

# PROSIDING

## SEMINAR HASIL-HASIL PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT 2015

Bidang :

Sosial Politik, Ekonomi, Kesehatan, Pendidikan,  
Kajian Budaya, dan Pengabdian Kepada Masyarakat



Fakultas Ekonomi  
Universitas Muhammadiyah Ponorogo

# **PROSIDING**

**SEMINAR HASIL-HASIL PENELITIAN  
DAN PENGABDIAN KEPADA MASYARAKAT**

**Bidang :**

**Sosial Politik, Ekonomi, Kesehatan,  
Pendidikan, Kajian Budaya, dan Pengabdian  
kepada Masyarakat**

**Fakultas Ekonomi**

**Universitas Muhammadiyah Ponoroo**

**Penerbit : UNMUH Ponorogo Press**

**AN INVESTIGATION ON BALANCED SCORECARD IMPLEMENTATION IN EVALUATING AND DEVELOPING CHARACTER BUILDING PROGRAM: A CASE STUDY IN INTERNATONAL PROGRAM UNIVERSITAS ISLAM INDONESIA**

Oleh:

**BUDI TIARA NOVITASARI**

UNIVERSITAS ISLAM INDONESIA

Email: btiaran@gmail.com

**ABSTRAK**

Character education has received bigger attention in these past years since it is believed not only able to help students acquire more knowledge and skills but also help them to be a better individual. However, character education program is one of those programs that is hard to be evaluated hence it is very costly. In the emergence of new public management, a program should be evaluated based on both financial and non-financial perspectives to earn complete understanding on the success of its implementation. This research is a case study conducted in International Program Universitas Islam Indonesia to analyze how balanced scorecard as an evaluation tool is implemented in evaluating and developing series of character building program. The data of this research is collected through interview, observation as well as document research. This research found that International Program Universitas Islam Indonesia has implemented the four perspectives of balanced scorecard in evaluating and developing the series of character building program. However, further research findings indicated that the implementation of balanced scorecard in this evaluation and development process is hindered by limited key performance indicators used in the performance evaluation process.

*Keywords: balanced scorecard, character building program, evaluation, development*

**BACKGROUND**

Academic proficiency is considered to be not enough to create a good individual for social problems are keep on rising day by day. Character education is believed to be able to solve this problem. Berkowitz and Bier (2004) stated that character education has been demonstrated to be associated with academic motivation and aspirations, academic achievement, prosocial behavior, bonding to school, prosocial and democratic values, conflict resolution skills, moral reasoning maturity, responsibility, respect, self-efficacy, self-control, self-esteem, social skills and trust in and respect for others. The impact of character education is believed to be able to complement academic proficiency and at last be the solution to create a well-qualified

human being. As the demand for integrating character education into formal education is getting higher, education institutions nowadays are improving their character education program. One of those institutions which make character education as a core program is International Program Universitas Islam Indonesia (IP UII). The emerging of new public management concept is adding new challenges for this institution because it is urged to be more aware on their resources management and goal achievement (Hoque, 2003).

Not only dealing with its commitment to realize its vision and mission, this institution is also urged to give its best to the students with the limited resources it has. Character education implemented in IP UII is

consisted of 9 different obligatory programs carried out throughout the students' first semester to their seventh semester. Those programs are organized by character building division and are developed time to time as character education should be organized into series of phases that are revised periodically throughout the life span (Kope, 1964).

The concept implemented in this context is similar to the idea of developmental stage theory. Developing a program into stages based on the learners' development progress is the core idea of developmental stage theory introduced by Jean Piaget. Within the resources limitation and urge to achieve the designated vision and mission, evaluation is crucial for IP UII both to know the result of its educational process as well as a basis to develop its program. An evaluation that is not only focus on the result of the program or on the financial aspect is applied in IP UII now.

Balanced scorecard as a performance measurement method that is able to combine several important aspects to gain complete and valuable information regarding a specific program or project (Mulyadi, 2014; Kaplan, 2009) is implemented in evaluating and developing the character building program of IP UII. The series of character building program's nature is proactive and keep on growing has made balanced scorecard becoming a good choice to assist its evaluation and development process.

This idea is supported by Brown (2012) who explained that the balanced scorecard would be better position in the college or university which operates in a proactive mode since it will be able to help it in linking the strategies and mission with the

measurable outcomes that will drive future endeavors. Thus, this research is aimed to know how balanced scorecard is implemented in evaluating and developing the character building program in International Program, Universitas Islam Indonesia.

### **Character Education and Character Building Program in IP UII**

Character education popularity is keep on rising as people across the world have a strong believe that having a good competency is not enough when it is not complemented by good character. Besides, it is also believed that character education is having positive relationship with academic achievement.

Hartshorne & May (1927) stated that educators and psychologists have been realizing that prediction of school work or in any particular subject depends on other factors such as interest, motivation, persistence, social adjustment, temperament and emotional balance.

Furthermore, Berkowitz & Bier (2004) added that character education has been demonstrated to be associated with academic motivation and aspirations, academic achievement, prosocial behavior, bonding to school, prosocial and democratic values, conflict resolution skills, moral reasoning maturity, responsibility, respect, self-efficacy, self-control, self-esteem, social skills and trust in and respect for others. Considering the importance of character education, IP UII has been implemented integrated character education into its curriculum since 2005 and it is known as character building program. As the time goes by, IP UII is keeping on evaluating and developing its character building program. Nowadays, it has 9

obligatory programs that are also becoming the requirements for the students to graduate from IP UII. These programs are arranged into series of program and conducted throughout the students' study period.

#### **Balanced Scorecard in Educational Sector**

Balanced scorecard was first introduced by Kaplan and Norton in 1992 (Brown, 2012).

Hoque (2003) defined balanced scorecard as a performance measurement system which not only focuses on the financial perspective but also on the non-financial perspectives.

Kaplan (2009) further explained that balanced scorecard is a performance measurement technique that uses four different perspectives to support the attainment of the entity's long term goals. Balanced scorecard covers 5 different perspectives (Karathanos&Karathanos, 2005; Kaplan, 2009; Hoque, 2003 and Figge, et al., 2002).

The first perspective is financial perspective. Financial perspective concerns on the value of the organization for the shareholder. In a setting of non-profit organization or governmental organization the financial perspective can be related to the budget that has been prepared (Nair, 2004).

The second perspective is the consumer's perspective. It refers to measuring the performance of a project or entity by using the consumer's point of view. The third perspective is internal business perspective. It focuses on the organization or entity's ability to manage and control its internal business activities. The next perspective is the learning and growth perspective. It focuses on the

entity's effort to keep on improving and developing. The changes in business environment have caused the addition of sustainability perspective in the balanced scorecard as its fifth perspective (Figge, et al., 2002).

Balanced scorecard has been extensively used in many business entities in measuring their performance. Currently, balanced scorecard is not only a performance measuring techniques but also an interactive system that shows the clear connection between the program and its performance as well as a tool in assisting the entities in designing its business strategies (Kaplan, 2009).

Hoque (2003) added that balanced scorecard is more than just a measuring technique for the reason that it is able to put a handful of strategically critical measures together in a single report in a way that makes cause and effect relations transparent and keeps managers from sub-optimizing by improving one measure at the expense of others.

Nair (2004) explained that balanced scorecard is able to cover many functions and relate many aspects for it is able to identify the purpose of organization, make sure that the strategy taken is in line with its purpose and show a clear causal relationship among all of the perspectives (p.30).

Furthermore, Chai (2009) emphasized that balanced scorecard should cover the aspect of openness, causality and balance if the organization want to earn the benefit (p.22). The causal relationship can be clearly seen once a particular organization has created its strategic map. By looking at the

strategic map relating all of the perspectives of balanced scorecard, a particular organization will be able to see the core problem that probably cannot be seen if the evaluation is conducted only based on the financial measurement. To see how everything works is impossible without breaking down the strategies into specific objectives that is measured by using a clear key performance indicator. Thus, in the implementation of balanced scorecard deciding the key performance indicator is very crucial.

Platt (2002) in Chai (2009) explained that a good key performance indicator must be specific, measurable, achievable, relevance and time based. Having a clear performance indicator will help the organization to know how well its goal achievement process. That is why in determining what should be measured, an organization need to understand its vision and mission and also need to know what they need to measure and why it is important to be measured (Gumbus, 2005). The emergence of new public management has urged the need of a comprehensive performance measurement technique to be implemented.

Mulyadi (2014) explained that balanced scorecard can be implemented effectively in any kind of organization included public sector and non-profit organization (p.141).

Hoque (2003) and Northcott&Taulappa (2012) stated that the implementation of balanced scorecard in public sector is expected to bring improvement in the effectiveness and efficiency of the public sector operational activities. The expectation is quite high since balanced scorecard will be

able to assess the public sectors' performance objectively and at the same time help them to translate their vision and mission into the best strategies that later can be formed into action plans (Mulyadi, 2014).

Niven (2003) and Bocci (2005) asserted that the implementation of balanced scorecard in governmental sector could bring tremendous advantages. When balanced scorecard is implemented in the governmental sector, several adjustments are needed to make sure that it will function well.

Chai (2009) mentioned that balanced scorecard need to be adjusted in terms of financial considerations as not the main focus and citizen as the main focus. Based on this adjustment made by Chai (2009), in governmental sector strategic map financial perspective will not be positioned in the top goal, customer perspective in which in this case is the citizen will be taken into the main attention. Several examples of balanced scorecard implementation in the public sector especially in education institutions can be seen in various researches (Karathanos&Karathanos, 2005; Griggs, Blackburn & Smith, 2012, Brown, 2012; Chen, Yang &Shiau, 2006; Martin, 2011 and Umanshankar& Dutta, 2007). Karathanos&Karathanos (2005), Griggs, Blackburn & Smith (2012), Brown (2012), Ruben (1999) and Nefstead& Gilliard (2006) stated that balanced scorecard might help education institution and other public institution to analyze their performance better. Having a restriction on the resources, balanced scorecard will help education institution to allocate the resources better in a

strategically coherent manner (Chen, Yang &Shiau, 2006).

In addition, balanced scorecard is an excellent strategy based management system that can be used in higher education institution to assist them in clarifying their vision and mission and translating their vision into strategies (Brown, 2012).

In the educational sector, the perspective of balanced scorecard used is similar however, there will be several differences compare to the other sector especially private sector.

### ***Developmental Stage Theory***

Developmental stage theory is invented by Jean Piaget. DeVries (1997) explained that Piaget related the development of child to social factors and social process, in which social process covers cognitive, affective, social and moral development. One of the most important aspects in Piaget's theory is the point where it put the stage of learner's development stage as a crucial consideration. By considering the learner's development stage, educators can design the next step better to foster their learning. This understanding makes educators to keep on researching on the level of their students' understanding and needs in order to be able to design the next step of learning process. This process is later known as the research curriculum (Koppe, 1964).

### **RESEARCH METHOD**

This research is a case study that is conducted in International Program, Universitas Islam Indonesia.

Sarosa (2012) defined case study as a method of qualitative research which uses

empirical evidences to prove that a particular theory can be applied in a specific situation. Character building program, IP UII is chosen as the setting of this research to know how balanced scorecard can be implemented to evaluate and develop the program. In this research, the researcher uses several data collection methods to obtain primary data. Those methods include participatory observation, document research and semi standardized interview.

The researcher is using purposive sampling in this research to gain information from the potential interviewees. Research validity is ensured by conducting replication logic of similar previous researches and interjudge reliability. In addition, data triangulation and methodological triangulation is also being conducted in this research.

### **RESEARCH RESULT**

Based on the data gathered through observation, document research and interview, it is found that IP UII has implemented the four perspectives of balanced scorecard in the process of evaluating and developing its character building program. Among the four perspectives, IP UII put customer perspective as the first perspective. However, it does not mean that the other perspectives are becoming less important compare to customer perspective.

Each of the perspective is evaluated through different ways.

#### **1. Customer Perspective**

Though giving the first place to customer perspective, IP UII management confirmed

that putting students as the priority does not mean that they have to fulfill all of their demands. The management confirmed that its goal is to make its student achieve the graduate attributes in accordance to its vision and mission. Thus, not all of the students demands should be fulfilled especially those that are not in line with the institution vision and mission. In customer perspective, character building division is assessing these following points: student's satisfaction, student's acceptance on the values convened in each program, student's learning process, student's character changes and goal achievement of each program and the series as a whole. In assessing the customer perspective, several methods are utilized to gain information from the students. The methods include questionnaire survey, reflection group and reflective essay as well as focus group discussion. To avoid information that is focusing only on the instant impact of training, the character building division is conducting both an evaluation for each of its program once it is conducted and the whole series in the end of every batch study period.

## 2. Internal Business Perspective

Internal business perspective in this case of research refers to the process of conducting the series of character building program. Based on the research findings, the aspects that are assessed in this perspective are as follows: the quality of speakers, lecturers and trainers, the quality of the facilitators and chaperons as well as efforts needed to improve them,

the quality of the training materials and efforts needed to improve them, the well ness of each program design and facilities and accommodation in running all of the programs. This perspective is evaluated by conducting questionnaire survey distributed to the students as the training participants as well as conducting evaluation meetings during the conduct of a specific program and after it has been completed. In the evaluation meeting, each person that is responsible on a specific job description is required to make a report about their tasks. The other members of the team are also allowed to give suggestions on how it can be improved in the future.

## 3. Financial perspective

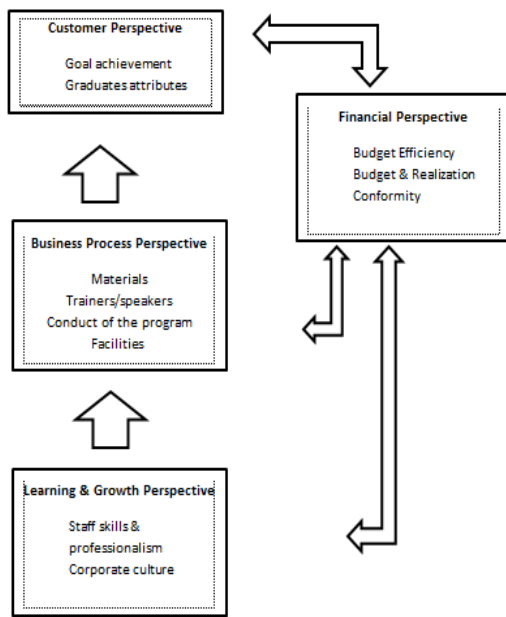
Financial aspect is important for every institution. A bad financial management will restrict that particular institution to carry out its operation. In the case of character building program series evaluation, financial perspective covers the conformity of the realization report and budget as well as budget efficiency. Similar to the evaluation of the customer perspective, financial perspective evaluation is conducted both for each program separately as well as the series of the programs as a whole. Based on the research findings, evaluation on this perspective is mostly handled by the financial staffs and the result is then communicated to both the manager of character building program and director of IP UII.

#### 4. Learning and Growth Perspective

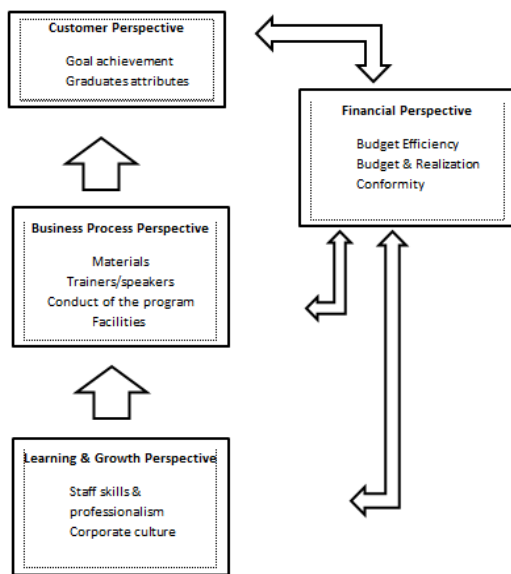
Noir (2004) explained that any organization should not forget about the importance of learning and growth perspective for it is the basis for the other 3 perspectives. Learning and growth perspective will cover improvement programs to supporting human resources needed to make sure that the main business process in this case is ran. It means that it includes finance staff, administrative staff and committee of the program. Based on the research findings, corporate culture is included in this perspective for a good culture will improve the effectiveness of character education implementation. The learning and growth perspective covers the efforts to improve supporting staff's capability to run the series of character building program at its best. Based on the research finding, it is evaluated through regular meeting conducted by the management to analyze the impact of capacity building and training to the staffs. Besides, some staffs are also evaluated through questionnaire distributed to the students. In evaluating the character building program, IP UII management is relating one perspective to the others as well as to the vision and mission of the organization. Once one of the perspectives is not performing well, it will affect the other perspectives and will hinder the process of achieving the vision and mission of the institution. The result of the evaluation is then used as the basis for the development process. The development of character building program in IP UII is focusing on both the

conduct of the program as well as the materials and design on the program based on the learners' learning result from the previous program. Thus, the uses of different perspectives in balanced scorecard support the evaluation and the development process well. However, based on the research result, it is found that even though all of the four perspectives have been evaluated, the key performance indicator used in the evaluation process need to be improved. Some of the key performance indicators are not able to measure the each of the perspectives evaluation point. In addition, when the use of balanced scorecard is drawn into strategic map, there is a different idea between the higher level managements. Though both agreed that customer perspective must be the first perspective and financial perspective will be the last one, two of the most prominent higher level management have a different thought on the second and the third perspective. This first version, put business process perspective as the second and learning growth as the third. However, the second version, showed that the opposite idea. The different perspective on this strategic map can hinder the evaluation and development process of character building program in IP UII. The following is the strategic map based on each of them.

**Figure 1. Strategic Map A**



**Figure 2: Strategic Map B Version**



**CONCLUSION AND RECOMMENDATION**

Based on the researcher’s finding, balanced scorecard is able to assist the evaluation and development of character building program series in International Program, Universitas Islam Indonesia. Based on the findings, four perspectives have been utilized. Though, the researcher found that the key performance indicators are not complete and some are not measurable. Additionally,

the management is still working on the strategic map fixation. However, the researcher found that within these limitations, the character program division has been able to see the connection among the perspectives and used those perspectives evaluation results to better develop its character building program series. Furthermore, the development of character building program is in accordance to the concept of developmental stage theory introduced by Jean Piaget. With this concept, the management is expecting to be able to help the students to learn better and achieve the graduate attributes as what has been stated in the IP UII vision and mission.

This research finding is having a limitation in terms of its generalization due to the nature of case study. Thus, future researches are recommended to explore the use of balanced scorecard in a larger character education setting. Besides future researchers can add the perspective of sustainability into account to see how the complete perspectives of balanced scorecard will work in the educational setting and character education setting.

**REFERENCES**

Agrawal, S. (2008). Competency based balance scorecard model: An integrative perspective. *Indian Journal of Industrial Relations*. 44 (1): 24 – 34

Antariksa, Y. (n.d.). *Balanced scorecard: Cara dantahapan penyusunan balanced scorecard*. Retrieved on 15 January 2015 from <http://manajemenkinerja.com/category/zona-download/>.

Al-Zwyalif, I. M. (2012). The possibility of implementing balance scorecard in Jordanian private

- universities. *International Business Research*. 5 (11)
- Arthur, J. (2005). The reemergence of character education in British education policy. *British Journal of Educational Studies*. 53 (3): 239 – 254
- Bahous, R. & Nabhani, M. (2011). Assessing education program learning outcome. *EducAsseEval Acc*. 2.21 – 39. doi: 10.1007/s11092.010
- Beard, D. F. (2009). *Successful application of the balanced scorecard in higher education*. Missouri: Heldref publication.
- Benniga, J. S., Berkowitz, M. M., Kuehn, P., & Smith, K. (2006). Character and academics: What good schools do. *The Phi Delta Kapan*: 448 – 452
- Berkowitz, M. W. & Bier, M. C. (2004). Research based character education. *Annals of the American Academy of Political and Social Science*: 591.
- Bridging Program Team. (2013). *Laporan pelaksanaan latihan kepemimpinan an Islam menengah angkatan 2012*. Jogjakarta, Indonesia: International Program, Universitas Islam Indonesia.
- Brown, C. (2012). Application of the balance scorecard in higher education: Opportunities and challenges. *Society for College and University Planning*.
- Brown, P. C. (2010). *Leading to high performance: A case study of the role of the balanced scorecard in improving urban secondary school*. Retrieved from Proquest dissertation and theses.
- Case, R. (1993). Theories of learning and theories of development. *Educational Psychologist*. 28 (3): 219 – 233.
- Chai, N. (2009). *Sustainability performance evaluation system in government: A balanced scorecard approach towards sustainable development*. London: Springer.
- Character Building Program. (n.d.). Retrieved on 23 February 2015 from [http://international.uui.ac.id/?page\\_id=1417](http://international.uui.ac.id/?page_id=1417)
- Chen, Yang & Shiau, (2006). The application of balance scorecard in the performance evaluation of higher education. *The TQM Magazine*. 18 (2).
- Davis, M. (2003). What's wrong with character education. *American Journal of Education*. 110 (1): 32 – 57.
- Devries, R. (1997). Piaget's social theory. *American Educational Research Association*. 26(2): 4 – 17.
- Eginton, D. P. (1934). Principles of character education. *Junior – Senior High School Clearing House*. 8 (5): 298 – 305.
- Figge, et al., (2002). The sustainability balance scorecard: Linking sustainability management to business strategy. *Business Strategy and The Environment*. (11): 269 – 284.
- Fischer, H. (1964). The psychology of Piaget and its educational applications. *International Review of Education*. 10(4).
- Francis, E. F. (1962). Fundamentals of character education. *The School Review*. 70(3): 345 – 357.
- Gambini, J. M. (1973). *Conceptual development and affective development in diagnosed emotionally disturbed public school males*. (Doctoral dissertation). Retrieved from Proquest dissertations and theses.
- Gilbert, N. (ED.). (2001). *Researching social life* (2<sup>nd</sup> ed.). Great Britain: The Cormwell Press Ltd.
- Golightly, T. J. (1927). The present interest in character education. *The Phi Delta Kappa*. 9 (5). 140 – 144.
- Gueval, R., Dearden, J. A., Lilien, G. L. (2008). The university rankings game: Modeling the competition among universities ranking. *The American Statistician*. 62 (3). 232 – 237.
- Gumbus, A. (2005). Introducing the balanced scorecard: Creating metrics to measure performance. *Journal of Management Education*. 29 (4). 617 – 630.
- Griggs, Blackburn & Smith. (2012). The educational scorecard: The start of our journey. *Electroninc Journal of Business Research Method*. 10 (2).
- Hartshorne, H. & May, M. A. (1929). Research in character education. *The Phi Delta Kappa*. 9 (5). p. 129 – 131.

- Hoque, Z. (2003). *Strategic management accounting* (2<sup>nd</sup>ed.). Australia: Pearson.
- Horngrren, C.T, Harrison, W. T. & Oliver, M. S. (2012). *Financial & management accounting* (3<sup>rd</sup>ed.). New Jersey: Prentice Hall.
- International Program UII.(2013). *Student guide book*. Yogyakarta: International Program UII.
- International Program UII.(2013). *Report of self leadership training 2013*. Yogyakarta: International Program UII.
- Kagan, J. (1980). Jean Piaget's contribution.*The Phi Delta Kappan*.62(4). 245 – 246.
- Kaplan. R. S. (2009). Conceptual foundations of the balanced scorecard.*Handbook of Management Accounting Research*. 3.
- Karathanos, D &Karathanos, P. (2005).Aplying the balanced scorecard to education.*Journal of Education for Business*.80 (4). 222.
- Kaskey, V. L. (2008). *The balanced scorecard: A comparative study of accounting education and experience on common measure bias and trust in a balanced scorecard*.(Doctoral dissertation).Retrieved from Proquest dissertations and theses.
- Kettunen, J. (2005). Implementation of strategies in continuing education.*The International Journal of Education Management*.19(3).207 – 217.
- Koppe, W. A. (1964). A development theory of character education.*Review of religious research*. 6 (1). 23 – 28.
- Martin, P. C. (2011). *The benefits of utilization of a quality scorecard in higher education*.(Doctoral dissertation).Retrieved from Proquest dissertations and theses.
- Mazandaran, Chen, Zolfani, &Akbarzadeh.(2011). Cause and effect relations of BSC in universities of Iran.*International Journal of Management and Innovation*.3 (2).
- Mulyadi. (2014). *Sistemterpadupengelolaankinerja personal berbasis balanced scorecard* (3<sup>rd</sup>ed.). Yogyakarta: UPP STIM YKPN.
- Nair, M. (2004).*Essentials of balanced scorecard*. New Jersey: John Wiley & Sons, Inc.
- Northcott, D &Taulapapa, T. M. (2012).Using the balanced scorecard to manage performance in public sector organizations: issues and challenges.*International Journal of Public Sector Management*.25 (3). 166 – 191.
- Romanowski M, H. (2003). Through the eyes of students: High school students perspectives on character education. *American Secondary Education*.32 (1). 3 – 20.
- Sarosa, S. (2012).*Penelitiankualitatif: Dasar – dasar*. Jakarta: PT. Indeks.
- Shield, D. L. (2011).Character as the aim of education.*The Phi Delta Kappa International*.92 (8). 48 – 53.
- Sudirman, I. (2012). Implementing balanced scorecard in higher education management.*International Journal of Business and Social Science*.3 (18). 199 – 204.
- Thomas, R. S. (1991). Assessing character education: Paradigms, problems and potentials.*The Clearing House*.65(1). 51 – 55.
- Umanshankar, V & Dutta, K. (2007). Balance scorecard in managing higher education institutions: An Indian Perspective. *International Journal of Educational Management*.21 (1). 54 – 67.
- Wisniewski, M. &Olafson, S. (2004). Developong balanced scorecards in local authorities: A comparison of experience. *International Journal of Productivity and Management*.53(7).
- Yin, R. K. (2011).*Qualitative research from start to finish*.NewYork: The Guildford Press.



*Maju dan Terus dan Berprestasi*

ISBN 978-602-0815-15-2



9 786020 815152



Fakultas Ekonomi  
Universitas Muhammadiyah Ponorogo  
Jl. Budi Utomo 10 Ponorogo 63481 Telp. (0352) 481124 Faks. (0352) 461796  
Website [fe.umpo.ac.id](http://fe.umpo.ac.id)