

APPLICATION OF THE BALANCED SCORECARD IN MEASURING PERFORMANCE OF STAI SYAMSUL ULUM UNIVERSITIES IN SUKABUMI CITY

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ABSTRACT

The purpose of this study was to find out: The use of four Balanced Scorecard perspectives, namely finance, internal business processes, learning, growth, and customers in compiling parameters for measuring the performance of Tri Dharma colleges in addition to their relationship with mission strategies and theoretically can be developed at STAI Syamsul Ulum Sukabumi City. Performance measurement is still very limited in terms of seeing the concept of the institution as an integral entity in education and its operational activities.

The method in this study is a qualitative descriptive method. The use of the Balanced Scorecard perspective in compiling performance measurement parameters in addition to its relationship with a strategic mission can theoretically be developed theoretically at STAI Syamsul Ulum, Sukabumi City.

KEYWORDS: *Application, Balanced Scorecard, Educational Institution, Performance*

Article History

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INTRODUCTION

The phenomenon of Islamic Education in Indonesia shows rapid development along with economic growth. The tighter the level of competition makes Islamic education must be able to see its position and condition. Some weaknesses experienced by public education institutions also occur in Islamic education institutions, for example; in relation to the culture of employees who do not work oriented to the quality of results but are more oriented to the work volume of the processor. They work hard, even they really believe that they have worked very hard, but do not know what the results are and how to evaluate them (Kaplan & Norton 1996: 158). Therefore, the development of a more modern performance measurement model is needed, considering the measurement of the performance of educational institutions tends to be unclear, even though there is accreditation from the National Accreditation Agency (BAN). Institutional involvement has been reduced since the 1997/1998 academic year in which the procedure for filing a budget where the Director General of Higher Education (DIKTI) was based on performance criteria (performance-based), which meant that Higher Education Institutions were encouraged to make plans related to their evaluation (Semiawan 1998: 73).

Four perspectives on the Balanced Scorecard (BSC) are taken to be applied in evaluating and measuring the performance of Islamic education institutions. Although the BSC application was initially used in the profit sector, the opportunity for a scorecard can still be used to improve the management of government or non-profit companies (*op.cit*:

175). One of the principles underlying this performance measurement are aspects such as quality, customer and employee satisfaction, and financial indicators. Some authors argue that non-financial indicators provide a more informed view of investment and performance in these intangible aspects and are therefore better predictors of future financial performance. It is hoped that this idea will be able to become a helping tool for the revolutionary management of educational institutions towards the contemporary performance measurement which is not left behind by business organizations.

LITERATURE REVIEW

METHODOLOGY

In this study, researchers used descriptive analysis methods, namely; The use of 4 (four) perspectives of the Balanced Scorecard (finance, internal business processes, learning and growth, and customers) in compiling the parameter of performance measurement in addition to the relation to strategical missions can theoretically be developed in Islamic Higher Education institutions.

RESULT AND DISCUSSION

Result

Balanced Scorecard that involves finance, internal business processes, learning, growth, and customers has to do with the Tri Dharma of Higher Education in developing performance measurement parameters in addition to relationships with strategic missions and theoretically can be developed in STAI Syamsul Ulum College, Sukabumi City. This performance measurement is still very limited in terms of seeing the concept of the institution as an integral entity in education and its operational activities.

Discussion

Education is actually classified as a non-profit service industry category. Purwanto (2000) argues that at least professional Islamic higher education has led to the customer service industry at the external and internal levels. External, at the basic level, are students, the middle-class are parents and stakeholders, and tertiary are college graduates. Internal levels are lecturers and administrative staff. In addition, the not-for-profit concept does not mean denying competition and marketing. The noble mission of higher education is included in the Tri Dharma of Higher Education which is part of the country's efforts to educate the life of the nation. The existence of higher education as part of the national education system according to PP (Government Regulation). Article 60/1999 Paragraph 2 aims:

- To prepare students to become members of the community who have academic and professional abilities that can apply, develop and enrich the treasures of science and art.
- Developing and disseminating science, technology, and art as well as trying to use it to improve people's lives and enrich culture.

The mission and objectives mentioned above are classified as very normative and still need to be elaborated on in technical aspects, however, they still need to be the core reference of higher education management. When analyzing the new paradigm, aspects of the Tri Dharma of Higher Education must be internalized in the paradigm of quality, autonomy, accountability, self-evaluation, and accreditation. Therefore, modification of vision and compatibility with BSC will be seen in the following analysis image.

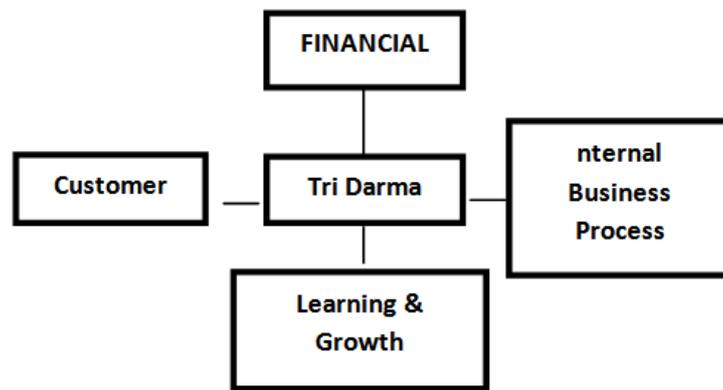


Figure 1

Analysis of BSC Conceptual Perspective and New Higher Education Paradigm

Table 1

BSC	Islamic College New Paradigm	Definition
Financial	Accountability	Responsibility, in addition to how an Islamic higher education Reports its responsibilities normatively, financially, it also makes financial reports to stakeholders
Internal Business Process	Autonomy and Quality	Islamic Higher Institution are required to independently carry out its activity processes efficiently and effectively. The quality of teaching and learning process must be considered as a layout of product inputs (students) resulting in reliable product (output).
Learning and Growth	Self-Evaluation	Islamic Higher Education Institution is aware of its position. Human Resources (Lecturers & Employees), systems and policy procedures must be evaluated continuously and developed along with the shift of time (institutional professionalism) of Customers
Customers	Accreditation	Assessment by an independent party (BAN-PT) which also means assessing the level competency of Institution and market response.

The Expert Opinions about the Balanced Scorecard

- The word Balanced Scorecard consists of 2 (two) words, namely the Balanced and Scorecard. The word balance can be interpreted as a performance that is measured in a balanced manner from two sides, namely financial and non-financial aspects covering the short and long term involving internal and external, while the definition of the scorecard is used to record performance results both for current conditions and for future planning (Mulyadi, 2001).
- According to Kaplan & Norton (*op.cit*: 175), the idea of using a four balance scorecard (BSC) perspective is taken to be applied in evaluating and measuring the performance of Islamic education institutions. Although the BSC application was initially used in the profit sector, the opportunity for a scorecard can still be used to improve the management of government or non-profit companies. It is hoped that this idea will be a tool for the revolutionary management of educational institutions towards contemporary performance measurements that are not left behind by business organizations.

- Robert S. Kaplan and David Norton that the implementation of BSC is not a division control, but each division of one company in such a manner will take the initiative, determine the size of performance and connect it with the corporate vision, mission, and strategy. This is understood because of four perspectives: financial, customer, internal business processes and learning and growth that Kaplan describes as perspectives relating to each other.
- Four inhibiting factors in implementing a strategic business plan, namely: vision barrier, Hamblin people (people barrier), resource constraints (resource barrier), management barriers ". (Vincent Gaspersz, 2000).
- Compared with traditional performance measurement, the balanced scorecard has several advantages: 1. Comprehensive, 2. Adaptive and Responsive to changes in the environment, 3. Focus on objectives (Barbara Gunawan, 2000, 36-40).
- Biden Worawit, Hajdar Mziu, Mohd Adam Suhaimi in their study "Employing the Balanced Scorecard (BSC) to Measure Performance in Higher Education - Malaysia". They conclude that the Balanced Scorecard approach has become commonly used as one of the most adequate business tools available in the era of business enterprises. Many academic institutions in the world have succeeded in adopting the Balanced Scorecard in all four perspectives that are aligned with the university's mission, policies, and objectives.
- Also appears with three significant performance indicators that focus on measuring educational performance, research performance and management performance, which will be handled accordingly (Wang, 2010).

As for applications in Islamic Higher Education, the author tries not to add one perspective such as PMAT, but tries to link performance measures in the following provisions:

Financial Perspective

The financial size used is not profit but uses 3 basic concepts, namely economy, efficiency, and effectiveness. other than that, college financial management, assistance management, investment, cash, budget, accounting, and costs. Also, the output used is financial statements, meaning that the university must make financial statements. Reconstructing the private university financial reporting model based on PSAK No. 45 which consists of a Balance Sheet, Activity Report, Cash Flow Report, and Main Activity Expense Report.

Internal Activity Perspective

Reference is the teaching and learning process in terms of measuring operations. Several indicators were used ranging from the number of research grants, published texts, equivalent full-time faculty (FTE), reading books, student credit hours, and public and professional services.

Learning and Growth Perspectives

This perspective actually seeks how Islamic colleges understand their conditions so that they are able to make long-term planning or programs in the context of continuous improvement. Involvement of various parties, including academic staff, will create institutional commitment to foster self-awareness (to grow and develop) (Semiawan *op.cit*: 74). The efforts carried out by universities are:

- Encourage/facilitate the creation of a high research culture (because the number of publications in Indonesia is still low) both for lecturers and students.
- Encourage/facilitate learning programs to a higher level for lecturers to improve the quality of the teaching and learning process
- Creating both educational systems (curriculum) and supporting element that is tailored to market needs (dynamics process)

HR factors are very much emphasized in the learning process and the growth of universities. The academic staff as human capital is actually the key to the success of universities. Efforts to educate lecturers are actually investments that are directed towards improving intellectual capital. Efforts being made are by increasing competencies, buying, building (doing investments to make employees better), borrowing or hiring outside consultants, bouncing (emphasizing the employees to fix with the company's goals or hold them not to quit quickly (Sugeng 2000).

Customers Perspective

The main key to the management of higher education is client orientation (Semiawan 1998: 69; Risdiwiyanto & Dharmmesta 2001). The college market research can be done not only when it will publish new products (majors) but actually also measuring the performance of the entity while running. The college accreditation framework can actually be used as a competitor appraiser or as a market mapping tool. The accreditation criteria are quite clear, for example regarding the quality of graduates, the number of lecturer and student ratio, degree / rank / academic position, number of publication and research. College input problems, as well as facilities and infrastructure such as laboratories, computers, supporting facilities, and administrative elements.

CONCLUSIONS

Balanced Scorecard that involves finance, internal business processes, learning, growth, and customers has to do with the Tri Dharma of Higher Education in developing performance measurement parameters in addition to relationships with strategic missions and theoretically can be developed in STAI Syamsul Ulum College, Sukabumi City. This performance measurement is still very limited in terms of seeing the concept of the institution as an integral entity in education and its operational activities.

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