

HIGHER EDUCATION INSTITUTION XYZ PERFORMANCE MEASUREMENT USING MBCFPE BASED ON KPU-BUMN APPROACH

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ABSTRACT

This study aimed to measure the overall performance of organizations and to identify weaknesses that should be corrected by Institution X using Malcolm Baldrige Criteria for Performance Excellence (MBCfPE). The MBCFPE evaluate Approach-Deploy-Learning-Integration (ADLI) Process and Level-Trend-Comparison-Integration (LeTCI) Result. The method to scoring Process and Result Criteria is KPU-BUMN Approach, a Performance Excellent Measurement Criteria that developed by Ministry of State Enterprises. The overall score for Institution X is 356 points out of total score of excellence 1000 points. Institution X is at the level of "early result".

Keywords: Performance Measurement, MBCfPE, ADLI-LeTCI, KPU-BUMN

1. INTRODUCTION

1.1. Background

An organization needs to maintain its presence among similar organizations in order to compete with these organizations. Increasing competitiveness can be done by performing a continuous improvement throughout the organization.

Developments can be done when organizations have to know the things that need to be fixed by measuring performance.

Higher Education Institution XYZ is a private Higher Education Institution. Nowadays the Higher Education Institution XYZ has not done a thorough organizational performance measurement and systematic yet it is not known the things that can be improved to achieve performance excellence in order to compete with other similar organizations. Performance measurement can be done by various methods of performance measurement that in this study were calculated using MBCfPE.

In achieving performance excellence based MBCfPE, Higher Education Institution X need to measure their performance one of which is the focus of labor. Performance measurement focus labor category Higher Education Institutions

need to do X so that workers can work on a better working environment that can do a better job and can help achieve goals and improve the competitiveness of Higher Education Institutions XYZ.

1.2. Problems Identifications

Higher Education Institution XYZ is an organization engaged in the field of education, in the face of increasingly stringent Higher Education Institution XYZ should be able to improve its competitiveness by maintaining the quality of performance excellence. To maintain the quality of performance excellence Higher Education Institution XYZ needs to know the level of overall performance by measuring performance using the Malcolm Baldrige Criteria for Performance Excellence (MBCfPE).

MBCfPE consist of 7 categories of performance excellence framework needs to be measured as a whole to achieve performance excellence. Criteria of performance measurement is done by the team are: leadership performance measurement (Ismoyojati, 2013); measurement performance strategic planning done (Prayitno, 2013); customer focus performance measurement (Fikri, 2013); measurement performance

measurement, analysis, and knowledge management (Lisnawati, 2013); Work Force Focus Measurement (Ratum, 2013); focused performance measurement operation (Wardiani, 2013), and results of performance measurements done by team.

1.3. Objectives

The objectives of this study is to produce an Application Document of process and results and determine Strengths and Opportunities for Improvement - OFI based on the results of performance measurement in Higher Education Institutions focus XYZ using the Malcolm Baldrige Criteria for Performance Excellence (MBCfPE)

2. LITERATURE

2.1 Performance Measurement

Measurements of performance by Christian (2010) is an assessment process work progress against objectives and targets have been defined previously, including the information above : efficiency of resource use in producing goods and services ; quality of goods and services (how well the goods and services delivered to customers and the extent to which the customer is satisfied).

There are various methods for measuring the performance, for example: the Balanced Scorecard, performance Prism, Institutional Accreditation BAN – PT , and (especially for Higher Education Institution), and the Malcolm Baldrige Criteria for Performance Excellence. The method used in this study is the Malcolm Baldrige Criteria for Performance Excellence.

2.2 Malcolm Baldrige Criteria For performance Excellence (MBCFPE)

Malcolm Baldrige Criteria for Performance Excellence (MBCfPE) is a method for measuring the overall performance . MBCfPE has seven categories that indicate a systemic framework of interconnected and integrated as shown in Figure 1

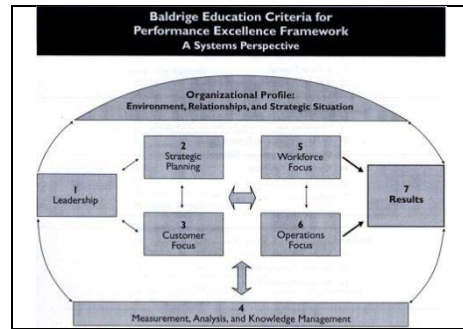


Figure 1 Malcolm Baldrige Criteria for Performance Excellence Framework (Resources: IQAF, 2011)

MBCfPE performance measurement method should be preceded by the preparation of application documents. The application documents are documents concerning matters to be measured by the organization with regard to its performance MBCfPE category. This document is based on the application questions, answers that exist in MBCfPE guidance. Sample questions for the category Work Force focus MBCfPE items can be seen in Figure 2, the format field can be seen in Figure 3.

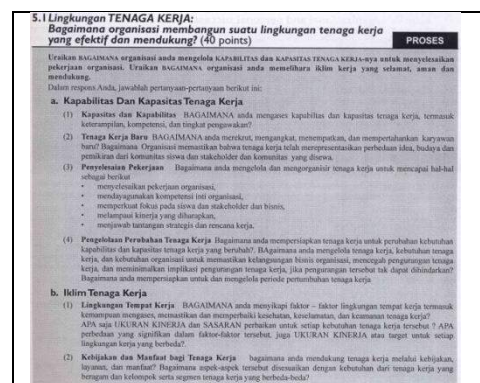


Figure 2 Example of Work Force Focus Category questionnaire List MBCfPE (Source: IQAF, 2011)

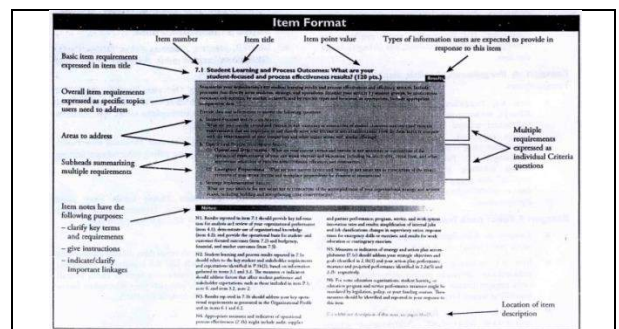


Figure 3 Item Format (Resource: IQAF, 2011)

2.3 Assessment System

The scoring system in MBCfPE based on two dimensions, the evaluation process and results. Based on National Institute of Standard and Technology NIST approach, the process refers to the methods used and repaired by an organization in addressing the requirements of the field in the 1-6 category. Four factors are used to evaluate Approach, Deployment, Learning, and Integration. Assessment process carried out by using a scoring guide of Kriteria Penilaian Kinerja Unggul – Badan Usaha Milik Negara, a Performance Excellent Measurement Criteria that developed by Ministry of State Enterprises.

Based on Indonesia Quality Award Foundation, IQAF 2011-2012, outcomes assessment refers to the organization's outputs and outcomes in terms of achievement in the field of seven categories. Four factors are used to evaluate the results of which level, tendencies (trends), comparisons, and integration.

3. RESEARCH METHODOLOGY

3.1 Problem Identification

The Higher Education Institution XYZ problem is do not knows the level of overall performance in order to make improvements in order to compete with other Higher Education Institutions. Comprehensive performance measurement can be done using the Malcolm Baldrige Criteria for Performance Excellence (MBCfPE) .

3.2 Literature Study

The study of literature is a literature review of the stages used in helping to resolve the problems that have been identified previously . Literature review of the methods used is the measurement of performance and methods of the Malcolm Baldrige Criteria for Performance Excellence (MBCfPE) including the categories and processes and outcomes assessment system.

3.3 Data Collection

Collecting the necessary data in this study through interviews and examination of documents. The data collection was based

on the questions that need to be answered about the profile of the organization and all categories.

3.4 Compilation of Organization Profile

The preparation of the organization's profile performed along with the team and compiled based on answers to the questions according to the guidelines in the field of education IQAF book version 2011-2012.

3.5 Compilation Application Document

Application document is a summary of the results answer the question category. Documents are created with the application process to answer questions according to the guide book version IQAF education 2011-2012. In answering this question, the table support (Latham, 2011-2012). Incorporation documents and the application process is the process of combining the results of the entire application documents for each category.

3.6 Review Process

After the preparation of the application documents , it will be reviewed against the requirements of process categories using Approach, Deployment, Learning and Integration (ADLI) . Example format ADLI assessment can be seen in Table 1 .

Table 1 Review ADLI

Key Factor	Strengths /OFI	As Evidence By	A	D	L	I	Criteria Requirement	Link

3.7 Result Review

Result Category is reviewed using Level, Trend, Comparison, Integration (LeTCI) Approach. Example of format review LeTCI can be seen in Table 2.

Table 2 Format Review LeTCI

EVIDENCE	ICCN	Periode		Le		T		C			I Requirements		
		< 3 th	3 th = >	Excellent	Good	Poor	Sustain	Fvble	Flat	Advrs		Comparison (Competitor / Benchmark)	Leading
Total													
Jumlah Kinerja yang Dilaporkan													

3.8 Process and Result Categories Scoring

In scoring the assessment process conducted for each question by following

KPKU assessment guide. After the assessment is carried out for each question recapitulation of value to get the value of each item. After receiving the recapitulation value of each item then do the conversion to IQAF assessment guide which can be seen in Table 3 and determine the final value of each item.

In scoring the results of the review conducted suitability of existing results to guide the assessment process in the field of results categories.

Table 3 KPKU-IQAF Scoring Conversion

KPKU	IQAF
1	0% atau 5%
2	10%, 15%, 20%, atau 25%
3	30%, 35%, 40%, atau 45%
4	50%, 55%, 60%, atau 65%
5	70%, 75%, 80%, atau 85%
6	90%, 95%, atau 100%

3.9 Malcolm Baldrige Overall Scoring

Malcolm Baldrige Scoring a whole is the sum of the values of all scoring categories.

3.10 Analysis

The analysis was performed on the results of a review ADLI and LeTCI so as to know the most strength and opportunities for improvement (most OFI) each category. Selection of most strength and OFI seen most of the scoring has been done before . At the time of the tagging process done scoring the greatest value to the candidate do most strength and marking the smallest value for the candidate most OFI . After that is done the selection fields and sub- fields which become most OFI and most strength

3.11 Conclusions and Recommendations

Conclusions and suggestions are proposed for improvements suggested by the results of Higher Education XYZ overall performance assessment organizations so Higher Education Institution X can make improvements .

4. DATA COLLECTING AND PROCESSING

4.1 Data Collection

Data was collected by conducting interviews and examining documents . The

data needed to profile the organization requires data about the educational programs and services, vision and mission, workforce profile, assets, regulatory requirements, organizational structure, students and stakeholders, suppliers and partners, competitive position, changes in competitiveness , the data comparison, the strategic context and system performance improvements. The data needed to make the process of application documents is the capability and capacity of the workforce, labor climate, labor performance, manpower assessment cohesion, as well as workforce development and leadership . The data needed to make the application document is the result of the data results focused workforce .

4.2 Data Processing

Data processing consists of the review and scoring process as well as the review and scoring results .

4.2.1 Review and Scoring Process Focus Workforce

Review process begins with determining the key factors based on field research organization profile . Key factors of the labor process focus are: Vision and Mission, Profile Manpower, Assets, Regulatory Requirements, Strategic Context, Performance Improvement System. After determining the key factors in accordance with the requirements criteria further define the strength or OFI requirements of the criteria that have been answered and show proof (As Evidence By). Then proceed with the review process focused workforce are reviewed based Approach (A), Deployment (D) , Learning (L), and Integration (I) . Examples ADLI review can be seen in Table 4.

Scoring of each category is performed by the ADLI reviews than has been done before. Scoring is done on each criteria requirements by providing a value between 1 and 6 in accordance with the guidelines KPKU which is then converted by the IQAF assessment. Scoring is done to every question in every item, then do recapitulation for each multiple requirements.

Table 4 Review ADLI

Keg. Factors	Strengths OFI	As Evidence By	A D L I				No	Criteria Requirement	Link
			A	D	L	I			
P.1.a(3)	Kapabilitas - OFI: Walayuan Perguruan Tinggi X telah memiliki kapabilitas dengan mengait kompetensi yang dimiliki oleh tenaga kerja namun pengukuran kompetensi baru dilakukan pada tahun 2012 dan hanya untuk pegawai administrasi saja. Pengukuran kompetensi untuk pegawai akademik dan pegawai non-administrasi belum pernah dilakukan. Pengukuran kompetensi yang dilakukan pada tahun 2012 belum melalui tahap evaluasi, dan belum melalui proses perbaikan.	Adanya hasil-pengukuran kompetensi baru dilakukan untuk pegawai administratif pada tahun 2012 (Gambar 7.3-2)	v	v					
	Kapabilitas - OFI: Walayuan Perguruan Tinggi X sudah melakukan perhitungan kapaitas tenaga kerja dengan menggunakan perhitungan rata-rata untuk seluruh dosen/tenaga yang dilakukan berdasarkan proyeksi lima tahun kedepan dan direvisi setiap tahun dan dilakukan setiap 2011 namun Perguruan Tinggi X baru satuk kali melakukan perhitungan kapaitas pegawai non-akademik dengan menilai beban kerja dan hanya untuk pegawai administratif. Analisis beban kerja dilakukan berdasarkan outcome organisasi pada tahun 2011 sedangkan pada tahun 2012 ada perubahan struktur organisasi dan belum dilakukan perhitungan kapaitas kembali.	Adanya hasil perhitungan kesenjangan kebutuhan tenaga kerja akademik dan administratif (Gambar 7.3-3 dan Gambar 7.3-4)	v	v	v	v	5.1.a.1	Bagaimana anda menilai kapabilitas dan kapaitas tenaga kerja, termasuk keterampilan, kompetensi, dan tingginya?	2.1a, 2.2a, 5.2a, 5.2c, 6.1a
			3	2	1	2			

Value multiple requirements recapitulation made reference to the area to address. Recapitulation value areas to address as a reference to recapitulation value items. In every part of the recapitulation, recapitulation value obtained by looking at the value of the most emerging. If there is a range of values in the results of the assessment needs to be reviewed range up to a maximum value minimum value, then reduce the range of values that is to be the difference between a value and select a point as the final value. Recapitulation KPKU scoring can be seen in Table 5

Tabel 5 Example of Recapitulation of KPKU Scoring

	A	D	L	I
5.1.a	3	3	2	3
5.1.b	4	4	3	3
5.1	4	4	3	3
5.2.a	3-4	2-3	1-2	2-3
5.2.b	2-3	1-2	1-2	2-3
5.2.c	3-4	3-4	1-2	2-3
5.2	3	2	2	2

After scoring based assessment KPKU recapitulation, then it be converse to IQAF scoring percentage and determine the final score focus of the labor process by using judgment 15 and 5. Determination of the score for each item selected $x = \text{Weight of the maximum value item}$. Item 5.1 with a maximum value of 40 items scored 18 points. Item 5.2 with a maximum value of 40 points scored items 11:25. So the total score of 5.1 ADLI is $18 + 11.25 = 29.25$ points

4.2.2 Review and Scoring Results

Review the results of each category based on the results of the application document

that was created earlier. Review the results of the labor are reviewed by Level, Trend, Comparison and Integration of the results of the application documents. After scoring a review then performed on the results of labor based on the review that has been done. Scoring items results of labor (7.3) can be seen in Table 6

Table 6 Score Item

Le	30%-45%
T	30%-45%
C	0%-5%
I	30%-45%
Judgment 15	
Skor	Dipilih
30%-45%	√
15%-30%	
0%-15%	
Judgment 5	
Skor	Dipilih
40%-45%	
35%-40%	
30%-35%	√
Penentuan Skor	
Skor	Dipilih
35%	
30%	√
Nilai 7.3	24

Based on review and scoring process, the maximum value for item 7.3 is 80 then the total score $7.3 = 80 \times 30\% = 24$ point

4.2.3 Overall Score

Overall Score can be seen in table 7

Table 7 Overall Score

Kategori	Skor Total	Skor yang Didapat	Persentase
Kepemimpinan	120	48	40%
Perencanaan Strategis	85	34	40%
Fokus Pelanggan	85	21.5	25.3%
Pengukuran, Analisis, dan Manajemen Pengetahuan	90	33.75	37.5%
Fokus Tenaga Kerja	85	29.25	32.1%
Fokus Operasi	85	34.25	40.3%
Hasil Proses dan Pembelajaran Siswa	120	69.25	57.7%
Hasil Fokus Pelanggan	90	18	20%
Hasil Fokus Tenaga Kerja	80	24	30%
Hasil Kepemimpinan dan Tata Kelola	80	20	25%
Hasil Penganggaran, Keuangan, dan Pasar	80	24	30%
Total	1000	356	

5. ANALYSIS

5.1. Overall Score Analysis

The total value of Higher Education Institution XYZ performance measurement by using the Malcolm Baldrige Criteria for Performance Excellence (MBCfPE) is 356 of 1000 points . Based on the level of performance MBCFPE , Higher Education Institution XYZ is at the **early result** level of performance. Category which has the smallest percentage of the value of the final value is the result category . In many categories of outcome indicators that the results can not be shown and most of the

indicators of the results so that competitors do not have data on the value of the category results to be small and affect the overall score Higher Education Institutions X.

6. CONCLUSION

6.1 Conclusion

Conclusions obtained after conducting research is the total value of performance measurement Higher Education Institution XYZ for 356 points of 1000 points so that Higher Education Institution X is on the level of existing early result on poor global image.

6.2 Recommendation

The advice given is based on the results of the study are :

1. Higher Education Institution XYZ is recommended once a year for measuring performance indicators , measuring its effectiveness , so do the actions necessary repairs.
2. Higher Education Institution XYZ is advisable to carry out the collection and management of data related to employment outcome indicators to measure employee competencies example of academic and non - administrative employees and competitors gather data related.

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