



## Balanced Scorecard Analysis On Private University Performance (Study At Economic Faculty Of Muhammadiyah Sorong University)

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### ABSTRACT

Performance measurement is one way to assess the level of success or failure of public sector organizations in carrying out programs or policies that have been set in realizing the vision and mission. The obstacles faced by the Faculty of Economics in dealing with public trust and improving the accreditation of study programs require a method used to carry out performance measurement regularly and periodically. The Balanced Scorecard in the education sector can be adapted to meet various objectives in the education sector, such as determining the effect of BSC implementation on university research and innovation performance. The method used in this research is mix methods so that it can produce quantitative results on customer / student satisfaction and qualitative results on the operational activities of the Faculty of Economics. The results of this study indicate that faculty performance from a financial perspective is measured by the budget plan for the annual economic faculty work program and the realization of work programs carried out at the Faculty. Non-financial performance, the perspective of internal business is described by the achievement of the Faculty's vision and mission, the growth and learning perspective is described through the utilization of the Faculty's human resources and the customer perspective is measured through student satisfaction. Balanced Scorecard is able to measure university performance, especially in the faculty of economics.

### INTRODUCTION

University is the spearhead of national change because of its highest level in formal education, therefore universities must be balanced with a good quality assurance. The purpose

of quality assurance is not only to maintain and improve the quality of higher education on an ongoing basis, which is carried out internally to realize the vision and mission of higher education, but also to meet the needs of stakeholders through the implementation of the tridharma of higher education. Moreover, the increasing public awareness of the organization of education, especially in universities, has caused turmoil rooted in dissatisfaction. The many comments from the public about the successes and failures of institutions in carrying out the mandate given to them indicate public expectations and concerns that must be responded (Hidayat, 2017).

One of the keys to meeting public expectations and determining the feasibility of the quality of education in a university is an assessment activity to determine the feasibility of a university, this activity is called Accreditation. The customer before enrolling in a university will see the status and ranking of accreditation, both university accreditation and study program accreditation, so that this accreditation activity can provide assurance to customers of total quality and quality in university. Universities must continually meet the needs and desires of the people who use their educational services. Consumers who use education services are a group of people who have a direct or indirect interest in the implementation of education and its results, including students, university employees, the community, and the government (Lutfi, 2018; Prihastuti & Daud, 2019).

Muhammadiyah Sorong University is one of the oldest universities in Papua, especially in Southwest Papua. which was established in 1982 as a college and became a university in 2002, until now Muhammadiyah Sorong University has 7 Faculties, 18 study programs and 1 Postgraduate Program. The Faculty of Economics is one of the faculties with the second highest demand at Muhammadiyah Sorong University. Faculty of Economics has 2 study programs, a Department of Management that was approved in 2014 and a Department of Accounting that was approved in 2022. Since its establishment in 2014, the Faculty of Economics as a Study Program Implementing Unit is fully responsible for the performance in it, both the performance of its human resources and the performance of its governance system. so that the implementation of the Tri Dharma of University, which are Education, Research, and Community Service, can be implemented effectively in the rules that have been determined.

As a Muhammadiyah-owned university, the Faculty of Economics at Muhammadiyah University of Sorong has higher standards than the National Higher Education Standards by adding Al-Islam and Kemuhammadiyah indicators. This Indicator means that the Faculty of Economics has exceeded the standard established. This exceedance will make the Study Program Organizing Unit have to work extra in carrying out performance assessments of its Human Resources.

The task of Faculty is coordinate the implementation and development of education, research, and community development in various departments in their respective environment (Harsono & Arijanto, 2009). Achieving the National University Standards and the Al-Islam Kemuhammadiyah Standards of the Department Organizing Unit needs to plan the strategies used to match and even exceed the standards that the university wants to achieve. Faculty of Economics has created a Strategy Plan document 2017 – 2021 and a Strategy Plan document 2022-2026 and a new Faculty-level quality assurance was established in 2021, This has delayed the improvement of the Faculty's quality. Non-implementation of the maximum quality assurance system is also due to the existing strategic plan document not being a reference in improving performance, this is evidenced by the lack of supervision, evaluation, and assessment of the strategic plan that has been prepared so that the performance improvement that occurs is not measurable and is not properly documented.

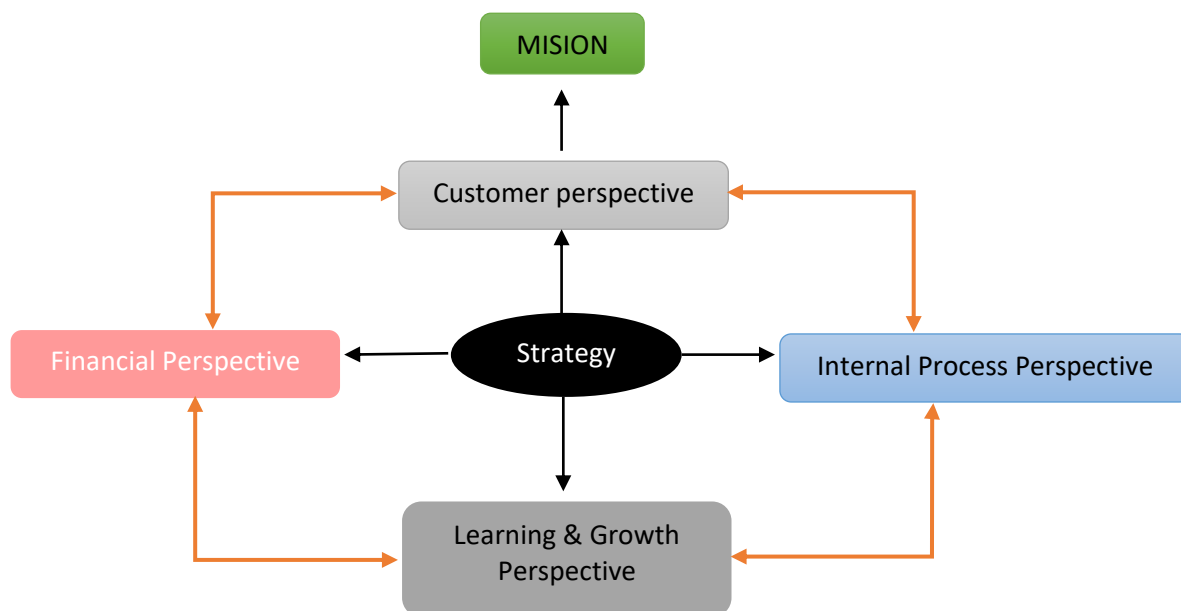
Performance measurement is one way to assess the level of success or failure of public sector organizations in carrying out programs or policies that have been set in realizing the vision and mission of the organization (Marfuah, 2015; Rizky, 2014). Every organization or company needs to make a work assessment to see the performance of the human resources

involved in it and used to make good planning in the future. Performance Assessment should also be carried out by the Faculty of Economics UNAMIN to see the effectiveness of the work of Lecturers, and Staff also be used to carry out future planning and strategies in order to make a quality Faculty. This performance assessment is also one of the assessments used in improving accreditation in higher education, but after the establishment of the Faculty of Economics in 2014 until now there has never been a performance assessment by the internal campus. This can be seen from the absence of performance reports and documentation of the Faculty's work per-semester or per-year.

Balanced Scorecard is one of the performance measurement methods that have been widely used by companies (Ananda et al., 2023). It is recognized that the balanced scorecard concept was first created among business companies, where profit is the main goal and motivation. But during development, with the successful use of balanced scorecard by thousands of business companies, non-profit organizations such as government, social organizations including universities are also using it (Indrajit, 2013; M. Rasyid Ridla, 2016). Generally, universities are established, both by the government and the private sector, not for profit, but to serve the community and provide facilities in the field of higher education in order to educate the nation's life. Its main motivation is to provide university education for high school graduates who wish to continue their education at a higher level. For this reason, many universities are willing to continue their business despite the persistent deficits that they are forced to overcome through all kinds of difficult means.

The change in priorities in achieving the organization's goals can be illustrated in Figure 1 below, where the customer perspective is placed at the top which directly supports the achievement of the organization's mission. While strategy remains at the center of organizing activities, which affects the determination of the four perspectives (Derajat, 2013).

**Figure 1 Balanced Scorecard model**



## LITERATURE REVIEW

This research is supported by empirical research that is relevant to the problems being discussed, from the results of previous research it can be used as supporting data, Among them are Coskun & Nizaeva, (2023) Suggested that the Literature Review on Balanced Scorecard can provide prospective and retrospective performance as an evaluation opportunity for managers. The balanced scorecard allows universities to clarify and measure their mission, therefore

identifying and capitalizing on those performances that are consistent with the institution's primary goal of creating educational value in education.

Junior & Alves, (2023) mentioned that articles with the theme of Balanced Scorecard diversity in the education sector can be adapted to meet a variety of possible objectives in the education sector, such as determining the effect of BSC implementation on university research and innovation performance. Arifudin et al., (2021) shows that the concept of balanced scorecard in the context of world class university have the following functions: a) as a measuring tool for the College whether the vision and mission adopted have been achieved; b) as a measuring tool for the competitive advantage your College has; c) as a strategic guide for running your business; d) a tool for analyzing the effectiveness of the strategies that have been used; e) provide an overview to the College regarding its SWOT; f) as a key performance indicator tool for the College; and g) as feedback to College stakeholders.

Meanwhile Adisel, (2019) Shows that using the Balanced Scorecard can measure the performance of higher education more comprehensively, so that management can improve its performance in the future. and (Aini et al., 2023) concluded The use of balance scorecard is also able to make universities maximize existing benefits, also capitalize on available opportunities, and ultimately gain profits so that they can compete with other universities.

The obstacles faced by the Faculty of Economics in dealing with public trust, the urgency of this research is the need for a method used to carry out routine and periodic performance measurements so that strategic plans can be measured for future decision making. In this study, researchers proposed a Balanced scorecard as a performance measurement tool for the Faculty of Economics, where this method is one of the proven performance measurement tools that can measure performance in the education sector, so that the application of this method can be implemented by the Faculty of Economics UNAMIN. Seeing this, the main purpose of this research is to see how the performance of the Faculty of Economics UNAMIN is seen from a financial and non-financial perspective, and to see whether the balanced scorecard is the right method in measuring the performance of the Faculty of Economics UNAMIN.

## METHODS

This research will be conducted at the Faculty of Economics, Muhammadiyah University of Sorong, precisely on Jl. Pendidikan No.27, Klabulu Village, Malaimsimsa, Sorong City, Southwest Papua, in this study the authors conducted research from a number of Key Informants and a predetermined population by directly surveying problems related to research with the object of research where this research involved all stakeholders of the Faculty of Economics, Muhammadiyah University of Sorong.

In accordance with the problems described in the background, this research was conducted using a mixed method approach, which is a mixed qualitative and quantitative approach based on a combination of positivism and posotivism (Sugiyono, 2020a) It involves the functioning of the two research approaches collectively so that the overall strength of the research is greater than both qualitative and quantitative research and more complete than simply collecting and analyzing two types of data (Sugiyono, 2020). It also involves qualitative and quantitative approaches, philosophical assumptions, and the mixing of both approaches in one study and at one time (Putra & Hendarman., 2013).

The research used mixed method with an embedded strategy model (Azhari et al., 2023), which is a mix method design that uses primary methods, using quantitative or qualitative, and secondary methods, can use qualitative or quantitative, which are used simultaneously by combining the two data in order to obtain a comprehensive analysis. In this study, quantitative methods were used as primary methods and qualitative methods as secondary methods. This quantitative research is to confirm or prove the population or sample under study, and this research is conducted randomly, the data collection also uses assessment instruments, data

analysis is statistical, aims to test the hypothesis set. While qualitative methods are used to examine the natural conditions of objects, the key instrument is the researcher himself, taking data sources is done by random sampling, data collection techniques use triangulation (combined), data analysis is qualitative, and the results of this study are more to the meaning of thought. This research subject consists of two approaches, namely qualitative and quantitative. In qualitative research, responders or research subjects are called informants, namely people who provide information about the data desired by researchers related to the research being carried out. The subjects in this study were; Faculty Leaders, Faculty Quality Assurance, Head of Study Program and Faculty Finance Staff. In collecting this qualitative data, the researcher uses the Observation data collection technique, namely the data collection technique using direct observation of the researcher on the object under study. There are 2 types of observation, namely direct observation and indirect observation (Dimiyati, 2013) and interviews, namely questions and answers conducted by two people in a meeting to obtain information.

While the subject of this research is the subject of students using Cluster Random Sampling where the sample is the Faculty of Economics students who will then be taken representatives of 20 Management Study Program students and 20 in the Accounting Study Program. Data collection is done by distributing questionnaires, which collect data by giving a set of statements or written questions to respondents to answer.

The answers obtained will then be tested with the Validity Test (Sugiyono, 2020b), if the correlation number obtained based on the calculation is greater than the correlation number from the table, the question is said to be valid, and if the correlation number is below the correlation value from the table, the question is said to be invalid.

After obtaining valid data for further reliability testing, the reliability test aims to show the extent to which a measurement result is relatively consistent if the measurement is repeated two or more times. Where this reliability test uses Cronbach Alpha. The smaller the measurement error, the more reliable the measuring device. Conversely, if the greater the error in measurement, the less reliable. The questionnaire is declared reliable if the alpha value is more than 0,6. Data analysis in qualitative and quantitative research is carried out before entering the field, during the field and after completing the field. In fact, qualitative and quantitative data analysis takes place during the data collection process rather than after completion of data collection. The purpose of the data analysis step is to be arranged neatly systematically, so data processing by following several stages becomes very important so that it is possible to examine and understand more deeply, the stages in data analysis include: data identification, data statistics, data verification, data clarification, and conclusion making.

## RESULTS

### Customer/Student Perspective

Measurement of the Customer / Student Perspective is assessed by looking at the level of student satisfaction with Faculty services by looking at satisfaction indicators, namely; Reability, Responsiveness, Assurance, Emphaty, and Tangible. Measurement using a questionnaire with valid instruments as follows:

Table 1 Validity Test Result

Indicator	R count	R table
Reability	0.783	0.2638
Responsiveness	0.827	0.2638
Assurance	0.775	0.2638
Emphaty	0.728	0.2638
Tangible	0.830	0.2638

Source: The results of the analysis from the primary data source

It can be seen in table 1 that all statements are declared valid because all R counts are greater than R table. So that this data can be continued at the next stage. After checking the validity, it is necessary to also conduct a Reliable Test with the following results:

**Table 2: Reliability Test Result**

Cronbach's Alpha	N of Items
0.842	5

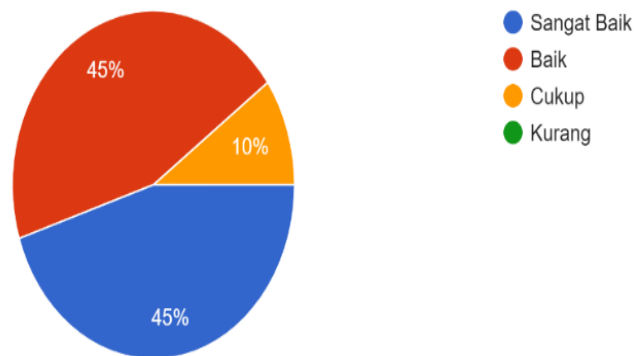
Source: The results of the analysis from the primary data source

The Reliability Test results in table 2 above show that the data is reliable. The results of the calculation of student satisfaction of the Faculty of Economics, Muhammadiyah University of Sorong with 40 respondents, Accounting Study Program 20 students and Management Study Program 20 students from all semesters are as follows:

**Reability Indicator**

**Figure 3 Reability Result**

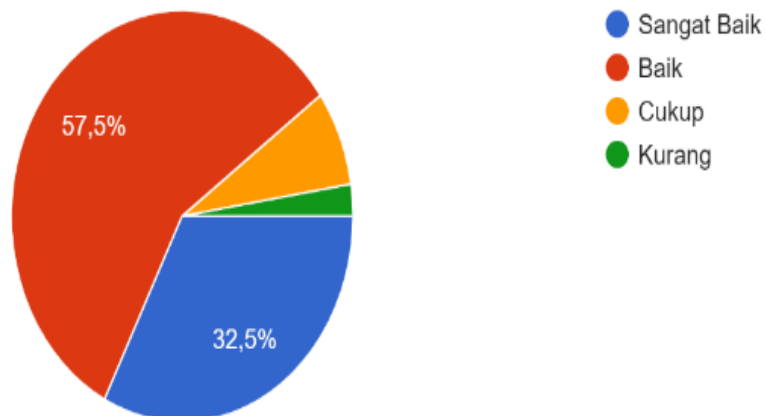
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**Responsiveness Indicator**

**Figure 4 Responsiveness Indicator Result**

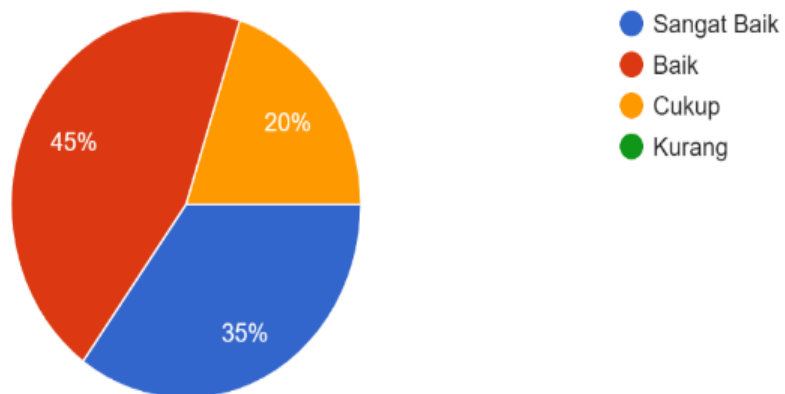
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**Assurance Indicator**

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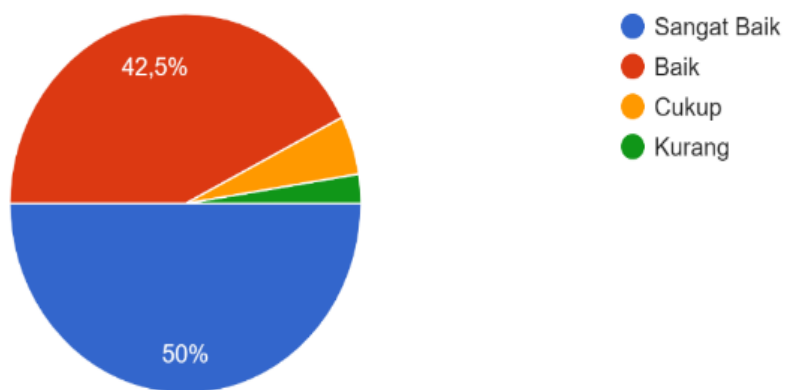
**Figure 5 Assurance Indicator Result**



**Emphaty Indicator**

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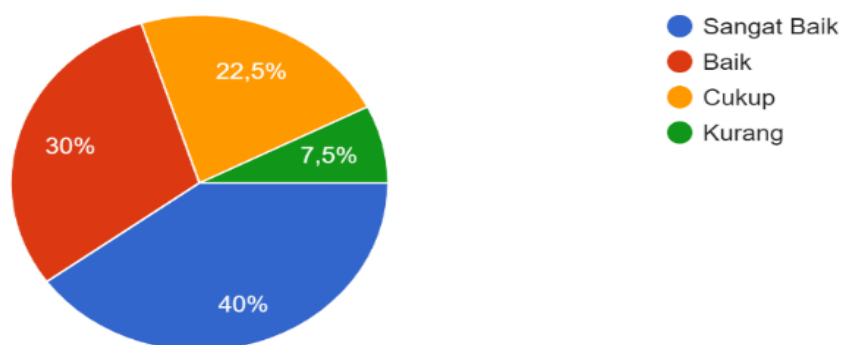
**Figure 6 Emphaty Indicator Result**



**Tangible Indicator**

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**Figure 7 Tangible Indicator Result**



### Financial Perspective

Measurement of financial perspectives is seen from managing funds effectively and efficiently and promising multiple financial performance. In financial management, the Faculty of Economics follows the University's financial guidelines where the financial management and treasury adopted is the single account concept (treasury single account). This single account concept applies routine operational revenue (registration, tuition fees, development donations) sourced from students directly recorded in the university account. So that each work unit needs to make a budget plan for one year for operational costs in their respective units and the process of spending costs for maintenance and infrastructure facilities, each unit needs to make a submission which will then be given consideration and approval by the university leadership. This work program is prepared by the head of the work unit and will be agreed upon at the annual university work meeting, and every implementation of the work unit work program needs to make a budget submission. Submissions that have been approved and spent by the unit are reported back for accountability to the Bureau of Finance and for recording in the SIAPT account.

The Faculty of Economics of Muhammadiyah Sorong University as one of the work units also needs to comply with the guidelines made by the university, the Faculty of Economics has compiled an annual budget for operational costs within the Faculty. The Faculty Budget is used for the needs of Faculty Development, Faculty Quality Improvement, Lecturer Competency Improvement, Study Program Development and Student Assistance. It is known in the Faculty work program budget realization report that the budget that has been realized is 89% in the 2021/2022 academic year, while in the 2022/2023 academic year it is known that the budget realized by the Faculty of Economics is 27%, this shows that in the 2021/2022 academic year the Faculty of Economics has carried out its work program well and in 2022/2023 the work program that was carried out has decreased

### Internal Process Perspective

Perspective measurement is seen from the service process and lecturer performance which includes; Policies and Standard operating procedures within the Faculty of Economics, University of Muhammadiyah Sorong and Percentage of Lecturer Attendance, Percentage of Availability of exam questions and percentage of grades collected. The Faculty of Economics business process starts from the Faculty's vision and mission. The vision of the Faculty of Economics is "To become a superior and innovative faculty of economics in integrating economics and science and technology with Islamic values". This vision has the meaning of Excellence: Producing graduates with the best graduate user satisfaction level in Eastern Indonesia. Innovative: 1). Development of superior business and entrepreneurship models according to regional potential such as marine, agriculture, and tourism. 2). Data analytics-based research for local government policy design. SCIENCE AND TECHNOLOGY: The Faculty of Economics, University of Muhammadiyah Sorong will apply science, technology and innovation to produce graduates who have high academic abilities, expertise according to the needs of the world of work, entrepreneurial spirit and Islamic spirit. Integration of digital technology in the learning process and innovative research in economics is the main key. The mission of the Faculty of Economics, University of Muhammadiyah Sorong is:

1. Organizing Education and Teaching in Economics Based on the Development of Science and Technology.
2. To implement economic research and development in order to contribute to the advancement of economic science and technology.
3. Implement Community Service Based on Research Results in Economics.
4. Developing the Quality of Human Resources and Information Systems to Support the Implementation of the Chess Dharma at the Faculty of Economics, Muhammadiyah University of Sorong.



5. Developing a Solid Governance System of the Faculty of Economics University of Muhammadiyah Sorong and Expanding Networks of Cooperation with Various Parties.
6. Developing the Development of Al Islam and Kemuhammadiyah which is directed to increase the Iman and Taqwa of the Faculty of Economics Academic Community.

In the process of realizing the Vision and Mission of the faculty, a 2022-2026 Strategy Plan Document has been prepared so that it can be achieved according to the goals and objectives of the Faculty Leaders. In addition to the strategic plan document, the achievement of the Vision and Mission is supported by the existence of policy documents and standard operating procedures so that activities that run within the Faculty are in accordance with applicable regulations. The Standard Operating Procedures that exist at the Faculty of Economics include:

1. SOP for the Preparation of Faculty Vision and Mission
2. SOP for Socialization of Faculty Vision and Mission
3. SOP for Survey of Vision and Mission Understanding
4. SOP for Reviewing the Vision and Mission of the Faculty
5. SOP for Semester Re-registration
6. SOP for Midterm and Final Semester Examinations
7. SOP Student Orientation
8. SOP Judiciary
9. SOP Graduation
10. SOP Learning Process Monitoring and Evaluation
11. SOP Student Satisfaction Survei
12. SOP for Submitting Student Leave
13. SOP for Research Submission
14. SOP for Community Service
15. SOP Internal Quality Audit
16. SOP for the Election of the Dean of the Faculty of Engineering
17. SOP for Selection of Chairperson & Senate Members
18. SOP for Satisfaction Survey of Lecturers and Education Personnel

This Standard Operating Procedure (SOP) is expected to be a guideline / instruction for all parties (leaders, lecturers, employees, students and other stakeholders) in the implementation of education in the Faculty.

### **Growth And Learning Perspective**

Measurement of the Growth Perspective is seen from adequate Human Resources, Human resource management will show how universities should obtain, develop, use, evaluate, and manage lecturers and employees. Human resources at the Faculty of Economics include students, lecturers and staff whose numbers are as follows:

**Table 3 Economic Faculty Human Resource Data**

	Major	Amount	Total
Student	Management	803	904
	Accounting	101	
Lecturer	Management	17	22
	Accounting	5	
Staff			1

Source: Economic Faculty data 2024

The lecturers with additional duties consist of four people, namely the Dean, Head of the Quality Assurance Unit, Head of the Management Study Program and Head of the Accounting Study Program. The Faculty of Economics seeks to optimize the development and utilization of human resources within the Faculty in 2026 which is described in table 4 below;

**Table 4 Strategy Plans**

No	Strategy Plans	Target Achievement in 2026 (%)
1	Percentage of DTSP Adequacy (Permanent Lecturers of Study Program) involved in educational activities in Study Program more than 12	100%
2	Percentage of DTSP with doctoral education to the total number of DTSP.	60%
3	Percentage of DTSP with LK academic positions to the total number of DTSP.	30%
4	Percentage of DTSP with GB academic position to the total number of DTSP.	1%
5	Percentage of DTSP that have a professional educator certificate to the total number of DTSP.	25%
6	Percentage of non-permanent lecturers to the total number of DTSP.	0%
7	The burden of lecturers in guiding student TAs as the main supervisor.	30%
8	Lecturers who are recognized for achievement/performance	25%
9	Percentage of the number of recognition / recognition of expertise / achievements / performance of lecturers (expert staff / expert / resource person, visiting lecture / scholar, invited speaker, journal editor) to the number of lecturers per year	25%
10	Percentage of lecturers who produce Intellectual Property (IP) every year	15%
11	Lecturer performance in writing in international / reputable journals every year	5%
12	Percentage of student satisfaction with Education Personnel Services per year	50%

Source: Economic Faculty data 2024

This Human Resources Development Plan is a process of learning and growth of the Faculty of Economics which is used as a reference in the preparation of activities each year and is equipped with performance indicators as a basis for evaluating the success and / or unsuccessful implementation of programs and activities each year.

## DISCUSSION

### Performance Of The Faculty Of Economics, University Of Muhammadiyah Sorong In Financial And Non-Financial Perspectives

Based on the results described above, it can be seen that the performance of the Faculty of Economics can be seen from a Financial and Non-Financial Perspective. Financial Performance at the Faculty of Economics from the Faculty Budget Plan prepared by the Faculty leadership and

the Realization of the Faculty Work Program. The implementation of the Budget Plan in each unit is carried out starting in the 2021/2022 academic year so that this is still relatively new. In the 2021/2022 academic year, the Faculty of Economics realized a work program of 89% and the remaining budget was 11%, meaning that the Faculty of Economics has implemented the planned work program by utilizing its finances to the maximum so that the goals achieved also get maximum results.

In the 2022/2023 academic year, it was noted that the Faculty of Economics only realized the work program Budget Plan by 27% so that it could be seen that the budget plan was not used or returned to the university as much as 73%. The decline in budget realization was due to the work program not being implemented properly, this caused the target achievement of the target not in accordance with the expectations of the Faculty leadership. The decline in the implementation of the Faculty work program is a concern for Faculty leaders in planning the work program budget in the following year.

From the above results also see from Non-Financial Performance, seen from a customer perspective, internal business perspective and growth and development perspective. Customer Perspective is seen from customer / student satisfaction, which is calculated based on satisfaction indicators, namely reliability, Responsiveness, Assurance, Emphaty, Tangible on Lecturers, Education Personnel, managers and Faculty infrastructure facilities. The results of the questionnaire on customer / student satisfaction are reability in the service process said to be very good where students of both Management and Accounting assess very satisfied with the service capabilities carried out by both lecturers and Faculty Tendik. Responsiveness Lecturers, Education Personnel and management are rated well by students, this shows that students are satisfied with the assistance provided to them. Assurance shows that students feel confident and satisfied that the services of the Faculty of Economics are in accordance with the stipulated provisions. Emphaty shown by lecturers and education personnel is appropriate and rated very well by students. While Tangible on the infrastructure provided is very good but still requires special attention because students are not fully satisfied with the infrastructure received.

In the Internal Process Perspective, the Faculty of Economics is measured by the achievement of the strategic goals of the Faculty's vision and mission, whose performance indicators are compiled in the Faculty's strategic plan document. The targets of mission achievement in the fields of education, research and community service, faculty governance, Al-Islam Kemuhmadiyah and cooperation. In the field of education, namely learning plans, learning processes and learning assessments. While in Research and Community Service is an increase in the number of publications in accredited national and reputable international journals. Improve good, transparent and accountable faculty governance by increasing the capability of Faculty leaders in planning, organizing, placing personnel, implementing, controlling and supervising, and reporting which becomes the basis for follow-up. Strengthening the internalization of Islamic and Muhammadiyah values in academic activities by applying AIK in tridharma activities.

Increasing cooperation at the national and international levels in the fields of economics and business. The Faculty's Internal Business is also measured by the service process in accordance with the Standard Operating Procedures that have been prepared by the Faculty of Economics to facilitate the work unit governance process.

The performance of the Growth and Development Perspective in this study is measured by the process of developing human resources in the Faculty of Economics, Universitas Muhammadiyah Sorong. From the above results it can be seen that the number of students is increasing but the number of graduates is decreasing, this is due to many students who delay graduation due to cost, do not do the final project on target, and students resign or move. In improving human resources, the Faculty of Economics has made efforts to increase the number of S3 graduate lecturers through study assignments as many as five lecturers in the Management Study Program and will be increased in other study programs.

While the Faculty administration is only held by 1 administrative staff who handles the services of all students at the Faculty of Economics and does not yet have a certificate of expertise, this is a concern for Faculty and University managers in improving the expertise of administrative staff by facilitating training programs, so that it becomes an added value in increasing accreditation at the university level.

The improvement of Human Resources is also listed in the Faculty's strategic target plan. As a work unit, the Faculty tries to optimize the development and utilization of human resources at the Faculty of Economics by increasing the percentage of human resource performance, both lecturers, students and faculty managers.

### **Balanced Scorecard In Measuring The Performance Of The Faculty Of Economics, Muhammadiyah University Of Sorong**

Based on the results of the research conducted, it shows that the performance of the Faculty of Economics, Muhammadiyah Sorong University using the Balanced Scorecard is considered quite good. However, in the Customer perspective, Financial Perspective and Growth and Learning Perspective there needs to be a strategy in improving performance. In the Customer Perspective there are still students who assess Tangible indicators, namely adequacy, accessibility, and quality of facilities and infrastructure are lacking. Improving facilities and infrastructure is not only seen from physical facilities such as good classrooms, sufficient discussion venues, sufficient parking, and easily accessible public facilities, but can be seen from the opportunity to get a fair scholarship, opportunities in developing student soft skills, and opportunities in getting good organizational experience.

Meanwhile, in the Financial Perspective, it can be seen that the implementation of the work program has decreased in the second year so that it is necessary to supervise and assess the implementation of the work program so that the work program can be implemented and improved in accordance with the development needs of the Faculty. As well as in the perspective of growth and learning, it is necessary to increase lecturers with doctoral graduates and academic positions of head lecturers and it is also necessary to provide opportunities for administrative staff to improve soft skills in accordance with the field of work. Administrative personnel need to receive training related to the service and administrative processes in the service process within the Faculty.

Considering the performance indicators from a financial and non-financial perspective, the Faculty of Economics can find a suitable strategy in improving the performance management of the Faculty. In the financial perspective, it can be seen that finance has been planned to the maximum, but the realization process still does not reach the maximum target, so the strategy needed is to hold a work program review meeting, the formation of a small team of work program implementers and assessment and supervision of the implementation of the work program. In the non-financial perspective on the customer perspective, students feel less satisfied with the infrastructure so that the strategy that can be done is to procure and maintain regularly the facilities and infrastructure of the Faculty. While in the growth and learning perspective, the strategy that needs to be done is the implementation of the strategic plan that has been prepared.

### **CONCLUSION**

Based on the discussion above, it can be concluded that:

1. Faculty performance measured from financial and non-financial perspectives (Customer Perspective, Internal Business Perspective and Growth and Learning Perspective) is rated Good. Assessment of the performance of the Financial perspective is carried out with agreed guidelines and procedures and runs effectively and efficiently but is constrained by the implementation of work programs and activities that should be carried out in the Faculty

- realm. The performance of the Internal Business Perspective is measured from the services and management of the Faculty that have been running well, this is evidenced by the available strategic plan documents used to realize the vision and mission of the Faculty and the available SOPs used in activities at the Faculty. The performance of the growth and learning perspective is measured by the performance of human resources within the Faculty which is running well but still needs improvement in the training provided to administrative staff, increasing S3 lecturers, increasing head lecturers and professors.
2. The Balanced Scorecard as a performance measurement instrument that combines financial and non-financial perspectives has provided an opportunity to assess faculty performance more comprehensively. The balanced scorecard is adjusted to the main functions of the academic process, namely learning, research and community service. The problem faced in the application of this balanced scorecard is that the activities in the faculty are more focused on academic activities, and the faculty of economics evaluates more qualitative things. The application of the balanced scorecard in this faculty assesses the performance of its business processes so that academic activities cannot be seen properly, so it is necessary to modify the balanced scorecard approach in the university environment.

## SUGGESTION

The establishment of a business growth strategy can be facilitated by the balanced scorecard technique; nevertheless, the requirements of internal and external stakeholders must be given greater weight in the university's advancement strategy. It is imperative that stakeholders be included in university development, as they are a crucial component of the process. Since the role of stakeholder is not included in this research, more research can be done to highlight the role of stakeholder in university development strategies.

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