

GOVERNANCE OF THE MANAGEMENT STUDY PROGRAM AT WARMADEWA UNIVERSITY IN THE DIGITAL ERA

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Abstract

The digital era has fundamentally transformed higher education governance, demanding that academic programs adapt their management structures, curricula, and community engagement strategies to remain relevant and competitive. This article examines the governance practices of the Management Study Program at the Faculty of Economics and Business, Warmadewa University (FEB Unwar), within the context of digital transformation. Through a comprehensive review of the program's accreditation achievements, curriculum development, digital infrastructure, and community service initiatives, this study demonstrates how the program has implemented a multi-dimensional governance framework that integrates quality assurance, digital learning systems, and community empowerment. The Management Study Program has achieved "Unggul" (Excellent) accreditation from the National Accreditation Board for Economics, Management, Business, and Accounting (LAMEMBA) and has actively participated in ASEAN University Network–Quality Assurance (AUN-QA) training to enhance its regional competitiveness. The program employs a Moodle-based e-learning system integrated with Indonesia's national SPADA platform, positioning Warmadewa University among the top six universities nationally in online learning activity. Furthermore, the program's community service activities demonstrate a strong commitment to digital empowerment, including training in digital marketing, financial management, and digital bookkeeping for micro, small, and medium enterprises (MSMEs) across Bali. This article argues that effective governance in the digital era requires a holistic approach encompassing academic quality assurance, technological infrastructure, curriculum innovation, and sustained community engagement. The findings contribute to the broader discourse on higher education governance in developing economies navigating the challenges and opportunities of digital transformation.

Keywords:

Governance, Digital Transformation, Management Education, Community Service, Quality Assurance

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INTRODUCTION

The rapid advancement of digital technologies has ushered in a new paradigm for higher education institutions worldwide. Universities are no longer merely repositories of knowledge but are increasingly expected to function as dynamic ecosystems that prepare students for a digitally-driven workforce while simultaneously serving as engines of community development. In Indonesia, this transformation is particularly pronounced as the nation pursues its vision of becoming a digital economy powerhouse in Southeast Asia. Within this context, the governance of academic programs—the structures, processes, and practices through which programs are directed and controlled—has become a critical determinant of institutional success and societal impact (Risanty & Kesuma, 2019).

Warmadewa University (Unwar), located in Denpasar, Bali, stands as a notable example of an Indonesian higher education institution actively navigating this digital transformation. Established with a commitment to producing graduates who possess both global competencies and local character, the university has undertaken systematic efforts to modernize its academic governance across all faculties. Among its various programs, the Management Study Program at the Faculty of Economics and Business has emerged as a particularly instructive case study in digital-era governance. With its "Unggul" accreditation, participation in international quality assurance networks, integration of digital learning technologies, and extensive community engagement initiatives, the program offers valuable insights into how academic governance can be reimagined for the digital age (Suryani, 2015).

This article examines the governance practices of the Management Study Program at Warmadewa University through the lens of digital transformation. Specifically, it addresses the following questions: (1) How has the program structured its governance to respond to digital-era demands? (2) What technological and pedagogical innovations have been implemented to enhance learning outcomes? (3) How does the program's community service activities reflect and reinforce its digital governance framework? And (4) What challenges and opportunities characterize the program's ongoing digital transformation journey?

The significance of this inquiry extends beyond the specific case of Warmadewa University. As higher education institutions across Indonesia and the broader Southeast Asian region grapple with the imperatives of digitalization, understanding the governance approaches of peer institutions can inform best practices and policy development. Moreover, the integration of community service—a distinctive feature of Indonesian higher education through the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education)—adds a unique dimension to the governance discussion, as it requires programs to balance academic excellence with tangible societal impact (Endawansa & Juwono, 2024).

This article is structured as follows. Section 2 provides a conceptual framework for understanding governance in digital-era higher education, drawing on relevant literature. Section 3 describes the methodology employed in this study. Section 4 presents the findings, organized around the key dimensions of governance observed at the Management Study Program. Section 5 discusses the implications of these findings for theory and practice, and Section 6 offers concluding remarks and recommendations (Muktiyanto, 2016).

Governance in higher education refers to the structures, processes, and practices through which academic institutions and programs are directed, controlled, and held accountable, including decision-making, resource allocation, quality assurance, strategic planning, and stakeholder engagement (Saputra, 2023). While traditional governance emphasizes hierarchical structures, faculty autonomy, and administrative oversight (Laksmi & Arjawa, 2023), the digital era has expanded governance toward greater external accountability, transparency, responsiveness, and technology integration. In Indonesia, higher education governance is also shaped by national regulations, accreditation requirements, and the Tri Dharma framework, which integrates education, research, and community service as interconnected institutional responsibilities (Sari et al., 2018). Digital transformation therefore requires academic programs to adapt curriculum and pedagogy through digital literacy, data analytics, online and blended learning; strengthen administrative information systems for transparent and data-driven management; utilize digital tools for quality assurance and continuous improvement; expand community engagement through technology-enabled services; and enhance communication with students, alumni, employers, and community partners to support participatory governance.

Community service holds a distinctive and central position in Indonesian higher education governance because it is integrated as a core institutional function rather than a peripheral activity (Machmuddah & Suhartono, 2019). Consequently, academic programs must establish governance structures and processes to identify community needs and align them with academic expertise, design community service programs with measurable outcomes, document and report activities for accreditation and funding, integrate community engagement into curriculum and student development, and build sustainable partnerships with community organizations. In the digital era, these responsibilities become more complex as institutions must ensure that technology is effectively utilized while remaining appropriate and accessible to target communities. This requires strengthening digital competencies among faculty, students, and community partners to ensure that digital transformation supports effective, accountable, inclusive, and sustainable community engagement.

METHODS

This study employs a qualitative case study approach to examine the governance practices of the Management Study Program at Warmadewa University. The case study methodology is appropriate for

this inquiry as it allows for an in-depth exploration of a contemporary phenomenon within its real-world context. The Management Study Program was selected as the unit of analysis due to its demonstrated leadership in digital transformation within the university and its distinctive integration of governance, academic quality, and community service.

Data for this study were collected through multiple sources to ensure triangulation and comprehensive understanding. Documentary evidence included the program's accreditation documents, curriculum materials, strategic plans, and published reports on community service activities. The program's official website, university publications, and news articles from reputable Indonesian media outlets provided additional contextual information. Specifically, the study drew on:

- 1) Accreditation documents from the National Accreditation Board for Economics, Management, Business, and Accounting (LAMEMBA), which confirmed the program's "Unggul" (Excellent) rating.
- 2) News articles and official announcements regarding the program's participation in AUN-QA Tier 1 training in Bangkok, Thailand, which demonstrated the program's commitment to international quality standards.
- 3) University publications describing the implementation of the Moodle-based e-learning system and its integration with the national SPADA platform.
- 4) Community service reports and news coverage of the program's digital empowerment initiatives, including training in digital marketing, digital bookkeeping, and financial management for MSMEs.
- 5) Curriculum documents outlining the program's course offerings, including Digital Marketing, Management Information Systems, and other technology-focused subjects.

The analysis followed a thematic approach, identifying patterns and themes related to governance structures, digital innovation, quality assurance, and community engagement. Findings were organized around four key dimensions: (1) governance structures and quality assurance, (2) digital learning infrastructure, (3) curriculum innovation, and (4) community service and societal impact.

RESULT AND DISCUSSION

Governance Structures and Quality Assurance. The governance of the Management Study Program at Warmadewa University is characterized by a multi-layered approach that integrates national regulatory compliance, international quality standards, and continuous improvement mechanisms. At the most fundamental level, the program operates within the governance framework of the Faculty of Economics and Business (FEB), which itself is part of the broader university structure. The faculty provides administrative oversight, resource allocation, and strategic direction, while the program maintains autonomy in curriculum design, faculty development, and student affairs (Putra & Roni, 2021).

A defining feature of the program's governance is its strong commitment to quality assurance. In December 2022, the program achieved "Unggul" (Excellent) accreditation from LAMEMBA, the National Accreditation Board for Economics, Management, Business, and Accounting. This accreditation, valid through December 2027, represents the highest possible rating in Indonesia's national accreditation system and signifies that the program meets rigorous standards in curriculum, faculty qualifications, student outcomes, facilities, and governance. The accreditation process itself served as a governance mechanism, requiring the program to document its processes, demonstrate outcomes, and identify areas for improvement (Riana & Hadiwidjaja, 2024).

Beyond national accreditation, the program has actively engaged with regional quality assurance frameworks. In January 2025, the program participated in AUN-QA Tier 1 training in Bangkok, Thailand, represented by Dr. Putu Ayu Sita Laksmi. The ASEAN University Network–Quality Assurance (AUN-QA) framework provides a comprehensive approach to quality assessment based on international best

practices. The training equipped participants with deep understanding of the AUN-QA quality assurance framework, program evaluation methods, and strategies for sustainable implementation in higher education environments (Martini et al., 2020). This engagement reflects the program's strategic orientation toward international competitiveness and its recognition that governance must extend beyond national boundaries to prepare students for global careers.

Dr. Ayu Sita emphasized the strategic importance of this engagement, stating that participation in AUN-QA training provides strategic insights to ensure that learning processes, curriculum, and academic governance align with ASEAN quality standards. This statement underscores a key governance principle: that quality is not a static achievement but an ongoing process of benchmarking, learning, and improvement. The program's governance structures are therefore designed to be adaptive, incorporating external standards and feedback loops that drive continuous enhancement (Hidayah et al., 2023).

The program's governance also reflects the broader university's commitment to information technology-based quality improvement. As reported by Antara News Bali, Warmadewa University has been actively enhancing the quality of education through digital-based Information Systems and Technology, with a target of full implementation across all study programs within six months. This university-wide initiative creates an enabling environment for the Management Study Program's digital governance efforts, providing infrastructure, policy support, and institutional momentum (Sara et al., 2020).

Digital Learning Infrastructure. The digital learning infrastructure at the Management Study Program represents a significant dimension of its digital-era governance. The program has implemented a comprehensive e-learning system based on the Moodle platform, which serves as the primary vehicle for online and blended learning delivery. This system is not merely a technological tool but a governance mechanism that enables monitoring, accountability, and quality control (Narindra et al., 2023).

The Moodle system, Indonesia's national online learning platform managed by the Ministry of Education, Culture, Research, and Technology. This integration allows for centralized monitoring by the Directorate General of Higher Education (DIKTI), providing external oversight and benchmarking (Saputra & Laksmi, 2024). The system automatically tracks learning activities through algorithms, creating interactive learning environments that facilitate two-way communication between lecturers and students.

The effectiveness of this digital infrastructure is reflected in Warmadewa University's performance metrics. Based on online learning activities monitored by DIKTI, the university ranks among the top six nationally and consistently maintains a position in the top fifteen. This ranking is a testament to the governance structures that support digital learning, including faculty training, technical support, and quality monitoring. The DIKTI monitoring also tracks student engagement metrics such as comments and participation, which are used for diagnostic evaluation in the first month of each semester. This data-driven approach to governance enables early identification of issues and targeted interventions.

The governance of digital learning extends beyond the Moodle platform to encompass a broader digital ecosystem. According to university publications, Warmadewa University maintains ten information systems covering academic and non-academic functions, including databases for students, alumni, faculty, educational outputs, research outputs, community service outputs, and faculty recognition including publications. This integrated information architecture enables holistic governance, connecting academic management with research and community service activities.

The Vice Rector I for Academic Affairs, articulated the university's digital governance philosophy, stating, "Willing or not, everything must move in that direction, so digitalization—whether in the form of data—we already have the system". This statement reflects a governance approach that treats

digitalization not as an optional enhancement but as an imperative for institutional survival and relevance.

Curriculum Innovation. The curriculum of the Management Study Program has been designed to prepare students for the demands of the digital economy. The program offers a range of courses that integrate digital competencies with traditional management education. According to curriculum documents, the program includes courses such as Digital Marketing, Management Information Systems, Financial Management Research, International Financial Management, and Financial Retail. These courses reflect the program's recognition that contemporary managers must be proficient in both foundational business principles and digital tools (Mambu, 2022).

The curriculum development process itself reflects the program's governance approach. As documented in the program's curriculum book, the planning, implementation, and evaluation of the curriculum focus on Graduate Learning Outcomes (Capaian Pembelajaran Lulusan or CPL) encompassing attitudes, knowledge, general skills, and specific skills. These learning outcomes guide the formation of new courses and the evaluation of existing ones, ensuring that the curriculum remains responsive to changing industry demands. The 2021 curriculum revision represents a systematic effort to align the program with contemporary needs (Aprilisa, 2020).

Beyond formal course offerings, the program engages students in digital learning experiences through various co-curricular activities. The Faculty of Economics and Business has organized Studium Generale events addressing digital economy topics, such as the Focus X International Seminar 2025, which discussed investment strategies and AI integration in the digital economy era. Organized by the Management Student Association (HMPS Manajemen), these events provide students with exposure to cutting-edge digital business concepts and networking opportunities with industry practitioners (Suyadi et al., 2021).

The program's curriculum innovation also extends to pedagogical approaches. Learning methods include both offline (luring) and online (daring) modalities, with collaborative learning strategies such as Think Pair and Share, Cooperative Learning, and Collaborative Learning. This blended approach acknowledges that digital-era learning requires flexibility and that different learning objectives are best achieved through different modalities. The governance of pedagogy involves ongoing faculty development to ensure that instructors are equipped to deliver effective digital and blended learning experiences (Abdulhak et al., 2018).

Community Service and Societal Impact. The community service activities of the Management Study Program represent a distinctive and substantial dimension of its governance in the digital era. These activities operationalize the Tri Dharma mandate while simultaneously extending the program's digital transformation beyond the campus to benefit communities across Bali. The program's community engagement is characterized by a focus on digital empowerment, particularly for micro, small, and medium enterprises (MSMEs), which form the backbone of Bali's economy.

A notable example of the program's community service is the digital management training conducted in Cempaga Village, Bangli. A lecturer and researcher from the Faculty of Economics, the program provided practical management training to enhance productivity among MSME groups. The training, conducted on July 17, 2020, was followed by monitoring and evaluation phases, demonstrating the program's commitment to sustained engagement rather than one-off interventions. This initiative addressed the critical need for MSMEs to transition from conventional to digital-based management systems in order to survive and thrive in the changing economic landscape.

The program has also been active in the digital optimization of MSMEs in urban settings. In Tonja Village, North Denpasar District, the program implemented a comprehensive community service initiative addressing waste management awareness and digital optimization for MSMEs. The "Digital Optimization: Digital Marketing, Digital Bookkeeping, and Tax Rules for MSMEs and Cooperatives" program aimed to improve the skills of MSME operators in using digital technology for marketing and

financial record-keeping. The training successfully increased participants' understanding of digital marketing, digital bookkeeping, and tax regulations, enabling MSMEs to become more competitive in the digital marketplace. The program employed a participatory approach, which proved effective in overcoming local challenges and offers a model for similar interventions in other communities.

The program's community service extends to ecotourism organizations as well. In 2025, a team from Warmadewa University implemented a community service program supporting the Village Ecotourism Network (Jaringan Ekowisata Desa or JED) in Bali. The program focused on strengthening financial governance and digital marketing strategies for this community-based ecotourism organization. The intervention addressed critical needs: financial record-keeping was still done simply, profit-sharing mechanisms were undocumented, and digital promotion lacked coordinated direction.

The program's approach was comprehensive and sustained over eight months. On the financial side, the team helped develop digital recording formats using simple online platforms accessible to all members, accompanied by basic accounting training and the development of institutional standard operating procedures (SOPs) to ensure more consistent and transparent business and financial flows. On the marketing side, the team focused on strengthening JED's digital identity, training members to create promotional content using Canva, manage social media accounts through Meta Business Suite, and prepare promotional materials for the official website. The impact of this intervention was significant.

Integrated Governance as a Strategic Approach. The findings from the Management Study Program at Warmadewa University reveal a governance approach that is notably integrated and multi-dimensional. Rather than treating quality assurance, digital infrastructure, curriculum, and community service as separate domains, the program has woven them together into a coherent governance framework. This integration is evident in several ways.

First, the program's quality assurance mechanisms—national accreditation and AUN-QA engagement—are not abstract exercises but are connected to concrete digital initiatives. The digital learning infrastructure, including the Moodle platform and integrated information systems, provides the data and processes necessary for quality monitoring and improvement. The program's participation in AUN-QA training, for instance, is not merely about achieving a certification but about embedding international quality standards into the program's digital and pedagogical practices (Yanakittkul & Aungvaravong, 2019).

Second, the curriculum reflects a conscious integration of digital competencies with traditional management education. Courses such as Digital Marketing and Management Information Systems are not add-ons but are embedded within the broader curriculum structure, ensuring that all students acquire digital skills alongside foundational business knowledge. This integration is further reinforced through co-curricular activities such as seminars on AI and the digital economy.

Third, the program's community service activities are extensions of its digital governance rather than separate philanthropic endeavors. The digital training provided to MSMEs and community organizations leverages the same digital competencies that the program teaches its students. The program's expertise in digital marketing, digital bookkeeping, and financial management is directly applied to community needs, creating a virtuous cycle where academic knowledge generates social impact and community engagement informs academic practice (Zhang et al., 2024).

This integrated governance approach aligns with emerging theories of university governance that emphasize boundary-spanning and stakeholder engagement. In the digital era, universities cannot afford to operate as ivory towers; they must be embedded in their communities and responsive to societal needs. The Management Study Program's governance model demonstrates how this embeddedness can be achieved while maintaining academic rigor and quality standards (Xu et al., 2021).

Digital Transformation as a Governance Imperative. The program's experience underscores that digital transformation is not merely a technological upgrade but a governance imperative. The university leadership's statement that "willing or not, everything must move in that direction" reflects a recognition that digitalization is existential for higher education institutions (Alghamdi, 2024). This imperative operates at multiple levels.

At the operational level, digital systems enable more efficient and transparent governance. The integrated information systems for student, faculty, research, and community service data allow for data-driven decision-making and reduced administrative burden (Muktiyanto, 2016). The Moodle platform enables monitoring of learning activities and early identification of at-risk students. These operational efficiencies free up resources for strategic initiatives and improve accountability.

At the strategic level, digital transformation enables new forms of value creation. The program's ability to deliver online and blended learning expands its reach and flexibility. Its digital community service initiatives create new channels for societal impact. Its participation in international quality networks is facilitated by digital communication and documentation. In each case, digital capabilities enable governance strategies that would be difficult or impossible without technology (Heliany, 2019).

At the institutional level, digital transformation shapes the program's competitive positioning. The program's top-six national ranking in online learning activity is a concrete indicator of its digital maturity and a source of reputational advantage. Its "Unggul" accreditation, which reflects digital capabilities as well as other quality dimensions, further strengthens its competitive position. In an increasingly competitive higher education landscape, digital governance is not optional but essential for survival and growth.

Community Service as a Governance Feedback Loop. A distinctive feature of the program's governance is the role of community service as a feedback loop that informs and improves academic practice. The program's community engagement is not a one-way transfer of knowledge from university to community but a reciprocal relationship that generates learning for the program itself.

The community service initiatives in Tonja Village, Cempaga Village, and the JED network provided the program with direct insights into the digital challenges facing MSMEs and community organizations. These insights, in turn, inform curriculum development, ensuring that the program teaches relevant and practical digital skills. The participatory approach employed in these initiatives—characterized by direct engagement, training, and ongoing mentoring—models the kind of experiential learning that the program seeks to cultivate in its students.

Furthermore, the documentation and publication of community service outcomes in academic journals contribute to the program's research profile and provide evidence for accreditation purposes. This documentation function is a governance mechanism that connects community engagement to the program's formal accountability structures.

The intergenerational dimension of the program's community service—engaging young people in digital media management—also has governance implications. By building digital capacity in younger community members, the program is helping to create a more digitally literate future workforce and community leadership. This forward-looking approach aligns with the program's mission of preparing students for global careers and contributing to sustainable community development.

Challenges and Limitations. Despite its achievements, the program faces several challenges in its digital governance journey. First, the rapid pace of technological change requires continuous adaptation of both curriculum and infrastructure. The program must constantly update its digital competencies and tools to remain relevant, which demands ongoing investment in faculty development and technology acquisition.

Second, digital divides persist both within the university and in the communities the program serves. Not all students have equal access to digital devices and internet connectivity, and community

partners may lack the infrastructure and skills to fully benefit from digital interventions. The program must address these equity concerns in its governance and community service strategies.

Third, the integration of digital governance across multiple domains—academic, administrative, and community—requires coordination and alignment that can be difficult to achieve. The program must manage trade-offs between different priorities and ensure that digital initiatives in one area do not undermine those in another.

Fourth, the program's reliance on external quality assurance frameworks, while valuable, also creates compliance burdens and may constrain innovation. The program must balance the demands of accreditation with the flexibility needed to experiment with new digital approaches.

CONCLUSION

The governance of the Management Study Program at Warmadewa University in the digital era represents a compelling model of how academic programs can navigate the challenges and opportunities of digital transformation. Through its integrated approach to quality assurance, digital infrastructure, curriculum innovation, and community service, the program has created a governance framework that is both robust and adaptive.

The program's "Unggul" accreditation and participation in AUN-QA training demonstrate its commitment to quality standards that are both national and international in scope. Its Moodle-based e-learning system, integrated with the national platform, provides a digital infrastructure that enables effective online and blended learning while also facilitating monitoring and accountability. Its curriculum, incorporating courses such as Digital Marketing and Management Information Systems, prepares students for the demands of the digital economy. And its community service initiatives, focused on digital empowerment for MSMEs and community organizations, extend the program's impact beyond the campus and create valuable feedback loops for academic improvement.

The key insight from this case study is that effective digital-era governance requires integration across multiple dimensions. Quality assurance, technology, curriculum, and community service cannot be treated as separate domains but must be woven together into a coherent governance framework. The Management Study Program at Warmadewa University has demonstrated how this integration can be achieved, offering lessons for other programs and institutions navigating similar transformations.

Looking forward, the program must continue to adapt to the evolving digital landscape, addressing challenges related to technological change, digital divides, and coordination complexity. However, the governance foundations it has established—characterized by quality commitment, technological capability, curriculum relevance, and community engagement—provide a strong platform for sustained success in the digital era.

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