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Measuring of main performance indicators of IKU-EKO UNJA Smart at IKU 2 students get off-campus experience through academic scorecards

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ABSTRACT

In an effort to oversee the achievement of UNJA's vision to become a World Class Entrepreneurship University, especially in the next 5 years, it has been outlined in the 2020-2024 UNJA SMART Strategic Plan concerning UNJA SMART principles, objectives, strategic plans and improvement of Key Performance Indicator Items, especially IKU 2 Study Abroad Experience Campus. The method used in Measuring the Digital Platform IKU-EKO UNJA SMART at IKU 2 Students Get Experience Off-Campus (One Lecture, One Book, And One Blended) namely with Academic Scorecards. The samples in this study were 92 Study Programs at the University of Jambi. From the results of the activities carried out, it can be concluded that there is a need for a reliable, comprehensive, coherent, measurable, and balanced performance measurement system at UNJA, such as performance measurement using the Academic Scorecard model, especially in fulfilling the Students IKU 2. The implication of this research is to produce a Blue Print for UNJA SMART IKU-EKO measurement using KPI derived from Rensta through academic scorecards with the hope that synergy can be carried out in integrating organizational strategy with organizational performance.



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Introduction

In an effort to oversee the achievement of UNJA's vision to become a University In an effort to oversee the achievement of UNJA's vision to become a World Class Entrepreneurship University, especially in the next 5 years, it has been outlined in UNJA's SMART Strategic Plan for 2020-2024 concerning principles, objectives, UNJA SMART strategic plan refers to the Ministry of Education's Strategic Plan and Culture of the Republic of Indonesia, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 which contains the preparation of quality graduates who are absorbed in the world of work, quality lecturers by building a network of Tridharma Higher Education on a national and international scale.

Jambi University is transforming higher education through harmonization of the Main Performance Indicators (IKU) of State Universities (PTN). Improving IKU 2 Student Learning Experience Off-Campus can improve the performance of the University of Jambi.

The form of KPI 2 measurement at Jambi University the researchers studied based on the experiences of students while participating in the Independent Learning Campus (MBKM) policy as a measuring parameter

in this study. In carrying out its activities within the University of Jambi, tools, guidelines, SOPs, Quality Manuals, SPMI policies, and curriculum development guidelines have been provided to demonstrate MBKM activities which can be described as follows:

Table 1. Availability of MBKM Devices in Faculties

C	Curriculum Development Guide			MBKM Implementation Guide			MBKM Implementation SOP			Quality Manual MBKM			SPMI Policy		
	Draff	Published	Revised	Draff	Published	Revised	Draff	Published	Revised	Draff	Published	Revised	Draff	Published	Revised
Business and Economy	✓			✓			✓			✓			✓		
Law	✓			✓			✓			✓			✓		
Teacher Training and Education	✓			✓			✓			✓			✓		
Agriculture		✓			✓			✓			✓			✓	
Animal Husbandry	✓			✓			✓			✓			✓		
Science and Technology	✓			✓			✓			✓			✓		?
Medical and Health			✓			✓	✓			✓					✓

Various policies and studies are carried out by the government and universities in order to obtain the relevance of teaching, training and education in universities in response to this progress. The study of these policies must of course pay attention to knowledge and the demands of the world of work, as well as campus life and its relationship with socio-culture in community and state life which will later be an effort to build a generation with potential (Rosmiati, Putra & Nasori, 2021).

The Independent Campus Learning Policy (MBKM) is one of the policy studies being promoted by the government to be implemented in the world of higher education. MBKM is an independent and versatile mode of learning in higher education designed to create a non-restrictive creative learning community that meets the needs of students (Rochana, Darajatun & Ramdhany, 2021). MBKM aims to encourage students to gain learning experience with various additional competencies in study programs and/or off-campus (Junaidi, et al., 2020).

In line with this, all Study Programs at Jambi University are in the process of continuing to strive to be able to follow the policies of the MBKM program in order to increase IKU 2. Based on this background and in response to the implementation of the independent campus concept, it is felt necessary to conduct research on the impact of implementing the MBKM policy to see how far the University's performance is in preparing its students (Aji & Putra, 2021; Intan Dzikria, & Luvia Friska Narulita, 2021).

Furthermore, apart from measuring the performance of study programs in particular, this research also aims to obtain results that can be used by study programs and universities as well as the Directorate General of Higher Education and Research and Technology teams to evaluate and carry out curriculum development and learning designs in order to achieve optimal learning outcomes (Nasik, 2021). So far no research has been found that measures IKU 2 in Higher Education, therefore, this research was conducted to see the effectiveness of measuring and implementing KPI 2 for Students Gaining Off-Campus Experience (One Lecture, One Book, And One Blended) and the impact of implementing it MBKM program at the University of Jambi.

With the existence of clear and measurable indicators in the next five years, especially the main performance indicators of the Ministry of Education and Culture implemented at the University of Jambi on IKU-EKO UNJA SMART in activities. The launch of the Independent Campus with the indicators of the number of undergraduate degree programs and the spread of DIV independent campuses has been targeted from 2020 to 2025 in a row as many as 16, 40, 45, 55 Study Programs at UNJA.'

Furthermore, for the implementation of independent learning, a student index is set to study ≥ 20 credits outside the original program at UNJA, scheduled for 2020 to reach 250, then in a row in 2021 to 2024 as many as 1,500, 3,500, 6,000, 10,000 people. This goal can only be achieved through the issuance of the 2020 UNJA Rector's Regulation on freedom of learning at Jambi University and the 2020 Rector's Regulation on the Jambi University's Independent Internal Quality Assurance System Policy for independent study on independent campuses. The forms of MBKM Learning activities that have been carried out at Jambi University are as follows:

Table 2. Number of MBKM Activity Participants Per Faculty Per MBKM Activity

No	Faculty	MBKM Learning Activity Form										Total
		PP between Program Study in UNJA	PP similar Program Study in UNJA	PP between Program Study between Univ.	Field Practice	Entrepreneurship	Teaching Assistance	Research	Community Service Program Tematik	Independent Study	Humanity Service	
1	Business and Economy	83	25	45	182	13	0	65	33	10	10	466
2	Law	0	0	0	148	45	10	243	27	0	22	495
3	Teacher Training and Education	150	85	18	98	70	95	44	46	60	57	723
4	Agriculture	0	0	0	0	0	0	0	0	0	0	0
5	Animal Husbandry	0	0	0	34	24	0	0	201		✓	259
6	Science and Technology	146	7	2	167	118	56	38	29	36	25	624
7	Medical and Health	14	0	0	150	0	0	0	0	0	0	164
	Total	393	117	65	779	270	161	390	336	106	114	2731

The measurement activities of the IKU-EKO UNJA SMART digital platform must begin by setting the standards to be achieved that have been set by Dikti, up to 24 quality standards, after which UNJA sets targets for achievement outside of higher education standards in total 32 Quality Standards are available. In an effort to achieve quality standards outside of higher education, the 2020 Chancellor's Regulation on Freedom of Learning has issued the 2020 Rector's Regulation on Freedom of Learning which regulates the roles and responsibilities of related work units within UNJA which facilitates the implementation of Independent Learning as regulated in Article 3 up to chapter 6.

The more forms of learning that can be accommodated by the applicable Study Program curriculum, it indicates that the Study Program curriculum is already future-oriented, which can anticipate the development of science and technology as well as the demands of competence in the world of work and need for Evaluating and effectiveness Adapting the fulfilment of IKU 2 in all Study Programs, Target Units. MBKM at UNJA to be flexible to the demands of an independent campus. (Kshatriya, A., et al., 2017; Bratianu, C. & Bejinaru, R. (2019).

To realize the achievement of the objectives and the achievement of strategic planning, a performance measurement and assessment related to the implementation of MBKM has been carried out at the University of Jambi. The purpose of the effectiveness assessment according to Rehman et al., (2021), Asiaei, K., and Bontis, N., (2019), Hansen, E. G., Schaltegger, S., (2016) is to carry out good, effective and efficient in providing quality services to the Digital Measuring Platform IKU-EKO Unja SMART At IKU 2 Students Get Off-Campus Experience (One Lecture, One Book, and One Blended). The UNJA SMART IKU-EKO measurement uses the IKU derived from Rensta through academic scorecards in the hope that there will be synergy in integrating organizational strategy with organizational performance. (Fijałkowska, J. & Oliveira, C., 2018; Ergun Demirel, Dinçer Bayer., 2015)

Throughout the observations of researchers from a number of scientific studies regarding the Freedom to Learn-Independent Campus policy, it has been published, both in the form of journal articles and papers in proceedings, such as Nehru (2019), Elihami (2019), Abidah, et al. (2020), Asfiati & Mahdi (2020), Fadhil (2020), Fira (2020), Halitopo (2020), Hartoyo (2020), Haryanto (2020), Hastuti (2020), Izza, et al. (2020), Kurniawan (2020), Mu'amalah (2020), Mustaghfiroh (2020), Naufal, et al. (2020), Pendi (2020), Piong (2020), Yulian (2020), Yamin & Syahrir (2020), Wardhana (2020), Sugiri & Priatmoko (2020), Sesfao (2020), Sabardila (2020), Ramadania & Aswadi (2020), and Priatmoko & Dzakiyyah (2020).

This means that academics in the field of education have not reviewed/studied the measurement of the concept of Free Learning-Independent Campus with the fields of knowledge they have been practicing so far. For this reason, this paper wants to focus in that direction. The problem that researchers are trying to solve is how to Evaluate and Adapt the Effectiveness of KPI 2 fulfillment in all MBKM Target Unit Study Programs at UNJA using an Academic Scorecard perspective.

Method

Research design

The method used in the IKU-EKO UNJA SMART Digital Measuring Platform At IKU 2 Students Get Off-Campus Experience (One Lecture, One Book, And One Blended), namely with Academic Scorecards combined with Permendikbud No. 3 of 2020 concerning National Higher Education Standards and the stage of data processing or assigning value weights to each criterion and sub-criteria in the student achievement assessment item measurement system in the Merdeka Learning activity which was followed at the University of Jambi using the Analytic Hierarchy method. (Park, Set al., 2017)

This method offers a way to measure the achievement of an institution's performance when carrying out Adapting for the fulfilment of IKU 2 which elaborates on the Independent Learning Program and activities that are relevant to improving the UNJA SMART IKU-EKO assessment evidence with industrial partners where the implementing unit carries out the MBKM activity itself. (Supino, E., et al., 2020; Monteiro, S., Ribeiro, V.,2017)

The process of designing a performance measurement system (SPK) IKU-EKO UNJA SMART with the Academic Scorecard model is based on the steps (framework) of the Academic Scorecard (Gomes, J., Romao, M. (2017). The design of the DSS includes; determining the measurement architecture, determining strategic objectives from each perspective (academic management perspective, stakeholders, internal business processes, as well as innovation and learning), determining Key Performance Indicators (KPI) and weighting which can be illustrated as follows: (Hansen, E. G., Schaltegger, S.,2016).

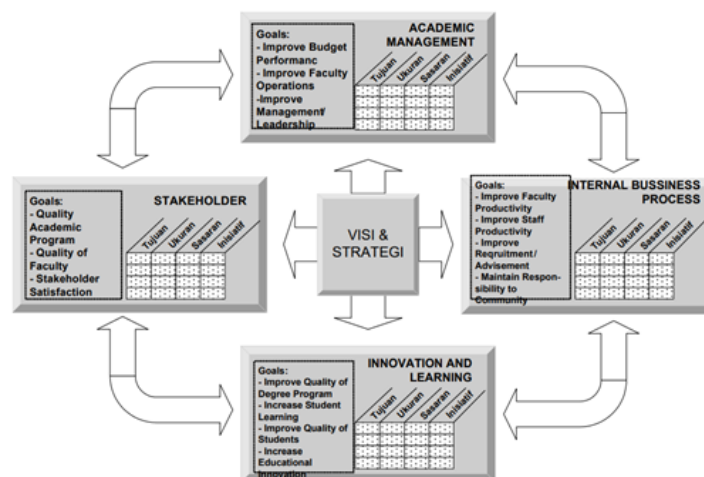


Figure 2. Academic Scorecard Framework

The research method should be included in the Introduction. The method contains an explanation of the research approach, subjects of the study, the conduct of the research procedure, the use of materials and instruments, data collection, and analysis techniques.

Research procedure

The procedure carried out from survey activities adopts a Deductive Approach where researchers carry out the initial process with theorizing concepts in solving various problems which will later be measured empirically and data analysis is carried out based on the explanation of Asiaei, K., Bontis, N., (2019). The main idea of the procedure in this research can be explained by the researcher through the researcher's chart as follows (Figure 3).

In fulfilling the size and criteria of factor weights in determining the strategic instrument in this activity, independence learns to accommodate the interrelationships between criteria that have been carried out by the implementing unit at Jambi University. The researchers designed the academic scorecard through an analytical hierarchy which resulted in a synergy in improving the IKU-EKO UNJA smart, especially in the IKU 2 which can be explained through data analysis as follows (Table 5).

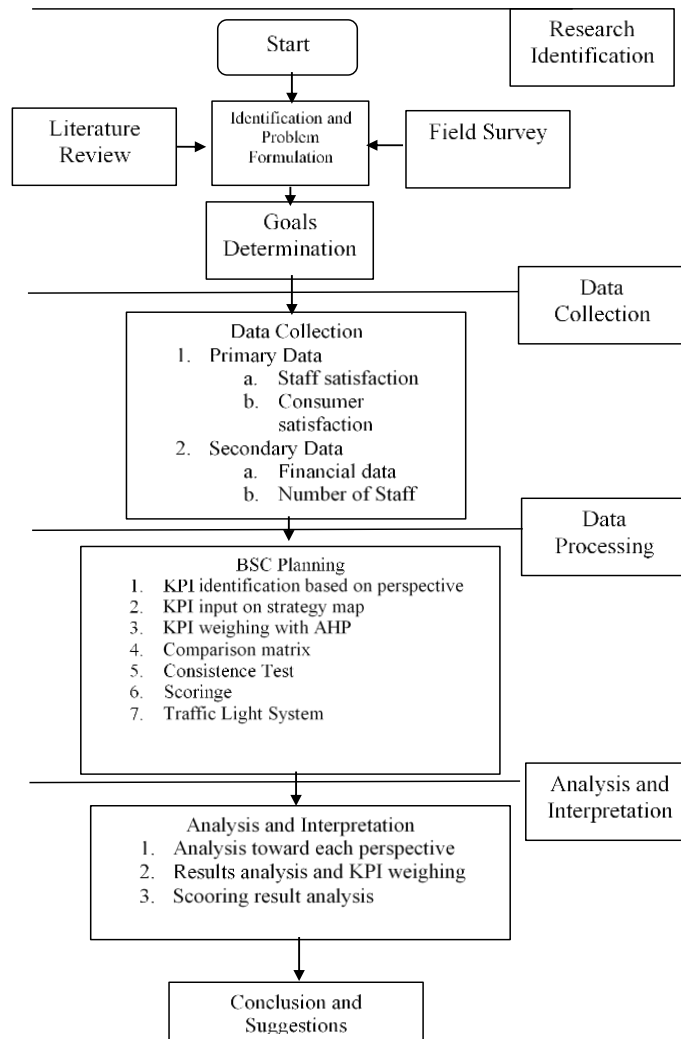


Figure 3. Research procedure (Carla Mascarenhas et al., 2018; Chopra, M. & Gupta, V.,2019)

At this stage, a hierarchy is built for each view associated with the ASC. Once the ASC hierarchy is established, the next step is to consider each perspective. Hierarchical structure that presents perspectives, goals and performance indicators and how to measure them using Expert Choice software. Based on the sensitivity analysis of the review, preferences can be made so that the decision to select the representative method. (Dwivedi, R., et al., 2021).

Table 5. The procedure for measuring research using the Academic Scorecard through the analytical hierarchy

Perspective	Goals	Performance Indicator	Target	Way of Measurements
Academic Management	Role model leader	Leadership	100%	Self Assessment
	Management performance	Management Performance	100%	All program is conducted nicely
	Budget	EVA (Cost vs Revenue)	Profit minimum 10%	Financial Calculation
Stakeholder	Performance Appreciation model	BAN-PT Accreditation	Grade C (256)	BAN-PT Accreditation Result
	Stakeholder satisfactory	Students	95%	Questionnaire
		satisfactory	95%	Questionnaire
		Parrents satisfactory	1000	Number of form sold
		Alumni satisfactory	218	Number of new students
Internal Business Process	Public Trust	Number of	90%	Measurement method

Perspective	Goals	Performance Indicator	Target	Way of Measurements
Effective and efficient administration Process also high quality in academic and learning		registrant	0 findings	Number of findings
		Number of students	<10 minutes	Service time
		intake	8 semesters	Average learning period
		Room utilization		
		Internal audit	90%	
		Administration service		Ratio number of graduates and input students
		Average students	100%	Measurements method
		learning period	100%	Number of course implementation
		Productivity Level	3.00	Graduates GPA average
			Upto date	Measurements method
Rich with innovation and productive		Lecturer performance	Minimum 2	Number of new program study opened
		Course implementation	Minimum 5	Number of educational product opened
		Graduates GPA average		
		Curriculum		
		New program study opening		
		Educational products		

Source : Oliveira, H. C., Rodrigues, L. L., Craig, R. (2020).

Results and Discussions

Data analysis

Testing the implementation of performance measurement with the Academic Scorecard at UNJA using a questionnaire in the IKU-EKO UNJA SMART Digital Measuring Platform. The IKU 2 Students (One Lecture, One Book, And One Blended) with Academic Scorecards can be seen from the level of student satisfaction in academic services. The level of student satisfaction in academic services as described in the literature review is a theoretical fictitious variable that can be measured by student perceptions of the quality of academic services provided by a university.

The study was to measure the level of student satisfaction in academic services at UNJA through the IKU-EKO UNJA SMART Digital Platform at IKU 2 Students Get Off-Campus Experience, because students are the bottom line of public sector organizations, especially in this study are educational institutions and also aim to measuring the level of student satisfaction in academic services in accordance with the experiences and circumstances experienced by UNJA students during the fulfilment of IKU 2 UNJA, both at the department level and at the Faculty level. Analysis of the assessment of student satisfaction levels in academic services is a method used by interested parties at UNJA to find out whether UNJA's performance in terms of academic services for students is good or not so that it can be used as input or advice and also as performance monitoring. The data collection technique used a questionnaire to assess the level of student satisfaction in academic services. Assessment using a questionnaire with a Likert scale with four alternative answers to the questionnaire for assessing the level of student satisfaction in academic services is presented in Appendix 1, and the categorization of scores for each service quality dimension is presented in Table 6. Data analysis of student assessment results on academic services at UNJA to make it clearer will be explained both in each faculty and as a whole at UNJA as follows (Table 7).

Table 6. Criteria for Each Dimension of Service Quality

No.	Score	Category
1	1-1.75	Very Unsatisfied
2	>1.75-2.5	Unsatisfied
3	>2.5-3.25	Satisfied
4	>3.25-4	Very Satisfied

Table 7. Data Analysis of Each Faculty at Jambi University based on IKU Rubric 2

No	Topic	##	Sub-topic	###	Explanation
1	Scope	1.1	Definition and Scope of graduates	1.1.1	Enlisted students from program study in university
		1.2	Definition S1	1.2.1	Bachelor degree program study
		1.3	Definition D4/D3/D2	1.3.1	Program Study of Diploma fourth, Diploma third, Diploma second
		1.4	Definition of credit outside campus	1.4.1	Credit gotten from independent campus course along learning period
		1.5	Additional Data Rules	1.5.1	Higher education also able (not compulsory) to report the number of students that got minimum of 20 credits from independent campus course
				1.5.2	Numbers can be counted as the average of total enlisted students that got minimum of 20 credits from independent campus course
2	Off-campus activities	2.1	Explanation of off-campus activities	2.1.1	Scope of off-campus activities regulated in guidance book of independent learning, independent campus
				2.1.2	The determination of independent campus course is regulated by university regulation.
				2.1.3	Number of credit in each course of independent campus is regulated by university regulation.
				2.1.4	University need to use independent campus course format that standardized by ministry of education, culture, research and technology.
3	Achievement	3.1	Competition criteria	3.1.1	National competition is minimum
				3.1.2	National level of competition means that it can be attended by participants from every province in Indonesia
				3.1.3	Competition should be recognized by advisor lecturer
				3.1.4	Further terms about guidance and recognition of advisor lecturer towards students participation in competition is regulated in university regulation
		3.2	Competition achievement criteria	3.2.1	Type of achievement that can be called achievement are the first, second and third champion in accordance to the definition in point 3.1
		3.3	Competition achievement validation	3.3.1	Higher education take responsibility to answer the truth of achievement
				3.3.2	Further terms of the achievement guarantee procedure is regulated in university regulation
4	Formula				$\frac{\text{The number of S1 and D4/D3/D2 student that carry out at least 20 credit outside campus or got achievement in competition at least national level}}{\text{Total number of enlisted students}} \times 100$

Faculty of Teacher Training and Education UNJA

Questionnaire data for assessing the level of student satisfaction Measuring Platform Digital IKU-EKO UNJA SMART at IKU 2 Students Get Off-Campus Experience on academic services at UNJA obtained from 30 students of Faculty of Teacher Training and Education who were taken by snowballing sampling in semester 4 and above in 2022. Figure below shows a pie chart of the level of student satisfaction of the Faculty of Teacher Training and Education on academic services at UNJA in fulfilling IKU 2 as follows:

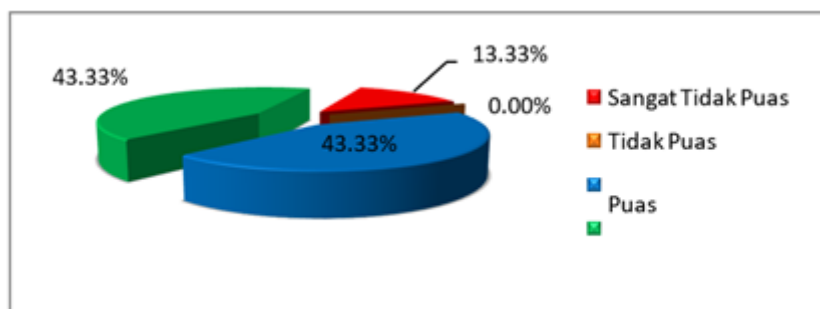


Figure 3. Pie Chart of FKIP UNJA Student Satisfaction Level

Figure 5.1. explained that 43.33% of students or about 13 FKIP students assessed those academic services at UNJA in fulfilling IKU 2 were in the very satisfied category, as many as 43.33% of students rated academic services at UNJA in the satisfied category, 0% of students rated it unsatisfied, and 13.33% of students or about 4 students rated it very unsatisfied. FKIP UNJA students' assessment of academic services at UNJA in the IKU-EKO UNJA SMART Digital Measuring Platform In IKU 2 Students in each service quality dimension from the largest to the smallest score, based on the criteria for each service quality dimension using academic scorecards, are summarized as follows: (1) embodiment (tangible) with sub-dimensions of academic equipment and supplies, physical facilities, and human resources obtained a score of 3.1271 (good category); (2) responsiveness with sub-dimensions of readiness to help, and responsiveness to respond to customer needs obtained a score of 3.0944 (good category); (3) assurance, with the sub-dimension of giving confidence to the customer, obtaining a score of 3.0467 (good category); (4) reliability with sub-dimension of responsibility, and accuracy obtained a score of 3.0333 (good category); and (5) empathy with individual attention subdimensions, and individual protection obtained a score of 2.9667 (good category).

Faculty of Economics and Business UNJA

Questionnaire data for assessing student satisfaction levels Measuring Platform Digital IKU-EKO UNJA SMART At IKU 2 Students Gain Off-Campus Experience on academic services at UNJA through academic scorecards obtained from 30 students of the Faculty of Economics and Business who were taken by snowballing sampling in the 4th semester or higher student category. Figure 5.2. shows a pie chart of the level of student satisfaction of the Faculty of Economics and Business with academic services at UNJA in fulfilling IKU 2 as follows:

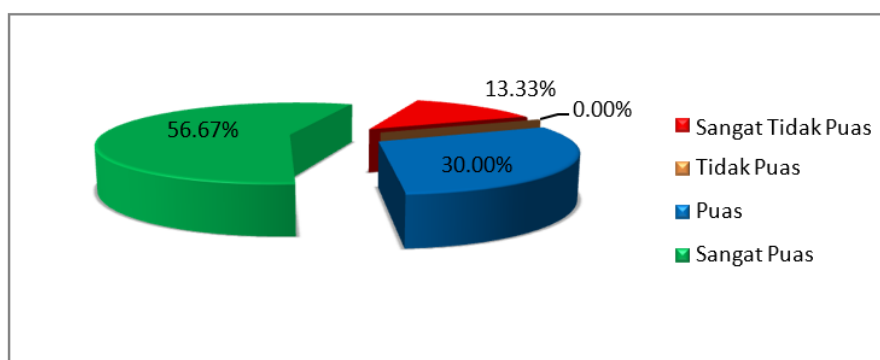


Figure 4. Pie Chart of FEB UNJA Student Satisfaction Level

Figure 4. explains that 56.67% of students or about 17 students of the Faculty of Economics and Business assessed those academic services at UNJA in fulfilling IKU 2 were in the very satisfied category, as many as 30% of students or about 9 students assessed academic services at UNJA included in the satisfied category, 0% of students rated it unsatisfied, and 13.33% of students or about 4 students rated it very unsatisfied. The assessment of students of the Faculty of Economics and Business on academic services at UNJA fulfilling IKU 2 in each service quality dimension based on academic scorecards from the largest to the smallest score, based

on the criteria for each service quality dimension in Table 4, summarized as follows: (1) reliability with the subdimension of responsibility, and accuracy obtained a score of 3.1722 (good category); (2) embodiment (tangible) with sub-dimensions of academic equipment and supplies, physical facilities, and human resources obtained a score of 3.1688 (good category); (3) assurance, with the sub-dimension of giving confidence to the customer to get a score of 3.1667 (good category); (4) responsiveness with sub-dimensions of readiness to help, and responsiveness to respond to customer needs obtained a score of 3.1111 (good category); and (5) empathy (empathy) with the sub-dimension of individual attention, and individual protection obtained a score of 3.081 (good category).

Faculty of Science UNJA

Questionnaire data assessing the level of student satisfaction at the Faculty of Science and Technology Measuring Digital Platform IKU-EKO UNJA SMART In IKU 2 Students Gain Off-Campus Experience on academic services at UNJA through academic scorecards obtained from 30 students of the Faculty of Science and Technology semester 4 and above taken by snow bowling sampling in 2022. Figure 5. shows a pie chart of the level of student satisfaction of the Faculty of Science and Technology towards academic services at UNJA in fulfilling IKU 2 as follows:

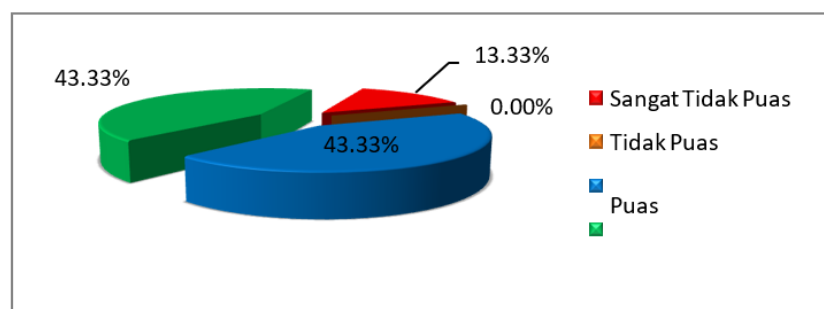


Figure 5. Pie Chart of Student Satisfaction Level of Faculty of Science and Technology UNJA

Figure 5. explained that 43.33% of students or around 13 students of the Faculty of Science and Technology UNJA assessed those academic services at UNJA in fulfilling IKU 2 were in the very satisfied category, as many as 43.33% of students or about 13 students assessed that academic services at UNJA were included in the satisfied category, 3.33% of students or about 1 student rated it unsatisfied, and 10% of students or about 3 students rated it very unsatisfied.

The assessment of students of the Faculty of Science on academic services at UNJA in fulfilling IKU 2 in each aspects of service quality through academic scorecards from the largest score to the smallest, based on the criteria for each service quality dimension in Table 4, it can summarized as follows: (1) tangible with the sub-dimension of academic equipment and supplies, physical facilities, and human resources obtaining a score of 3.1563 (good category); (2) responsiveness with sub-dimensions of readiness to help, and responsiveness to respond to customer needs obtained a score of 3.1167 (good category); (3) assurance, with the sub-dimension giving confidence to the customer to get a score of 3.0800 (good category); (4) reliability with sub-dimension of responsibility, and accuracy obtained a score of 3.0611 (good category); and (5) empathy with individual attention sub-dimension, and individual protection got a score of 3.0048 (good category).

Faculty of Agriculture UNJA

Questionnaire data assessing the level of student satisfaction of the Faculty of Agriculture UNJA Measuring Platform Digital IKU-EKO UNJA SMART At IKU 2 Students Gain Off-Campus Experience of academic services at UNJA through an academic scorecard obtained from 30 students of the Faculty of Agriculture UNJA who were taken randomly using snow bowling sampling, namely students of semester 4 and above in 2022. Figure 6. shows a pie chart of the level of student satisfaction of the Faculty of Agriculture UNJA towards academic services at UNJA in fulfilling IKU 2 as follows.

Figure 6. explained that 50.00% of students or about 15 students of the Faculty of Agriculture UNJA assessed that academic services at UNJA in fulfilling IKU 2 were in the very satisfied, as many as 33.33% of students or about 10 students assessed that academic services at UNJA were included in the satisfied category, 6.67% of students or about 2 students rated it unsatisfied, and 10.00% of students or about 3 students rated it very unsatisfied.

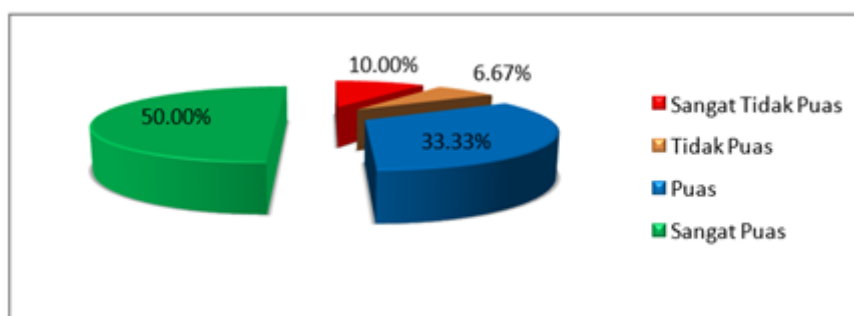


Figure 6. Pie Chart of Student Satisfaction Level of Faculty of Agriculture UNJA

The assessment of UNJA Faculty of Agriculture students on academic services at UNJA in fulfilling IKU in each service quality dimension through the academic scorecard from the largest to the smallest score, based on the criteria for each service quality dimension in Table 4, summarized as follows: (1) tangibles with the sub-dimension of academic equipment and supplies, physical facilities, and human resources obtaining a score of 3.1896 (good category); (2) reliability with sub-dimension of responsibility, and accuracy got a score of 3.1833 (good category); (3) assurance, with the sub-dimension of giving confidence to the customer to get a score of 3.1733 (good category); (4) responsiveness with sub-dimensions of readiness to help, and responsiveness to respond to customer needs obtained a score of 3.1389 (good category); and (5) empathy with individual attention subdimensions, and individual protection obtained a score of 3.1048 (good category).

Faculty of Animal Science UNJA

Questionnaire data assessing the level of student satisfaction of the Faculty of Animal Science UNJA Measuring Platform Digital IKU-EKO UNJA SMART In IKU 2 Students Gain Off-Campus Experience on academic services at UNJA through academic scorecards obtained from 30 students of the Faculty of Animal Science UNJA semester 4 and above in 2022 taken by snow bowling sampling. Figure 8 shows a pie chart of the level of satisfaction of UNJA Faculty of Animal Science students towards academic services at UNJA in fulfilling IKU 2 as follows:

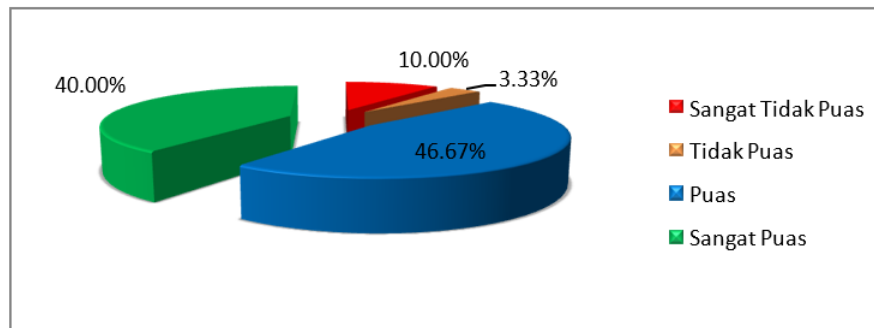


Figure 7. Pie Chart of the Level of Student Satisfaction of the Faculty of Animal Science, UNJA

Figure 7. explained that 40.00% of students or about 12 students of the Faculty of Animal Science UNJA assessed that academic services at UNJA in fulfilling KPI 2 were in the very satisfied category, as many as 46.67% of students or about 14 students rated academic services at UNJA as being in the category of satisfied, 3.33% of students or about 1 student rated unsatisfied, and 10.00% of students or about 3 students rated very unsatisfied.

The assessment of UNJA Faculty of Animal Science students on academic services at UNJA in each service quality dimension through academic scorecards from the largest to the smallest score, based on the criteria for each service quality dimension, is summarized as follows: (1) tangible with sub-dimensions of equipment and supplies academic, physical facilities, and human resources get a score of 3.1604 (good category); (2) responsiveness with sub-dimensions of readiness to help, and responsiveness to respond to customer needs obtained a score of 3.1389 (good category); (3) reliability with sub-dimension of responsibility, and accuracy got a score of 3.0778 (good category); (4) assurance, with the sub-dimension giving confidence to the customer to get a score of 3.0733 (good category); and (5) empathy (empathy) with individual attention subdimensions, and individual protection obtained a score of 3.0095 (good category).

Faculty of Medical Sciences UNJA

Questionnaire data assessing the level of student satisfaction of the Medical Faculty UNJA Measuring Platform Digital IKU-EKO UNJA SMART In IKU 2 Students Gain Off-Campus Experience on academic services at UNJA through academic scorecards obtained from 30 students of the Faculty of Medicine UNJA taken by snow bowling sampling in semester 4 students and above in 2022. Figure 8. shows a pie chart of the level of satisfaction of UNJA Faculty of Animal Science students with academic services at UNJA in fulfilling IKU 2 as follows:

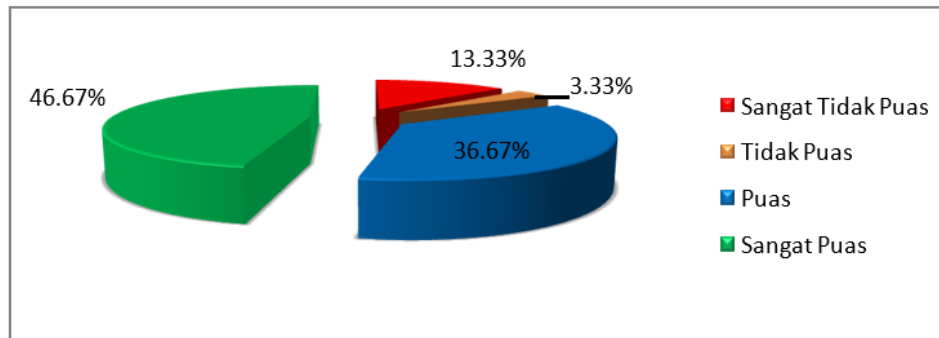


Figure 8. Circle Diagram of Medical Faculty Student Satisfaction UNJA

Figure 8. explained that 46.67% of students or about 14 students of the Faculty of Medicine UNJA assessed those academic services at UNJA in fulfilling KPI 2 were in the very satisfied category, as many as 36.67% of students or about 11 students assessed those academic services at UNJA were included in the satisfied category, 3.33% of students or about 1 student rated it unsatisfied), and 13.33% of students or about 4 students rated it very unsatisfied.

The assessment of UNJA Medical Faculty students on academic services at UNJA in each service quality dimension through academic scorecards from the largest to the smallest scores, based on the criteria for each service quality dimension, is summarized as follows: (1) assurance, with subdimensions giving confidence in customers get a score of 3.22 (good category); (2) embodiment (tangible) with sub-dimensions of academic equipment and supplies, physical facilities, and human resources obtained a score of 3.1958 (good category); (3) responsiveness with sub-dimensions of readiness to help, and responsiveness to respond to customer needs obtained a score of 3.1833 (good category); (4) reliability with sub-dimension of responsibility, and accuracy obtained a score of 3.1722 (good category); and (5) empathy with individual attention sub-dimensions, and individual protection obtained a score of 3.1381 (good category).

All Faculty Data Analysis

Data analysis of student assessment results from the IKU-EKO UNJA SMART Digital Measuring Platform In IKU 2 Students Gain Off-Campus Experience on academic services at UNJA through the academic scorecard as a whole in 6 Faculties at Jambi University with five dimensions of service quality, which will be explained as follows: Questionnaire data for assessing the level of student satisfaction in academic services in fulfilling IKU 2 at UNJA was obtained from 180 students as respondents spread across 6 faculties at UNJA, each faculty represented by 30 students. From the data obtained, it is known that the maximum value is 150 and the minimum value is 65. Based on the calculations, the average value is also 125.13. The data obtained are made into interval classes to make it easier to tabulate. Determining the number of interval classes by using the formula $K=1+3.3\log n$, so that the equation $K=1+3.3\log 180=8.44$ is rounded up to 8. Next, to determine the class is done by looking for the data range, namely the equation $RD = (\text{score maximum} - \text{minimum score} + 1) = (150 - 65) + 1 = 86$. The length of the class can be found with the equation $= RD / K = 86 / 8 = 10.75$ or rounded up to 11. Data from the assessment results can be arranged in the distribution table shown in Figure 8.

The assessment of the six faculties students through interpreting the academic scorecard at UNJA in each service quality dimension from the largest to the smallest score, based on the criteria for each service quality dimension in Table 4, is summarized as follows: (1) embodiment (tangible) with sub-dimensions of academic equipment and supplies, physical facilities, and human resources obtained a score of 3.1663 (good category); (2) responsiveness with sub-dimensions of readiness to help, and responsiveness to respond to customer needs obtained a score of 3.1306 (good category); (3) assurance, with the sub-dimension giving confidence to the customer to get a score of 3.1267 (good category); (4) reliability with sub-dimension of responsibility, and accuracy obtained a score of 3.1167 (good category); and (5) empathy with individual attention subdimensions, and individual protection obtained a score of 3.0508 (good category).

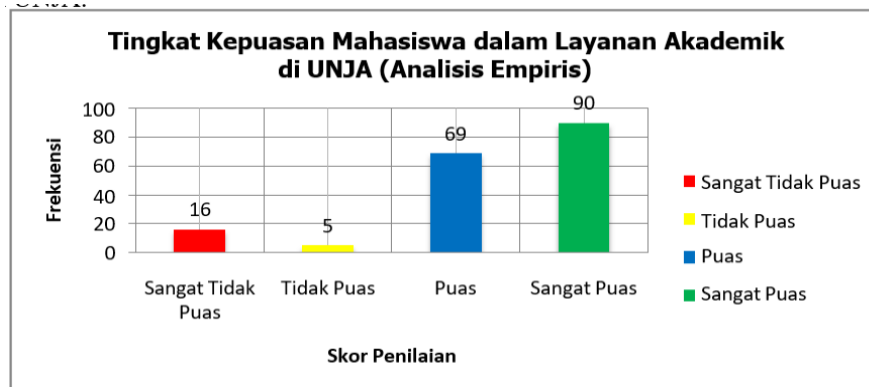


Figure 8. Frequency Distribution of Student Satisfaction Levels in Fulfilling IKU 2 at UNJA

The following is a descriptive recapitulation regarding the achievement of the Main Performance Indicators at the University of Jambi, which can be presented as follows:

KETERANGAN	IKU1	IKU2	IKU3	IKU4	IKU5	IKU6	IKU7	IKU8
NILAI ABSOLUT PENCAPAIAN	516/3653	11964/30775	97/1083	386/1083	1553/1083	10/63	2667/4494	0/62
PERSENTASE PENCAPAIAN	14.13%	38.88%	8.96%	35.64%	143.40%	15.87%	59.35%	0.00%
PERTUMBUHAN DARI TAHUN LALU	10.53%	38.61%	2.35%	2.38%	-49.78%	14.26%	54.80%	0.00%
DELTA TERHADAP GOLD STANDARD	-65.87%	8.88%	-11.04%	-4.36%	128.40%	-34.13%	24.35%	-5.00%
DATA KETERISIAN IKU	2680	18408	97	386	1553	18	2712	0
DATA KESESUAIAN IKU	516	11964	97	386	1553	10	2667	0

Sumber: <https://pindai.kemdikbud.go.id/web/detailiku/2021/48715469-C165-482D-B7BF-87B8A268E5A3>

Figure 9. Jambi University Key Performance Indicator

Based on the measurement results for all Study Programs at Jambi University, measurements, descriptions, experiences of students participating in off-campus learning activities through MBKM are obtained which indicate the readiness of each Study Program in implementing the program based on the readiness of learning tools, curriculum.

For KPI 2, the results obtained from the measurement of the Absolute Value Score attainment were 11964/30775, the percentage of achievement was 38.88%, growth from last year was 38.61%, Delta to Gold Standard was 8.88%, IKU content data was 18408, IKU conformity data was 11964 which informing the progress of the Main Performance Indicators, especially KPI 2 which experienced an increase in activity from the previous progress. These calculations can be used as baseline data for making strategic policies in order to fulfill and improve Key Performance Indicator Items and work programs which will later be proposed in an effort to improve the performance of Key Performance Indicators, especially KPI 2.

Conclusions

Based on the results of research and discussion on the development of the Academic Scorecard for measuring organizational performance based on the level of student satisfaction in fulfilling KPI 2 at Jambi University, the following results were obtained:

From the stages of the results of the activities carried out, it can be concluded that the orientation of a reliable, comprehensive, coherent, measurable and balanced performance measurement system at UNJA uses the Academic Scorecard model. In each perspective the Academic Scorecard implements that it is necessary to

set more specific quality objectives which are the elaboration of UNJA's mission which then serve as material for designing a performance measurement framework with the Academic Scorecard at UNJA to fulfill IKU 2.

From the design results stage of the performance measurement framework with the Academic Scorecard at UNJA it was concluded that the preparation of the performance measurement model of the Academic Scorecard must really be adapted to the vision, mission and characteristics of UNJA. The results of this study implement that it is necessary to group the results of the framework design in improving the Main Performance Indicators, especially KPI 2 by aligning strategic goals, strategic programs, performance measures, targets, and divisions that are responsible for the implementation of the strategic programs that have been made.

The results of testing the implementation of performance measurement with the Academic Scorecard at UNJA show that the results of assessments from 180 students spread across 6 faculties at UNJA, each faculty represented by 30 students show that UNJA student assessments, both in each faculty and all faculties, on the fulfillment of IKU 2 at UNJA shows that most students have responded positively to the fulfillment of these elements in UNJA. This proves that UNJA's performance in a thorough evaluation of Main Performance Indicator 2 has been going well and effectively.

Based on the results and conclusions it can be given suggestions for other researchers who are interested in conducting similar research, should conduct a deeper needs analysis before developing a performance measurement model based on the Academic Scorecard model in order to obtain performance indicators that truly reflect the vision and mission of the organization. Besides that, In facilitating to performance measurement and also to monitor institutional performance every year by technology. Disseminating the application of the strategic management system to all levels of the UNJA organization in order to form strategic awareness among employees, so that every employee knows what must be done to implement the strategy, this also encourages every individual involved in it contribute more actively. Increase testing of the implementation of performance measurement with the Academic Scorecard model at UNJA by looking at it from four Academic Scorecard perspectives namely: a customer perspective, a financial perspective, an internal business process perspective, and a growth & learning perspective.

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