Research Article

Understanding the Basic Concepts and Scope of Excellent Service in Professional Practice at the UNESA Global Engagement Directorate

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Abstract: Understanding the basic concepts and scope of excellent service is the main foundation in building a culture of service excellence in higher education. The purpose of this chapter is to describe the professional practices of the UNESA Global Engagement (UGE) Directorate in implementing the values of service excellence in a tangible and sustainable manner. The conceptual basis is rooted in the Grand Theory of Parasuraman, Zeithaml, and Berry (1988) on Service Quality (SERVQUAL), which emphasizes five main dimensions of service quality, namely tangibles, reliability, responsiveness, assurance, and empathy. This theory serves as a foundation for understanding the meaning of service, the definition of excellent service, and the application of its basic concepts in the context of academic and international services in higher education. As a result, service practices at the UGE Directorate show that service excellence is not only realized through administrative systems and procedures, but also through the internalization of the values of professionalism, empathy, and commitment to the satisfaction of global partners. The implementation of a responsive, solution-oriented, and real-time cooperation information system (SIMKERMA) is a tangible representation of the integration of digital efficiency and a human touch in university public services. The recommendations from this chapter emphasize the importance of strengthening human resource capacity that is adaptive to global dynamics, optimizing digital technology to accelerate service processes, and establishing a structured, measurable, and sustainable ecosystem of excellent service to strengthen the university's position as an internationally competitive institution.

Keywords: Higher Education Services; Service Excellence; SERVQUAL; Service Quality; University Internationalization.

1. Introduction

The era of disruption shows that the paradigm of public service has undergone a fundamental transformation in line with advances in digital technology, changing customer expectations, and increased international service quality standards (Rodríguez et al., 2023; Wider et al., 2024). The world of higher education is no longer measured solely by academic reputation, but also by the ability of institutions to provide excellent services that are oriented towards the satisfaction and experience of global stakeholders (Holzweiss et al., 2020; Trends et al., 2020). This phenomenon is evident in the Times Higher Education (THE) Global Impact Rankings 2025 report, which highlights the importance of the "service excellence" dimension in supporting the sustainability mission and reputation of universities at the global level. Additionally, the World Economic Forum (2024) report also emphasizes that educational institutions must transform into service-driven institutions by applying the principles of digital efficiency, cross-cultural empathy, and value-based collaborative

governance. On the other hand, the implementation of the concept of customer-centric governance in the international education sector is getting stronger with the presence of global initiatives such as the UNESCO Higher Education Transformation Agenda and the OECD Framework for Public Service Excellence, which place service quality as an indicator of institutional competitiveness in the global arena.

Various leading universities such as the National University of Singapore (NUS), the University of Malaya, and Monash University have developed academic service and international partnership models based on a service excellence framework that integrates digital technology with an institutional culture of empathy. For example, NUS's Global Engagement Portal system enables overseas partners to collaborate on research and academic exchanges in real time, while the University of Malaya implements a Client Service Charter that emphasizes transparency, accountability, and relationship management. These phenomena confirm that a service excellence orientation is no longer just an administrative trend, but rather a reputational strategy that determines a university's position in the map of 21st-century higher education globalization.

Meanwhile, Indonesia is facing an important momentum in improving the quality of public services, including in the higher education sector. The Ministry of Education, Research, and Technology (Kemendiktiristek), through the Impactful Campus program, encourages universities to strengthen academic service systems and international partnerships that are responsive, efficient, and adaptive to global needs. A report by the Directorate General of Higher Education, Research, and Technology (2024) confirms that universities that have successfully expanded their international cooperation networks on a sustainable basis are those that apply the principles of excellent service in their management and academic diplomacy. Additionally, the implementation of the Public Service-Based Bureaucratic Reform launched by the Ministry of State Apparatus and Bureaucratic Reform also requires all institutions, including public universities, to provide measurable public services that are oriented toward user satisfaction.

Specifically within the Surabaya State University (UNESA) environment, the dynamics of improving international service quality have become a strategic part of the transformation efforts towards becoming a World Class University (WCU). The UNESA Directorate of Global Engagement (UGE) plays a leading role in managing cooperation, academic exchanges, and cross-border educational diplomacy. Current phenomena that reflect the strengthening of excellent services at UGE include the implementation of the Cooperation Information System (SIMKERMA) as a digital platform for integrated global partnership management; the holding of the Global Partnership Forum involving more than 40 international partners; and the development of a One Stop Service for International Collaboration that provides easy access and fast services for lecturers, students, and overseas partners. Furthermore, UGE's active involvement in various international forums such as the ASEAN Higher Education Forum and University Mobility in Asia and the Pacific (UMAP) underscores UNESA's commitment to prioritizing professionalism, empathy, and excellent service values as its globally competitive institutional identity.

Service excellence in higher education cannot be separated from the theoretical foundation developed by Parasuraman, Zeithaml, and Berry (1988) through the Service Quality (SERVQUAL) model. (Rodríguez et al., 2023; Wider et al., 2024) explains that service quality is determined by the gap between customer expectations and perceptions of the service performance received. The five main dimensions of SERVQUAL—tangibles, reliability, responsiveness, assurance, and empathy—form the basic framework for measuring and managing service quality in various sectors, including higher education (Indah Noer Agustivani Yusuf et al., 2025; Mendocilla et al., 2020; Sugiarto and Octaviana, 2021). Ogochukwu & Florence, (2022) outline five dimensions of excellent service that serve as a comprehensive guide for designing service systems that are not only procedurally efficient but also have emotional, relational, and moral value. This approach places service users—whether students, faculty, or global partners—at the center of the entire service process, so that every policy and innovation is directed toward creating a superior and memorable experience.

The importance of implementing tangibles is reflected in how institutions present their facilities, technological resources, and professional image in every service interaction (Bhattacharjee and Saha, 2021; Gillian S. Naylor, 2024; Rahmatia et al., 2025). In the practice of the UNESA Global Engagement (UGE) Directorate, this aspect is realized through the modernization of service spaces, integrated digital systems such as SIMKERMA, and the use of international communication media that represent the professionalism and credibility of

the institution. Meanwhile, reliability demands consistency and dependability in service, which is implemented through a timely, accurate, and reliable cooperation administration system (Alfatafta et al., 2025; Rolo et al., 2023). Timeliness in responding to letters, transparency of cooperation data, and compliance with standard operating procedures are concrete forms of applying the principle of reliability in building partner trust (Liu et al., 2025; Rolo et al., 2023; Wider et al., 2024).

The dimensions of responsiveness and assurance are important pillars in building an adaptive and reliable image of excellent service (De Ramos and Briones, 2024; Olawuyi and Kleynhans, 2025; Tröndle and Schindler, 2021). Responsiveness emphasizes an organization's ability to respond quickly to the needs and dynamics of service users, which in the context of UGE is reflected through online consultation services, real-time technical support, and active communication across time zones with global partners. Meanwhile, assurance focuses on the knowledge, competence, and professional attitude of human resources in providing a sense of security and confidence to users (Hart and Rodgers, 2024; Natto, 2022; Uslu and Eren, 2020). Mastery of international languages, understanding of cross-cultural issues, and professional communication ethics are key elements that strengthen partners' trust in the credibility of UNESA's services at the global level.

Meanwhile, the dimension of empathy represents the core human values in excellent service. Service based on empathy is not only oriented towards satisfaction, but also towards emotional connection and a deep understanding of the unique needs of each partner (Fuchs et al., 2022; Syahril Harahap et al., 2025; Yarmak and Rollnik-Sadowska, 2022). In the UGE Directorate, empathy is reflected in a personal approach to international guests, administrative assistance for foreign students, and the ability of staff to provide humane and contextual solutions to every problem that arises (Kamakoty and Singh, 2023; Khan and Matlay, 2009; Margolis and Providência, 2021). The integration of these five dimensions of SERVQUAL emphasizes that excellent service is not merely the result of bureaucratic policies or digital technology alone, but rather a reflection of an organizational culture that prioritizes professionalism, empathy, and relationship quality as strategic strengths in delivering superior and sustainable service experiences in the global era.

The application of basic concepts and the scope of excellent service is not merely a normative discourse, but a strategic necessity to ensure effective governance, efficient service, and the university's reputation at the global level. However, the UNESA Global Engagement (UGE) Directorate still faces a number of issues that require reflective study and strengthening of the concept of excellent service so that institutional functions run optimally and are in line with the university's policy direction towards becoming a World Class University (WCU).

First, conceptual and structural problems arise due to the lack of uniformity in perception and clear operational boundaries regarding the scope of UGE services compared to other directorates under the coordination of the rectorate. Several main duties and functions, such as the management of Implementation Arrangements (IA), academic mobility activities, and coordination with foreign partners, still overlap with other units such as the Directorate of Education and Technology Transformation, particularly the Sub-Directorate of Academic Mobility. This situation has resulted in duplication of processes, confusion over authority, and potential inefficiencies in service delivery. From the perspective of the basic concept of excellent service, this shows that the principles of reliability and responsiveness have not been fully implemented systematically, because internal coordination mechanisms have not been able to guarantee reliability and speed in responding to the needs of global partners.

Second, regulatory and administrative issues also pose significant obstacles to the implementation of integrated premium services. In international cooperation practices, UGE must deal with policy disparities between the cooperation rules of central government agencies and the regulations issued by the Directorate General of Higher Education, Research, and Technology. Differences in the interpretation of these regulations often lead to procedural uncertainty, slowing down the cooperation approval process and hindering the implementation of Joint Degree, Exchange Program, or Visiting Scholar Scheme. From a SERVQUAL perspective, this condition indicates a weak *assurance* dimension, as service staff do not yet have complete legal certainty and uniform guidelines to provide assurance of service reliability to foreign partners.

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2. Materials and Method

The method used in writing this book chapter is a qualitative method with a descriptive-reflective approach, which aims to describe in depth the phenomenon of excellent service at the UNESA Global Engagement (UGE) Directorate. This approach allows the author to combine empirical descriptions and critical reflections on service practices based on the Service Quality (SERVQUAL) theory from Parasuraman, Zeithaml, and Berry (1988), covering the dimensions of tangibles, reliability, responsiveness, assurance, and empathy. Data were obtained through direct observation, review of institutional documents (SOPs, cooperation reports, and SIMKERMA guidelines), and informal interviews with officials and implementing staff. Reflectively, the analysis focused on the gap between the ideal concept of excellent service and the reality of its implementation, including issues of overlapping authority, differences in regulations between agencies, and limitations in digital integration and human resource capacity. Thus, this approach not only captures the factual conditions of UGE services but also provides a conceptual interpretation to strengthen an adaptive, collaborative, and globally competitive service excellence culture.

3. Results and Discussion

Study Object Results

Before the establishment of UNESA Global Engagement (UGE) as a strategic entity in managing institutional relations and campus internationalization, Surabaya State University (UNESA) previously had a more segmented organizational structure in two main directorates, namely the Directorate of Cooperation and the Directorate of International Affairs. Both directorates were under the coordination of the Vice Rector IV, who oversaw the areas of Planning, Development, Cooperation, and Information and Communication Technology. The following is the organizational structure before the establishment of UGE:
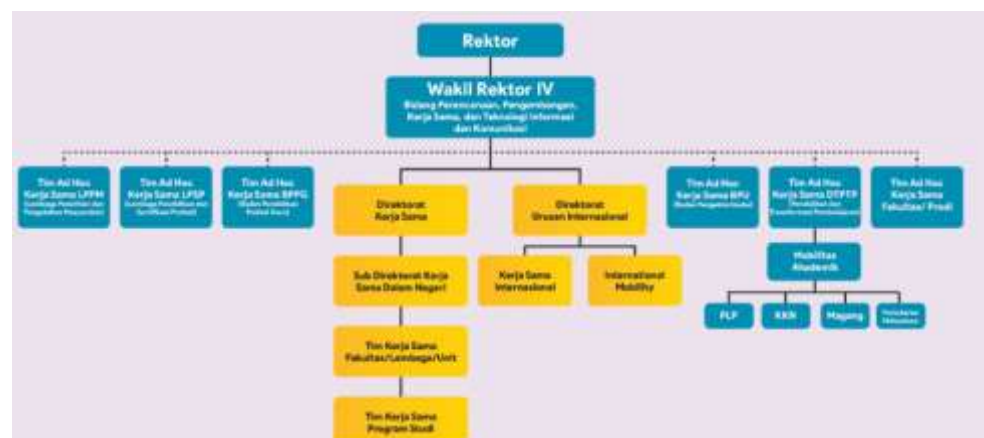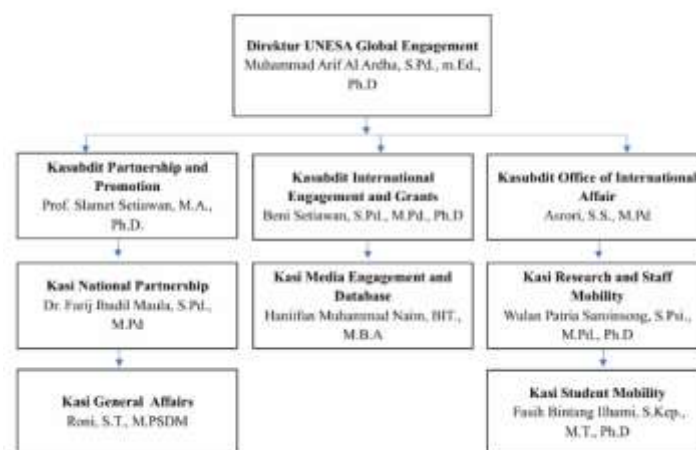

Figure 1. Organizational Structure of the Directorate of Cooperation.

Based on interviews with key informants within the UNESA Global Engagement (UGE) Directorate, it was revealed that even before institutional restructuring, when cooperation functions were still divided into two main units, namely the Directorate of Domestic Cooperation and the Directorate of International Affairs, UNESA had demonstrated excellent performance in institutional partnership and collaboration management. This achievement was evidenced by various awards at the DIKTI-SAINTEK Cooperation Awards (AKD) presented by the Directorate General of Higher Education, Research, and Technology as a form of appreciation for the performance of cooperation management between universities in Indonesia.

During the 2023 AKD period, UNESA won Gold Winner for the Cooperation Management category, Silver Winner for the Cooperation with Government and NGOs category, and Bronze Winner for the Cooperation with Business and Industry (DUDI) category. This outstanding performance continued in the 2024 AKD, where UNESA again retained the Gold Winner for the Cooperation Management and Cooperation with Government and NGOs categories, and won the Bronze Winner for the International Cooperation category. These achievements demonstrate the institution's consistency and commitment to building a professional, measurable, and sustainable cooperation system.

As for the 2025 AKD, despite increased competition among universities at the national level, UNESA still managed to maintain its position as a finalist in four main categories, namely Cooperation Management, Cooperation with Government and NGOs, Cooperation with the Business World and Industry, and International Cooperation. According to the informant, this achievement reflects stable institutional capabilities, while also marking a phase of institutional transformation from two separate directorates into the UNESA Global Engagement (UGE) Directorate.

However, with the increasing dynamics of globalization in higher education and the demand for efficient coordination of cross-sector cooperation, this structure needs to be simplified in order to be more responsive to the needs of university internationalization. Therefore, UNESA has carried out an institutional restructuring that integrates the Directorate of Cooperation and the Directorate of International Affairs into a more comprehensive unit, namely UNESA Global Engagement (UGE). The following is the organizational structure of UGE:

Figure 2. Organizational Structure of UNESA Global Engagement (UGE).

The organizational structure of UNESA Global Engagement (UGE) is designed hierarchically to ensure synergy between key functions in the development of international and national cooperation, institutional promotion, and academic mobility. At the highest level, the organization is led by the Director of UNESA Global Engagement, Muhammad Arif Al Ardha, S.Pd., M.Ed., Ph.D., who plays a strategic role in directing policy, designing university globalization strategies, and establishing cross-border collaborations to strengthen the position of Surabaya State University (UNESA) in the international arena.

Under the director's leadership, there are three Subdirectorates (Kasubdit) with specific functions and responsibilities, namely:

1) The Sub-Directorate of Partnership and Promotion, led by Prof. Slamet Setiawan, M.A., Ph.D., is tasked with managing institutional partnerships and expanding the reach of UNESA's promotion at the national and international levels. This sub-directorate is at the forefront of building the university's reputation through institutional networking and academic activity publications.
   a) National Partnership Section, chaired by Dr. Farij Ibadil Maula, S.Pd., M.Pd., focuses on strengthening collaboration with national partners such as local governments, educational institutions, and the industrial sector.
   b) The General Affairs Section, led by Roni, S.T., M.PSDM., handles administrative and human resource aspects to support the smooth operation of cooperation and promotion.
2) The Sub-Directorate of International Engagement and Grants, chaired by Beni Setiawan, S.Pd., M.Pd., Ph.D., plays a strategic role in establishing global cooperation and managing grants and funding from international partners. This sub-directorate acts as a liaison between UNESA and donor agencies and foreign educational institutions in the context of research and academic development.
   a) This sub-directorate is supported by the Head of Media Engagement and Database, led by Hanifian Muhammad Naim, BIT., M.B.A., who is responsible for

managing data, publication information, and digital promotional media to strengthen the transparency and visibility of UGE activities.

3) The Office of International Affairs, led by Asrofi, S.S., M.Pd., plays a role in facilitating and coordinating cross-border academic activities, particularly those related to the mobility of lecturers, researchers, and students. This subdirectorate oversees two sections, namely:

a). The Research and Staff Mobility Section, chaired by Wulan Patria Saroinsong, S.Psi., M.Pd., Ph.D., which focuses on increasing the mobility of educators and researchers in the context of research collaboration and international academic exchange.

b). The Student Mobility Section, led by Fasih Bintang Ilhami, S.Kep., M.T., Ph.D., is responsible for implementing student exchange programs, international internships, and cross-border learning activities.

This structure demonstrates a clear division of tasks, based on the principles of coordination efficiency and strategic function effectiveness in the development of university internationalization. Each position is designed to complement one another and form a collaborative ecosystem between the aspects of partnership, promotion, research, and academic mobility. Thus, UNESA Global Engagement becomes the driving force in realizing UNESA's vision as a "World Class University" that is globally competitive, adaptive to international dynamics, and contributes to sustainable development (SDGs).

In addition, this transformation is a strategic momentum for UNESA to strengthen the role of UGE as a more integrated, adaptive, and service excellence based global cooperation coordination center. In line with the theory of institutional capability building (Sugiarto and Octaviana, 2021), the success in maintaining achievements during the transition period shows that UGE has a strong institutional foundation, both in terms of governance, partnership networks, and service innovation. Thus, the achievement of the AKD award for three consecutive years serves as tangible evidence of UGE's professionalism and commitment to strengthening UNESA's competitiveness toward becoming a World Class University.

Discussion
Conceptual and structural framework within the scope of UGE services

Based on interviews and direct observations of task implementation within the UNESA Global Engagement (UGE) Directorate, it was found that the main problems in conceptual and structural aspects lie in the absence of clear operational boundaries between sub-directorates and between UGE and other directorates with overlapping functions. Several activities, such as the management of Implementation Arrangements (IA), the coordination of academic mobility programs, and the management of overseas partners, often overlap with the authority of other units, such as the Directorate of Education and Technology Transformation (TPTP), particularly in the field of the Sub-Directorate of Academic Mobility. In addition, the absence of Standard Operating Procedures (SOPs) that regulate in detail the division of roles, communication flows, and hierarchy of responsibilities has resulted in slow and inconsistent service processes with the potential for data duplication. Empirical findings also show that implementing staff often experience ambiguity in determining the reference unit or final decision maker, so that the principles of reliability and responsiveness in service have not been optimally implemented.

In-depth interviews with the Director of UGE, Mr. Arda, reinforced these findings by providing a concrete picture of the operational constraints faced until the end of 2025. According to him, one of the fundamental problems is the limitation of the Memorandum of Understanding (MoU) document with the Indonesian Embassy (KBRI), which is caused by differences in Standard Operating Procedures (SOP) between KBRI in processing cooperation. As a result, the implementation of action plans often has to be carried out without a formal MoU basis, which has the potential to cause administrative uncertainty. In addition, the lack of a coordinator for overseas cooperation has hampered the effectiveness of cross-regional coordination and slowed down the process of following up on international partnerships. Mr. Arda also highlighted the differences in the administration of cooperation documents between the Ministry of Research, Technology, and Higher Education (Kementerian DIKTI SAINTEK) and the Ministry of Home Affairs (MENDAGRI), which has resulted in complexity in regulatory adjustments, as well as the lack of a spirit of "working together" with the Directorate of TPTP, particularly regarding the integration of academic mobility programs.

The interview with Prof. Slamet, Head of the Partnership and Promotion Sub-Directorate, also revealed that strategic cooperation with partners in central and eastern Indonesia still faces geographical and communication challenges, requiring a special hybrid engagement-based strategy to reach potential partnerships in these areas. As a strategic follow-up, UGE has formulated a targeted action plan to strengthen governance and service quality. These steps include (1) developing the SIMMOBILITY application as a means of digitizing and integrating international mobility data; adjusting cooperation documents in accordance with embassy policies; and establishing a foreign cooperation cluster coordinator by involving overseas graduates as strategic liaisons. In addition, UGE is committed to developing inter-ministerial SOPs that can bridge regulatory differences between DIKTI SAINTEK and MENDAGRI, establishing intensive communication with the TPTP Directorate in managing academic mobility, and initiating hybrid cooperation with local governments, industries, and universities in central and eastern Indonesia. Regular evaluations and data collection on foreign partners through the faculty reporting system are also a focus to make the cooperation process more measurable and results-oriented.

Within the theoretical framework of Service Quality (SERVQUAL), these strategic steps reflect UGE's efforts to strengthen the dimensions of reliability and responsiveness in its services through clear work structures, faster administrative responses, and improved efficiency of the information system (Pradeep et al., 2020; Rolo et al., 2023; Wider et al., 2024). However, to achieve sustainable service excellence, strengthening the dimensions of assurance and empathy remains an important agenda through staff capacity building, fostering a collaborative culture across directorates, and developing a humanistic yet digitally-based service ecosystem. With this policy direction, UGE is expected to transform from merely a facilitator of cooperation into a reliable, measurable, and internationally reputable global service center for UNESA.

Regulatory and administrative rules

Based on interviews with Prof. Slamet, Mr. Beni, and Mr. Asrori, it was found that the main problem in the regulatory and administrative aspects within the UNESA Global Engagement (UGE) Directorate lies in the lack of full synchronization of policies and procedures between internal university units and with external institutions, such as the Ministry of Education, Research, and Technology (Directorate General of Higher Education, Research, and Technology) and the Ministry of Home Affairs (Mendagri). The informants explained that although intensive coordination had been carried out with university leaders through the Vice Rector IV, in practice there were often differences in interpretation of international cooperation policies, especially those related to the mechanism for signing Implementation Agreements (IA), the legality of cooperation documents, and procedures for reporting and implementing activities between universities and government agencies. This situation has led to a lack of alignment between university regulations and government agency regulations, which ultimately slows down administrative processes and reduces service efficiency.

The interview results show that although UNESA has Standard Operating Procedures (SOPs) that regulate the mechanism for implementing cooperation, problems arise at the implementation stage and in the consistency of implementation at various levels of the organization. Several work units still interpret the SOPs differently, especially in terms of approval authority, documentation flow, and reporting on international activities. This has led to disparities in practices between units, which have an impact on the uniformity of service quality. In the context of good governance theory, as explained by (Hartwig & Billert, (2018) dan Jonkisz et al., (2021), the main challenge of modern public bureaucracy is not only the absence of rules, but also the weak consistency and compliance with established rules. These findings are also in line with the research (Quiachon et al., 2025) which confirms that the success of administrative governance in higher education institutions is determined by the level of horizontal coordination and commitment between implementing units to uniform procedures.

In addition, interviews with Kasi staff at the UGE Directorate also emphasized the importance of coordination between strategic units, including the Directorate of Education and Technology Transformation (particularly the Sub-Directorate of Academic Mobility), the Ad Hoc Cooperation Team, the Vice Dean II at the faculty level, PPTI (Center for Information Technology Development), and the Directorate of IPPI (Innovation, Publication, and International Ranking). This coordination is a key element in ensuring that

all regulatory processes run within a unified university management system. However, the dynamics of inter-agency regulations and changes in ministerial-level policies often require rapid adaptation from UGE. From a Total Quality Management (TQM) perspective, this condition illustrates the phase of continuous alignment, which is the process of continuous adjustment between internal university policies and external regulatory frameworks in order to achieve the effectiveness of the service quality management system (Abbas, 2020; Arli et al., 2024; Morsi, 2023).

Thus, it can be concluded that regulatory and administrative problems at UGE no longer lie in the absence of policy, but rather in the synchronization of implementation and enforcement of procedural compliance between units and harmonization with government agency policies. As stated by Parasuraman et al. (1988) in the SERVQUAL model, the assurance dimension requires institutions to be able to provide legal certainty, procedural clarity, and a sense of trust to their partners. Therefore, strengthening the regulatory system at UGE needs to focus on improving the consistency of SOP implementation, enforcing cross-directorate coordination, and establishing a periodic regulatory evaluation mechanism in order to realize accountable, adaptive, and service-oriented international cooperation governance.

4. Conclusion

Based on an in-depth analysis of the institutional dynamics of the UNESA Global Engagement Directorate (UGE), it can be concluded that the main challenges faced lie not only in the formal institutional structure, but more in the systemic synchronization between units and the consistency of cooperation policy implementation. In conceptual and structural terms, UGE has a clear strategic direction towards the integration of internationalization functions, but the operational boundaries between sub-directorates and other directorates still need to be strengthened to avoid overlapping authorities. Problems such as suboptimal cross-unit coordination, limited MoU documents with the Indonesian Embassy, and differences in administrative procedures between ministries indicate that coordination challenges remain a central issue. Therefore, the transformation of UGE cannot rely solely on structural reformulation, but must also be directed towards building a collaborative culture, a synergistic communication system, and the digitization of procedures in order to ensure the reliability and responsiveness of services at the global level.

From a regulatory and administrative perspective, the most crucial issue is the lack of consistency in SOP implementation and disparities in interpretation between units in executing cooperation policies. Although formal regulations are in place, successful governance is not determined by the existence of rules alone, but rather by the level of consistency and compliance with applicable procedures. This situation requires UGE to strengthen its coordinative and supervisory functions through more intensive cross-directorate communication mechanisms and a measurable procedural compliance evaluation system. In the context of governance, this reflects the importance of building institutional coherence—that is, alignment between policies, practices, and institutional values—as a foundation for ensuring the accountability and credibility of UNESA's international cooperation in the eyes of global partners.

Conceptually, the author views that the direction of UGE's transformation is now at a crucial point between internal consolidation and global expansion. The structural and regulatory challenges faced should not be seen as obstacles, but rather as momentum to strengthen UGE's positioning as a center of excellence in the governance of international cooperation based on excellent service. Strengthening the dimensions of assurance and empathy is key—ensuring that every service has legal certainty, clear procedures, and a human touch in institutional interactions. With a Total Quality Management and continuous improvement approach, UGE can transform into a driving force for internationalization that is not only administratively efficient, but also superior in terms of reputation and global competitiveness.

5. Implications

Based on the above description, the author also provides the following theoretical and practical implications:
Theoretical Implications
1) Strengthening the Collaborative Governance Model within the Framework of SERVQUAL and Good Governance. The findings of this study broaden the theoretical

perspective on how Service Quality (SERVQUAL) and Good Governance theories can be integrated in the context of higher education governance. In this case, the dimensions of reliability, responsiveness, and assurance are not only indicators of service quality but also serve as parameters for the effectiveness of inter-unit coordination and compliance with institutional policies. This confirms that the quality of public services in higher education cannot be separated from collaborative and consistent regulatory governance, as emphasized by Hartwig & Billert (2018) and Parasuraman et al. (1988). Thus, these results contribute theoretically to the development of an integrated governance service quality model, which places service quality and regulatory compliance as the two main pillars in the management of international higher education institutions.

2) The Relevance of Total Quality Management (TQM) Theory in the Context of Higher Education Policy Synchronization. This study reinforces the relevance of TQM theory, particularly the concept of continuous alignment, in explaining the need for continuous adjustment between internal university policies and external regulations from ministries and international partners. The implementation of TQM in the context of global cooperation at UGE shows that service quality does not only depend on procedural efficiency, but also on regulatory adaptation capacity and organizational structure flexibility in responding to inter-agency policy dynamics. Thus, these results provide theoretical reinforcement that TQM in higher education needs to be developed not merely as an administrative quality control tool, but as *a* strategic governance framework capable of accommodating cross-institutional, cross-regulatory, and cross-national dynamics.

Practical Implications

1) Establishment of a Cross-Unit Regulatory and Administrative Harmonization System. In practical terms, this study recommends the establishment of a Regulatory Harmonization Task Force under the direct coordination of the Vice Rector IV and the UGE Directorate to ensure policy synchronization between units, particularly between UGE, the TPTP Directorate, the IPPI Directorate, and the faculties. This team functions as a policy clearing house, ensuring that all cooperation documents, IA, and MoUs comply with internal SOPs and external regulations from the Ministry of Education, Culture, Research, and Technology and the Ministry of Home Affairs. In addition, this team needs to be supported by a digital platform based on an integrated governance system (e.g., SIM-Mobility and e-Kerjasama) to reduce data redundancy, speed up the administrative verification process, and increase cross-unit transparency.

2) Strengthening Capacity and Collaborative Leadership in the Global Cooperation Ecosystem. The next practical implication is the need to strengthen UGE human resource capacity through capacity building based on governance literacy and regulatory compliance. This program not only trains staff in the technical aspects of managing cooperation documents, but also instills an adaptive governance mindset, namely the ability to read, adapt, and negotiate regulations across ministries and international partners effectively. In addition, UGE leaders and related units need to develop *a* cross-directorate leadership forum to build a culture of intensive communication, shared accountability, and strengthen the principle of "working together." With this strategy, it is hoped that UNESA's international cooperation governance will become more adaptive, credible, and capable of supporting the university's global reputation in a sustainable manner.

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