the results of an excellent environmental analysis. So far, mission and vision statements have only been limited to symbolic slogans and only come from the desires of university leaders, which change every period. University and faculty leaders must have knowledge and commitment in formulating and establishing governance, managing human resources, and implementing academic services in line with the strategic direction packaged in mission and vision statements. By considering the capabilities and competencies of human resources, academic services must be guided by governance. Therefore, mission and vision must be considered the philosophical foundation for implementing higher education and motivation to realize competitiveness and performance based on the formulated strategic direction.

This study is limited to public HEIs designated as public service bodies, which does not accommodate HEIs that have yet to become public service bodies or private HEIs. Respondents were limited to lecturer staff as part of human resources at HEIs and did not involve administrative staff. Differences in staff status will provide different views on interpreting the relevance of mission and vision. Therefore, further studies need to involve all staff with expanded measurement aspects.

AUTHOR CONTRIBUTIONS

Conceptualization: Slamet, Marno.
Data curation: Slamet, Ali Ridho, Alfiana Yuli Efiyanti.
Formal analysis: Ali Ridho, Alfiana Yuli Efiyanti.
Investigation: Slamet.
Methodology: Slamet, Ali Ridho, Marno.
Project administration: Slamet, Alfiana Yuli Efiyanti.
Resources: Slamet, Ali Ridho, Marno.
Validation: Slamet, Ali Ridho, Marno.
Visualization: Ali Ridho, Alfiana Yuli Efiyanti.
Writing – original draft: Slamet, Alfiana Yuli Efiyanti.
Writing – review & editing: Ali Ridho, Marno.

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APPENDIX A

Table A1. Higher education institutions and the number of respondents

No.	Code	Higher Education Institutions	Number	%
1	P1	Politeknik Kesehatan Bandung (Health Polytechnic of Bandung)	243	2.22%
2	P2	Politeknik Kesehatan Bengkulu (Health Polytechnic of Bengkulu)	57	0.52%
3	P3	Politeknik Kesehatan Denpasar (Health Polytechnic of Denpasar)	92	0.84%
4	P4	Politeknik Kesehatan Jakarta II (Health Polytechnic of Jakarta II)	108	0.99%
5	P5	Politeknik Kesehatan Jakarta III (Health Polytechnic of Jakarta III)	35	0.32%
6	P6	Politeknik Kesehatan Kalimantan Timur (Health Polytechnic of Kalimantan Timur)	35	0.32%
7	P7	Politeknik Kesehatan Kupang (Health Polytechnic of Kupang)	71	0.65%
8	P8	Politeknik Kesehatan Makassar (Health Polytechnic of Makassar)	79	0.72%
9	P9	Politeknik Kesehatan Malang (Health Polytechnic of Malang)	30	0.27%
10	P10	Politeknik Kesehatan Manado (Health Polytechnic of Manado)	36	0.33%
11	P11	Politeknik Kesehatan Medan (Health Polytechnic of Medan)	141	1.29%
12	P12	Politeknik Kesehatan Pontianak (Health Polytechnic of Pontianak)	64	0.59%
13	P13	Politeknik Kesehatan Semarang (Health Polytechnic of Semarang)	102	0.93%
14	P14	Politeknik Kesehatan Surabaya (Health Polytechnic of Surabaya)	140	1.28%
15	P15	Politeknik Kesehatan Surakarta (Health Polytechnic of Surakarta)	99	0.91%
16	P16	Politeknik Kesehatan Tanjungkarang (Health Polytechnic of Tanjungkarang)	99	0.91%
17	P17	Politeknik Kesehatan Tasikmalaya (Health Polytechnic of Tasikmalaya)	177	1.62%
18	P18	Politeknik Kesehatan Yogyakarta (Health Polytechnic of Yogyakarta)	52	0.48%
19	P19	Politeknik Negeri Jakarta (State Polytechnic of Jakarta)	94	0.86%
20	P20	Politeknik Negeri Semarang (State Polytechnic of Semarang)	47	0.43%
21	P21	Politeknik Pelayaran Banten (Shipping Polytechnic of Banten)	40	0.37%
22	P22	Politeknik Pelayaran Barombong (Shipping Polytechnic of Barombong)	57	0.52%
23	P23	Politeknik Pelayaran Malahayati (Shipping Polytechnic of Malahayati)	90	0.82%
24	P24	Politeknik Pelayaran Sorong (Shipping Polytechnic of Sorong)	30	0.27%
25	P25	Politeknik Pelayaran Surabaya (Shipping Polytechnic of Surabaya)	54	0.49%
26	P26	Politeknik Penerbangan Indonesia Curug (Indonesian Aviation Polytechnic of Curug)	30	0.27%
27	P27	Politeknik Penerbangan Jayapura (Aviation Polytechnic of Jayapura)	45	0.41%
28	P28	Politeknik Penerbangan Makassar (Aviation Polytechnic of Makassar)	41	0.37%
29	P29	Politeknik Penerbangan Medan (Aviation Polytechnic of Medan)	47	0.43%
30	P30	Politeknik Penerbangan Palembang (Aviation Polytechnic of Palembang)	65	0.59%
31	P31	Politeknik Penerbangan Surabaya (Aviation Polytechnic of Surabaya)	50	0.46%
32	P32	Politeknik Perkeretaapian Indonesia Madiun (Indonesian Railway Polytechnic of Madiun)	17	0.16%
33	P33	Politeknik Transportasi Sungai Danau dan Penyebrangan Palembang (Lake River and Ferry Transport Polytechnic of Palembang)	56	0.51%
34	U1	Universitas Islam Negeri Maulana Malik Ibrahim Malang (Maulana Malik Ibrahim Islam State University of Malang)	77	0.70%
35	U2	Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung (Sayyid Ali Rahmatullah Islam State University of Tulungagung)	58	0.53%
36	U3	Universitas Andalas Padang (Andalas University of Padang)	59	0.54%
37	U4	Universitas Brawijaya Malang (Brawijaya University of Malang)	52	0.48%
38	U5	Universitas Haluoleo Kendari (Haluoleo University of Kendari)	680	6.22%
39	U6	Universitas Islam Negeri Alauddin Makassar (Alauddin Islam State University of Makassar)	120	1.10%
40	U7	Universitas Islam Negeri Imam Bonjol Padang (Imam Bonjol Islam State University of Padang)	65	0.59%
41	U8	Universitas Islam Negeri Mataram (Islam State University of Mataram)	37	0.34%
42	U9	Universitas Islam Negeri Raden Fatah Palembang (Raden Fatah Islam State University of Palembang)	74	0.68%
43	U10	Universitas Islam Negeri Raden Intan Lampung (Raden Intan Islam State University of Lampung)	70	0.64%
44	U11	Universitas Islam Negeri Sultan Maulan Hasanuddin Banten (Sultan Maulana Hasanuddin Islam State University of Banten)	97	0.89%

Table A1 (cont.). Higher education institutions and the number of respondents

No.	Code	Higher Education Institutions	Number	%
45	U12	Universitas Islam Negeri Sultan Syarif Kasim Riau (Sultan Syarif Kasim Islam State University of Riau)	64	0.59%
46	U13	Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi (Sulthan Thah Saifuddin Islam State University of Jambi)	64	0.59%
47	U14	Universitas Islam Negeri Sumatera Utara Medan (Sumatera Utara Islam State University of Medan)	95	0.87%
48	U15	Universitas Islam Negeri Sunan Ampel Surabaya (Sunan Ampel Islam State University of Surabaya)	319	2.92%
49	U16	Universitas Islam Negeri Sunan Gunung Djati Bandung (Sunan Gunung Djati Islam State University of Bandung)	200	1.83%
50	U17	Universitas Islam Negeri Sunan Kalijaga Yogyakarta (Sunan Kalijaga Islam State University of Yogyakarta)	117	1.07%
51	U18	Universitas Islam Negeri Syarif Hidayatullah Jakarta (Syarif Hidayatullah Islam State University of Jakarta)	54	0.49%
52	U19	Universitas Islam Negeri Walisongo Semarang (Walisongo Islam State University of Semarang)	229	2.09%
53	U20	Universitas Jambi (University of Jambi)	422	3.86%
54	U21	Universitas Jember (University of Jember)	169	1.55%
55	U22	Universitas Khairun (University of Khairun)	31	0.28%
56	U23	Universitas Lampung (University of Lampung)	66	0.60%
57	U24	Universitas Mataram (University of Mataram)	192	1.76%
58	U25	Universitas Mulawarman Samarinda (Mulawarman University of Samarinda)	111	1.01%
59	U26	Universitas Negeri Gorontalo (State University of Gorontalo)	33	0.30%
60	U27	Universitas Negeri Jakarta (State University of Jakarta)	142	1.30%
61	U28	Universitas Negeri Makassar (State University of Makassar)	87	0.80%
62	U29	Universitas Negeri Malang (State University of Malang)	724	6.62%
63	U30	Universitas Negeri Medan (State University of Medan)	334	3.05%
64	U31	Universitas Negeri Padang (State University of Padang)	449	4.11%
65	U32	Universitas Negeri Semarang (State University of Semarang)	675	6.17%
66	U33	Universitas Negeri Surabaya (State University of Surabaya)	213	1.95%
67	U34	Universitas Nusa Cendana Kupang (Nusa Cendana University of Kupang)	111	1.01%
68	U35	Universitas Pembangunan Nasional Veteran Jakarta (Veterans National Development University of Jakarta)	131	1.20%
69	U36	Universitas Pembangunan Nasional Veteran Jawa Timur (Veterans National Development University of Jawa Timur)	83	0.76%
70	U37	Universitas Pembangunan Nasional Veteran Yogyakarta (Veterans National Development University of Yogyakarta)	64	0.59%
71	U38	Universitas Pendidikan Ganesha Buleleng (Ganesha Education University of Buleleng)	401	3.67%
72	U39	Universitas Riau (University of Riau)	359	3.28%
73	U40	Universitas Sam Ratulangi Manado (Sam Ratulangi University of Manado)	34	0.31%
74	U41	Universitas Singaperbangsa Karawang (Singaperbangsa University of Karawang)	71	0.65%
75	U42	Universitas Sultan Ageng Tirtayasa Banten (Sultan Ageng Tirtayasa University of Banten)	63	0.58%
76	U43	Universitas Syiah Kuala Aceh (Syiah Kuala University of Aceh)	113	1.03%
77	U44	Universitas Tadulako Palu (Tadulako University of Palu)	59	0.54%
78	U45	Universitas Tanjung Pura Pontianak (Tanjung Pura University of Pontianak)	182	1.66%
79	U46	Universitas Terbuka (Open University of Indonesia)	383	3.50%
80	U47	Universitas Udayana Denpasar-Bali (Udayana University of Denpasar-Bali)	281	2.57%
		Total	10,937	100%