

PERFORMANCE MEASUREMENT OF STUDY PROGRAM BASED ON THE PERFORMANCE PRISM MODEL

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ABSTRACT

Every study program in Higher Education Institution needs to do a performance measurement viewed from all aspect. Performance Prism is a performance measurement and management framework that describes the performance of the organization that views of the needs and wants of all stakeholders. This model was developed in the shape of a prism that has five perspectives. The result of stakeholder identification for study program, are following: founder, academic staff, non-academic staff, student, alumni, government, user, society, training organization Performance prism is improved by viewing the founder satisfaction as a academic management perspective on Academic Scorecard model. The next step is to identify needs and wants of all stakeholders and also their contribution. Then, stakeholder satisfaction derived from how great the needs and wants are met. Using Importance Performance Matrix (IPM) attribute of stakeholder satisfaction retrieved from quadrant II, where the score of satisfaction below average and the score of need above the average. Study programs identify strategies to meet the needs and wants of the stakeholder, the process for implementing strategies, and capabilities to conduct process and stakeholder contribution to strengthen capability. Key performance indicator and target are applied to all five perspectives of all stakeholders. The performance measurement is done by comparing the actual values with the target.

Keywords: performance, performance measurement, performance prism, academic scorecard.

1. INTRODUCTION

1.1. Background of The Study

Every study program need to measure its performance. The model of performance measurement has been used in Higher Education Institution is Academic Scorecard. Academic Scorecard model based on the concept of Balanced Scorecard proposed by Kaplan and Norton (2004) has four perspectives: financial, customer, internal business process, and learning and growth. Strategic objective of each perspective derived from the vision, mission and organizational strategy. The model equipped with the strategy map, measure, target and initiative. The perspectives of academic scorecard from some research seen as follow: academic management, stakeholders, internal process and innovation and learning. The internal process perspective included education, research and community service. And the innovation and learning perspective emphasizes human and organizational development, or potentials/ capability.

Tabel 1 Academic Scorecard Perspectives

<i>Academic Management</i>	<i>Stakeholders</i>		
<i>Stakeholders</i>	<i>Customer</i>	<i>User</i>	
<i>Internal Proses</i>	<i>Education & Research</i>	<i>Internal</i>	
<i>Innovation and learning</i>	<i>Development and Learning</i>	<i>Potentials</i>	<i>Human Organizational Development</i>

Performance Prism improve academic scorecard by viewed all stakeholders and start form the needs and wants all stakeholder (Neely, 2002). Unlike the academic scorecard model that emphasize on achievement of vision and mission, the goal of performance prism is to achieve stakeholder satisfaction by using strategy, process, capability and stakeholder contribution. Then performance prism model will be fixed by inserting a founder satisfaction as an academic management perspective.

1.2. Problem Identification and Formulation

The study program needs to design a performance measurement model which pay attention to all stakeholders and the accreditation standard as well as the vision, mission and strategy.

1.3. Objective of the study

To design performance measurement model of study program by using performance prism model.

1.4. The Scope of the study

In designing the model used the example data from one study program to confirm the needs and wants of all stakeholders and key performance indicators. Identification perspectives, descriptor and KPIs in this paper only for academic staff stakeholder, for more on the research report.

1.5. Limitation

Some study program may not use all stakeholders like founder, training organization, may be because it has no stakeholder contribution. Not all attribute of satisfaction is used, only the attribute in quadrant II of IPM.

2. THEORETICAL BACKGROUND

The differences between Academic Scorecard and Performance Prism as follows:

Table 2. Academic Scorecard and Performance Prism Model

Academic Scorecard	Performance Prism
Vision, Mission and Strategy (The means by which long-term objectives will be achieved)	Stakeholder needs and wants
Academic Management	Founder Satisfaction
Stakeholders	Stakeholders satisfaction
Internal Process	Strategy
Innovation and learning/Potential	Process
	Capability
	Stakeholder Contribution

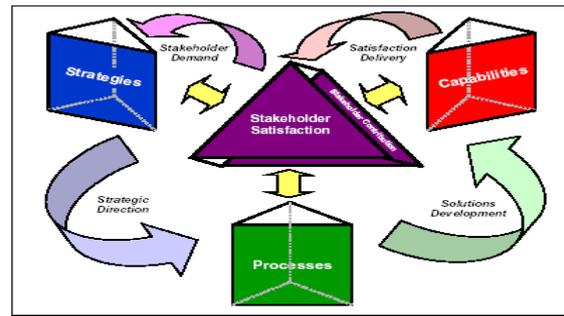


Figure 1. Performance Prism Model

Academic Scorecard Model look at the vision, mission and strategy of organization and then identify objective strategic of four perspectives; financial, stakeholder, internal business process and innovation and learning and define measure, target and initiative.

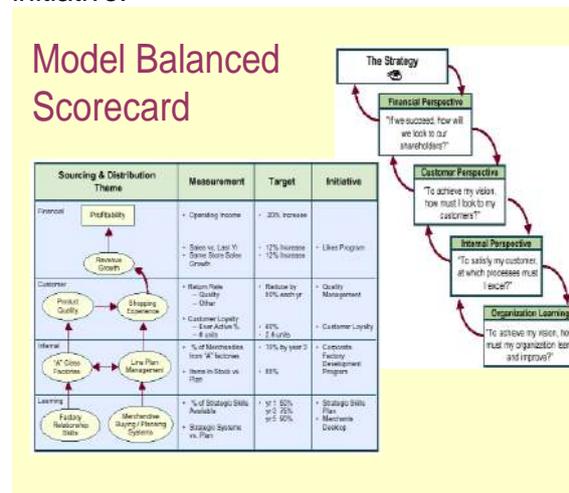


Figure 2. Model Balanced Scorecard

Tabel 3. Academic Scorecard Perspectives

Academic Management	Stakeholders		
Stakeholders	Customer	User	
Internal Proseses	Education & Research	Internal	
Innovation and learning	Development and Learning	Potentials	Human Organizational Development

3. RESEARCH METHOD

The research method of designing and measuring performance prism model of study program:

- Identification stakeholders of study program by literature study, interview and confirmation.

- b. Identification the needs and wants of all stakeholders by interview and questionnaires study.
- c. Questionnaires design, distribution and data collection
- d. Data processing using Importance Performance Matrix (IPM)
- e. Identification the perspectives and descriptors for:
 - (1) the stakeholder satisfaction is retrieved from quadrant II of IPM; (2) the strategy to meet the needs and wants of stakeholders and (3) the critical process to implement the strategy and (4) the organizational capability to be operated to improve the process to achieve stakeholder satisfaction, (5) the contribution of stakeholders to develop the capability.
- f. Identification key performance indicators(KPIs) and target for all perspective and stakeholders
- g. Measuring the KPI
- h. Make a scale interval for each KPI (1÷5), meet the target equal 5.
- i. Scoring

4. RESULT AND DISCUSSION

Table 4. Stakeholders

No	Stakeholders
1	Founder
2	Academic staff/Lecturer
3	Non Academic Staff
4	Student
5	Graduate/Alumni
6	Parents
7	User
8	Society
9	Government
10	Training Organization

Founder satisfaction derived from the vision and mission study program. Next identify the needs and wants of academic staff using the questionnaire, and the result as seen on table 1. The academic staff satisfaction retrieved from needs and wants consider important (above average) but yet felt satisfied (below average) using Important Performance Matrix (IPM). The result is of eight attributes retrieved only 3 satisfaction.

Table 5. The Needs and Wants of Academic Staff

The Needs and Wants of Academic staff	Academic staff satisfaction
Facilities	Facilities
Reward	Reward
Fringe Benefit	Fringe Benefit
Education, research and community service funding support	
Academic competency development support	
Achievement Opportunity	
Accessibility	
Reward and Punishment system	

Next, the same steps for non-academic staff, student, parent, stakeholders and the other four stakeholders (user, society, government and training organization) by interview and expert judgment has been done. The perspective of Academic staff is determined based on the stakeholder satisfaction, strategy, process, capability and stakeholder contribution.

Table 6 Perspectives of Academic Staff

Perspectives	Descriptors
Academic staff satisfaction	Appropriate Facilities
	Reward
	Benefit
Strategy	Information system development
	Reward and Punishment System
Process	Provide Academic Atmosphere
	Measure the performance
Capability	Facilities budget
	To get fund resources
Academic staff Contribution	The quality of teaching material
	The presence of lecturing
	Do some research and community service

For all descriptor determine the key performance indicator and the target seen on table 7. In the setting of targets has been considering regulation and government standards established.

Table 7. KPIs and Target Academic staff

Descriptor	KPIs	Target
Appropriate Facilities	The number of complaint about facilities	0
Reward for achievement	The number of reward given	3 Prize
Benefit	% increase	10%
Information system development	The number of complaint about Information system	0
Reward and Punishment System	Updated Reward and punishment system	Every 2 year
Provide Academic Atmosphere	The number of academic activity	Once a month
Measuring performance	% academic staff meet the performance target	80%
Facilities budget	Investment of new facilities	10% increase
To get fund resources	% budget realized	100%
The quality of teaching material	% of academic staff meet the learning plan	95%
The presence of lecturing	% of academic staff meet the presence target	95%
Do some research and community service	The number of research and paper published and community service activity	90%

The next step is measuring the performance by collecting data, compares with target and determined the score.

5. CONCLUSION

The number stakeholder is tenth each has five perspectives and minimal one KPI. Stakeholder that has not been yet consider are supplier, competitor, law firm. The difference between Academic Scorecard and performance prism are:

- (a) Academic Scorecard start from the means by which long-term objectives will

be achieved from perspective of founder (academic management). The satisfaction of stakeholder as a lag indicator to higher perspective as well as reputation, growth or sustainability.

- (b) Strategy on the performance prism is to achieve stakeholder satisfaction (short term objective). Performance prism emphasizes to achieve all stakeholder satisfaction and those stakeholders contribute to enhance the capability.
6. The Performance Prism Model based on academic scorecard has the advantage by including all stakeholders and the strategy not only to meet the needs and wants of stakeholders but also for the academic management perspective and it has a long term impact.

6. REFERENCES

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