

# Analysis of Performance Management System of Legal Entity State University (PTN BH) Based on Baldrige Excellence Framework (BEF)

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**Abstract-** The research aims to analyze the performance management system of Legal Entity State Universities (PTN BH) based on the Baldrige Excellence Framework (BEF). This type of research is descriptive qualitative. Data were collected from documentation and questionnaires. The variables examined in this study include: (1) Leadership, (2) Strategy, (3) Customers, (4) Measurement, Analysis and Knowledge Management, (5) Labour, (6) Operations, and (7) Results. The variables were analyzed descriptively using *mean* to determine the condition of the *mean* of each variabel. These questionnaires were given to resource persons based on their expertise level. The resource persons are leaders from working units dealing with the quality of university performance which are Quality Assurance Office, Internal Audit Office, Research and Community Service, Directorate of Academic Development and the Academic Senate at 4 Legal Entity State Universities. These 4 universities are Bogor Agricultural University, Bandung Institute of Technology, GadjahMada University and the University of Indonesia as the pioneers of state owned legal entity university which is now called PTNBH. The results showed that the four universities had high quality performance. It can be seen from the average values obtained from each category, subcategory and dimension that have high average values, most of which are at the level of *always*. This can be one of evidences that Indonesian universities have a potency to compete with other universities in Asia level or even in the world level.

**Index Terms-** quality, performance, legal entity state university, baldrige excellence framework

## I. INTRODUCTION

Law No. 12 of 2012 on higher education states that higher education as part of the national education system has a strategic role in educating the intellectual life of the nation and advancing science and technology by concerning and applying the value of the humanities as well as the cultivation and sustainable empowerment of the Indonesian nation. Higher education is also needed to improve the nation's competitiveness to face globalization in all fields. Efforts to improve the quality of education become the attention of education experts and government to make it happen (Alba 2011).

In the world of education, higher educations are in the competition to maintain and improve the quality of education as well as the facilities and infrastructure that they require quality management system that ensures the effectiveness and efficiency of the work process. Higher educations are also in competition where they should be able to maintain and even improve the quality of education and their infrastructures. As a result, the higher educations have the competitive ability to face of competition among other higher education. (Hana et al. 2013). Concerning the strategic role run by limited liability company (PT), it becomes a major requirement that PT as an organization must keep changing, creating and innovating in the role to which it aspires. (Suharti and Hartanto 2009).

In the Long Term of Education Development Plan years 2005-2025, competitiveness becomes the objective of the plan that regional competitiveness of the years 2015-2020, international competitiveness of the year 2020-2025. In the Medium Term of Development Plan years 2009-2014 in Higher Education Program, competitiveness becomes one of its objectives. Based on Key Performance Indicators of the Directorate General of Higher Education regarding the number of universities entered the world's top 500, when compared with the targets set in 2014, the level of achievement KPI has not yet reached it. Of the 11 universities which were targeted to enter the world's top 500, only two universities achieved it in 2014.

The ranking is done to improve the quality and competitiveness to align Indonesia universities with other universities in the world. At some ranking in both Asian and world level, based on the QS Asian University Ranking (QS AUR), there is no Indonesian universities ranked the top 50. Similarly, based on the Times Higher Education Asia University Ranking (THE AUR) none of Indonesian universities ranked the top 50 or 100. At the world level, based on the Times Higher Education World University Ranking (THE WUR), none of the Indonesian universities were in the top 500. Based on the Academic Ranking of World University (ARWU), Indonesian universities have not gained ranking. Based on the QS World University Ranking (QS WUR), several Indonesian universities got the top 500, but have been declining in the past few years as shown in table 1:

Table 1. Ranking of the Top 5 Indonesian universities according to QS World University Ranking (QS WUR)

PT	2011	2012	2013	2014
University of Indonesia	217	273	309	310
Bandung Institute of Technology	451-500	451-500	461-470	461-470
Gajah Mada University	342	401-450	501-550	551-600
Airlangga University	551-600	601+	701+	701+
Bogor Agricultural University	601+	601+	701+	701+

Source: Data Base of Higher Education (2015)

The data above shows any indications of problems with competitiveness. Beside the result of international ranking, at the national level, most of higher educations that have been accredited received ratings C. Based on data from the National Accreditation Board by June 2015, there were only 25

universities that had been accredited of 358 higher education institutions, both state and private under all ministries and institutions. Data on higher education accreditation results can be seen in Figure 1.

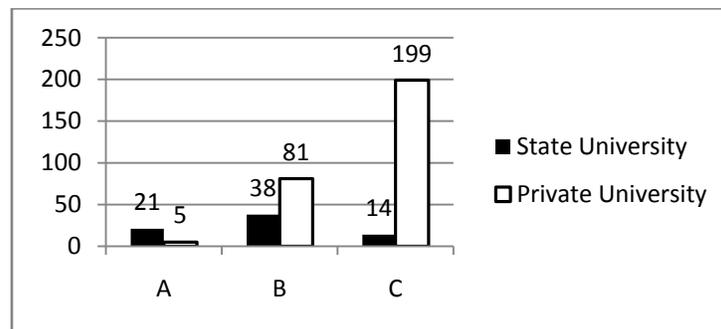


Figure 1. Higher Education Accreditation Results Per June 2015  
Source: BAN-PT (data processed, 2015)

It is thus important for higher educations to do improvement to develop the quality of its performance that makes its competitiveness increases. Improvements can be done when the organization has conducted performance measurements in order that the things that need improvement are known (Ismoyojati et al. 2014). Malcolm Baldrige Criteria for performance excellence (MBCfPE) is a management guide and a comprehensive performance measurement to improve the performance of organization to achieve the expected excellence. For that reason, it is necessary to develop the performance of the education caretakers thoroughly so that enhancement of excellence and competitiveness can be achieved (Zakhiroh 2014). According to the Indonesian Quality Award Foundation (IQAF), MBCfPE is a performance measurement guide tool to determine how excellence the organizational performance that can be used for both profit and non-profit organizations. MBCfPE can assist higher educations in improving their performance to achieve the level of excellence based on MBCfPE (Lisnawati et al. 2014). A collection of quality criteria named Baldrige Criteria can be used in the assessment of business, education and health services organizations (Cahyono, 2010).

Based on this background, the authors analyzed the system of performance management of Legal Entity State University (PTN BH) based on Baldrige Excellence Framework (BEF). The research is expected to give contribution and become evaluation for higher educations in improving and maintaining their quality. This research is also expected to be a reference and knowledge in

expanding insight, as input, and information for further research.

## II. RESEARCH ELABORATION

This research uses descriptive qualitative method. Analysis of data processing using descriptive analysis. Data used in this research were primary and secondary data. Primary data were obtained from questionnaires. Secondary data were obtained from literature relevant to the research.

Data in this research were collected from 4 PTN BH; Bogor Agricultural Institute (IPB), Bandung Institute of Technology (ITB), Gadjah Mada University (UGM), and the University of Indonesia (UI). The four PTN BH are the pioneers of PT BHMN. Of these four higher educations, 5 samples of working units from each were taken. The working units were related to the quality of college performance. Based on purposive sampling, it was shown 5 working units with the quality of higher education performance; which are Quality Assurance Office, Internal Audit Office, Research and Community Service, the Directorate of Academic Development and the Academic Senate. Questionnaires were given to a number of people categorized as experts which are the leaders of those 5 working units. Each working unit was given one questionnaire.

Content of the questionnaire consisted of seven categories which include: (1) Leadership, (2) Strategy, (3) Customers, (4) Measurement, Analysis and Knowledge Management, (5) Labour, (6) Operations and (7) Results. Each category has

subcategories with a total of 17 subcategories. Each subcategory has a dimension with a total of 47 dimensions. Questionnaires given to the resource persons consisted of 352 statements with assessment using a Likert scale. They consisted of five levels with grades one to five; 1 = never, 2 = seldom, 3 = neutral, 4 = often, 5 = always. The seven categories were analyzed descriptively using *mean* to determine the condition of the *mean* of each category. To determine the groups in this study, the length of the class interval must be determined initially according to Sudjana (2005) with the formula as follows:

$$\text{The length of the class interval} = \frac{\text{largest data} - \text{smallest data}}{5 - 1} = 0,8$$

The number of class                    5

As a result, it can be grouped as the following: never = score 1 – 1,8; seldom = score 1,81 – 2,6; neutral = score 2,61 – 3,4; often = score 3,41 – 4,2; always = score 4,21 – 5. The grouping showed things which are: never be done, seldom be done, neutral, often be done, and always be done.

### III. FINDINGS AND CONCLUSIONS

Based on the results of research conducted in IPB, ITB, UGM and UI, data had been processed and *mean* had been obtained from each university. Here are the results of data processing of each category:

#### 1. Leadership

Category of leadership shows how the leaders of university guide and makes the sustainability of the organization. Besides it shows the governance system, and how the organization meets the legal responsibility, governance ethics and social

responsibility. Based on the results of research conducted in IPB, the category of leadership was in the second highest relative position of the seven categories. In ITB, the category of leadership was in the highest relative position. In UGM, the category of leadership was in the second lowest relative position. In the UI, the category of leadership was in the second highest relative position.

Category of leadership consists of two subcategories, which are the subcategory of college leadership and the subcategory of governance and social responsibility. In IPB, subcategory of university leadership was in the highest relative position compared to the subcategory of governance and social responsibility. In ITB, the highest relative position was subcategory of university leadership. In UGM, subcategory of governance and social responsibility was in the highest relative position. In UI, subcategory of university leadership and subcategory of social responsibility were in the same position.

Subcategory of university leadership and subcategory of governance and social responsibility consist of 9 dimensions. In IPB, dimension of vision was in the highest relative position. In ITB, dimension of vision was in the highest relative position. In UGM, dimension of law was in the highest relative position. In UI, dimension of the value and organizational communication were in the highest relative position. Based on the average value obtained by IPB, ITB, UGM and UI, the category of leadership, the subcategory and the dimension were at level of *always*. Although they were at the same level of *always*, UI had the average value of the highest category, while ITB and IPB had the lowest. The average value of the leadership category can be seen in Table 2.

**Table 2. The average value of leadership category**

Category / Subcategory / Dimension	IPB	ITB	UGM	UI
<b>Leadership</b>	<b>4,54</b>	<b>4,54</b>	<b>4,82</b>	<b>4,86</b>
<b>University Leadership</b>	<b>4,63</b>	<b>4,57</b>	<b>4,8</b>	<b>4,86</b>
Vision	4,8	4,83	4,8	5
Values	4,66	4,41	4,8	4,91
Mission	4,6	4,64	4,88	4,89
Organisational communication	4,6	4,5	4,8	4,91
Organisational performance	4,5	4,5	4,76	4,62
<b>Governance and Social Responsibility</b>	<b>4,46</b>	<b>4,52</b>	<b>4,85</b>	<b>4,86</b>
Organisational governance	4,41	4,45	4,86	4,87
Law	4,6	4,37	4,95	4,87
Ethical behavior	4,46	4,58	4,8	4,83
Social responsibility	4,4	4,68	4,8	4,87

#### 2. Strategy

Category of strategy shows how universities develop strategic objectives and work plans, implement, change when necessary, and measure the progress. Based on the results of research conducted in IPB, category of strategy was in the highest relative positions of the seven categories. In ITB, category of strategy was in the fourth highest relative position. In UGM, category of strategy was in the lowest relative position. In UI, category of strategy was in the highest relative position.

Category of strategy consists of two subcategories, which are the subcategory of strategy development and the subcategory of strategy implementation. In IPB, the subcategory of strategy implementation was in the highest relative position compared to the subcategory of strategy development. In ITB, the highest relative position was subcategory of strategy development. In UGM, subcategory of strategy development and subcategory of strategy implementation were in the same relative position. In

UI, subcategory of strategy development was in the highest relative position.

The subcategory of strategy development and subcategory of strategy implementation consist of 4 dimensions. In IPB, the dimension of strategy development process was in the highest relative position. In ITB, the dimension of work plan transformation was in the highest relative position. In UGM, the dimension of strategy development process and work plan development were in the highest relative position. In UI, the dimension of strategic objectives was in the highest relative position.

Based on the average value obtained by IPB, ITB, UGM and UI, the category, the subcategory and the dimension of leadership were at the level *always* except in subcategory of strategy implementation and in the dimension of work plan transformation. ITB was at the level of *often*. Although the average value of the strategy category was at a level of *always*, UI had the highest value while ITB had the lowest. The average value of strategy category can be seen in Table 3.

**Table 3. The average value of strategy category**

Category / Sub Category / Dimension	IPB	ITB	UGM	UI
<b>Strategy</b>	<b>4,55</b>	<b>4,36</b>	<b>4,80</b>	<b>4,91</b>
<b>Strategy development</b>	<b>4,54</b>	<b>4,35</b>	<b>4,8</b>	<b>4,92</b>
<b>Strategy development process</b>	4,58	4,39	4,81	4,91
Strategy objective	4,51	4,31	4,8	4,93
<b>Strategy implementation</b>	<b>4,58</b>	<b>4,14</b>	<b>4,8</b>	<b>4,82</b>
Work plan development	4,56	4,38	4,81	4,9
Work plan transformation	4,6	3,91	4,8	4,75

**3. Customer**

Category of customer shows how universities trigger the commitment of students and other customers for the success of the long term market share, as well as how to hear voice of the customers, build relationships with students and other customers, and make use of information from students and other customers to improve and identify the opportunities for innovation. Based on the results of research conducted in IPB, category of customer was in the fourth highest relative position of the seven categories. In ITB, category of customer was in the highest relative position. In UGM, category of customer was in the second lowest relative position. In UI, category of customer was in the second highest relative position.

Category of customer consists of two subcategories; which are the subcategory of voice of the customer and the subcategory of commitment of customer. In IPB, the subcategory of voice of the customer was in the highest relative position compared to the subcategory of commitment of customer. In ITB, the highest relative position was the subcategory of voice of the customer. In UGM, the subcategory of voice of customer was in the highest

relative position. In UI, the subcategory of voice of the customer was in the highest relative position.

The subcategory of voice of the customer and the subcategory of commitment of customer consist of 5 dimensions. In IPB, the dimension of education programs and services offered was in the highest relative position. In ITB, the dimension of listening to the voice of students and other customers was in the highest relative position. In UGM, dimension of listening to students and other customers was in the highest relative position. In UI, the dimension of education programs and services offered was in the highest relative position.

Based on the average value obtained by IPB, ITB, UGM and UI, the category, subcategory, and dimension of customer were at the level of *always* except in the dimension of relation of students and other customers in IPB and ITB was at the level of *often*. Although the average value of category of customer was at the level of *always*, UGM had the highest value and ITB had the lowest. The average value of the category of strategy can be seen in Table 4.

**Table 4. The average value of category of customer**

Category / Subcategory / Dimension	IPB	ITB	UGM	UI
<b>Customer</b>	<b>4,40</b>	<b>4,32</b>	<b>4,82</b>	<b>4,78</b>
<b>Voice of the Customer</b>	<b>4,48</b>	<b>4,4</b>	<b>4,92</b>	<b>4,82</b>
Listening to students and other customers	4,54	4,56	4,98	4,77
Determine the satisfaction and commitment of students and other customers	4,42	4,25	4,87	4,87
<b>Commitment of Customer</b>	<b>4,33</b>	<b>4,24</b>	<b>4,72</b>	<b>4,75</b>
Education programs and services offered	4,57	4,53	4,92	4,96
The Support Service of Students and Other Customers	4,35	4,31	4,9	4,87
Relation with students and other customers	4,09	3,90	4,34	4,43

**4. Measurement, Analysis and Knowledge Management**

Category of measurement, analysis and knowledge management shows how universities select, collect, analyze,

manage, repair the data, the information and the knowledge assets. It also shows how the universities learn how to manage information technology, test the organizations using research findings to improve their performance. Based on the results of research conducted in IPB, the category of measurement, analysis and knowledge management was in the third highest relative positions of the seven categories. In ITB, the category of measurement, analysis and knowledge management was in the second highest relative position. In UGM, the category of measurement, analysis and knowledge management was in the highest relative position. In UI, the categories of measurement, analysis and knowledge management was in the third lowest relative positions.

The category of measurement, analysis and knowledge management consists of two sub-categories; which are the subcategory of measurement analysis and improvement of organizational performance, and the subcategory of management of knowledge, information, and technology. In IPB, subcategory of measurement analysis and improvement of organizational performance was in the highest relative position compared to the subcategory of management of knowledge, information, and technology. In ITB, the highest relative position was a subcategory of knowledge management, information, and technology. In UGM, subcategory of measurement analysis and

improvement of organizational performance and subcategory of management of knowledge, information, and technology were in the same relative position. In UI, subcategory of management of knowledge, information, and technology was in the highest relative position.

The subcategory of measurement, analysis and improvement of organizational performance and the subcategory of management of knowledge, information, and technology consist of 5 dimensions. In IPB, the dimension of analysis of the performance was in the highest relative position. In ITB, the dimension of data, information and technology was in the highest relative position. In UGM, the dimension of analysis of the performance was in the highest relative position. In UI, the dimension of analysis of the performance was in the highest relative position.

Based on the average value obtained IPB, ITB, UGM and UI, the category, the subcategory, and the dimension of measurement, analysis and knowledge management, were at level of *always*. Although the average value of the category of measurement, analysis and knowledge management were at a level of *always*, UGM had the highest value while ITB had the lowest. The average value of the category of measurement, analysis and knowledge management can be seen in Table 5.

**Table 5. The average value of the category of measurement, analysis and knowledge management**

Category / Subcategory / Dimension	IPB	ITB	UGM	UI
<b>Measurement, Analysis and Knowledge Management</b>	<b>4,47</b>	<b>4,42</b>	<b>4,96</b>	<b>4,73</b>
<b>Measurement, analysis and improvement of the organizational performance</b>	<b>4,52</b>	<b>4,37</b>	<b>4,96</b>	<b>4,71</b>
Measurement of performance	4,5	4,47	4,92	4,7
Analysis of performance	4,61	4,43	5	4,81
Improvement in performance	4,46	4,22	4,97	4,63
<b>Management of knowledge, information, and technology</b>	<b>4,42</b>	<b>4,47</b>	<b>4,96</b>	<b>4,75</b>
Organizational knowledge	4,33	4,33	4,96	4,75
Data, Information, and Technology	4,51	4,61	4,96	4,75

### 5. Labor

Category of labor shows how universities access the needs of labor capability and capacity, create a working environment which is conducive to high performance, how the organization triggers commitments, manages and develops the labors to make use of their maximum potencies in accordance to the needs of the organization as a whole. Based on the results of research conducted in IPB, the category of labor was in the lowest relative position of five categories. In ITB, the category of labor was in the third lowest relative position. In UGM, the category of labor was in the second highest relative position. In UI, the category of labor was in the highest relative position of the third.

The category of labor consists of two sub-categories; which are the subcategory of labor environment and the subcategory of labor commitment. In IPB, subcategory of labor environment was in the highest relative position compared to the subcategory of labor commitment. In ITB, the highest relative position was subcategory of labor environment. In UGM, subcategory of labor commitment was in the highest relative position. In UI,

subcategory of labor commitment was in the highest relative position.

The subcategory of labor environment and the subcategory of labor commitment consist of 6 dimensions. In IPB, the dimension of commitment development was in the highest relative position. In ITB, the dimension of labor capability was in the highest relative position. In UGM, the dimension of labor environment was in the highest relative position. In UI, the dimension of labor development was in the highest relative position.

Based on the average value obtained IPB, ITB, UGM and UI, the category, the subcategory, and the dimension of labor were at the level of *always* except the dimension of labor atmosphere, performance management systems and labor development in IPB and the dimension of labor capacity in ITB were at the level of *often*. Although the average value of the category of labor was at a level of *always*, UGM had the highest value while IPB had the lowest. The average value of the category of labor can be seen in Table 6.

**Table 6. The average value of category of labor**

Category / Subcategory / Dimension	IPB	ITB	UGM	UI
<b>Labor</b>	<b>4,31</b>	<b>4,34</b>	<b>4,89</b>	<b>4,82</b>
<b>Labor environment</b>	<b>4,32</b>	<b>4,35</b>	<b>4,85</b>	<b>4,8</b>
laborcapability	4,46	4,47	4,95	4,8
Labor capacity	4,32	4,17	4,62	4,77
Labor atmosphere	4,2	4,41	5	4,83
<b>LaborCommitment</b>	<b>4,3</b>	<b>4,34</b>	<b>4,93</b>	<b>4,85</b>
Development of labor commitment	4,5	4,29	4,93	4,83
The performance management system	4,2	4,38	4,93	4,8
Labor development	4,2	4,36	4,94	4,94

## 6. Operation

Category of operation shows how universities design, manage, improve, innovate programs and educational services as well as their work processes. In addition to that, how to improve the operational effectiveness to deliver value to their students and other customers and to achieve the organizational success. Based on the results of research conducted in IPB, category of operation was in the second lowest relative position of the seven categories. In ITB, category of operation was in the third highest relative position. In UGM, category of operation was in the second lowest relative position. In UI, category of operation was in the third highest relative position.

The category of operation consists of two subcategories, which are the subcategory of work processes and the subcategory of operational effectiveness. In IPB, the subcategory of work process was in the highest relative position compared to the subcategory of operational effectiveness. In ITB, the highest relative position was the subcategory of work process. In UGM, the subcategory of work process was in the highest relative position. In UI, the subcategory of operational effectiveness was in the highest relative position.

The subcategory of work processes and the subcategory of operational effectiveness consist of 6 dimensions. In IPB, the dimension of program design, service and process was in the highest relative position. In ITB, the dimension of program design, service and process was in the highest relative position. In UGM, the dimension of program design, service and process was in the highest relative position equal to the dimension of innovation management. In UI, the dimension of the effectiveness and efficiency of the process was in the highest relative position.

Based on the average value obtained IPB, ITB, UGM and UI, the category, the subcategory, and the dimension of operation were at the level of *always* except the dimension of the management of supply chain and emergency in IPB and the dimension of the management of supply chain in ITB were at the level of *often*. Although the average value of category of operation was at a level of *always*, UGM had the highest value and IPB had the lowest. The average value of the category of operation can be seen in Table 7.

**Table 7. The average value of category of operation**

Category / Subcategory / Dimension	IPB	ITB	UGM	UI
<b>Operation</b>	<b>4,36</b>	<b>4,39</b>	<b>4,88</b>	<b>4,71</b>
<b>Work process</b>	<b>4,6</b>	<b>4,48</b>	<b>4,94</b>	<b>4,67</b>
Program design, services and processes	4,77	4,58	4,95	4,8
Management of process	4,68	4,5	4,93	4,72
Management of innovation	4,35	4,37	4,95	4,5
<b>Operational effectiveness</b>	<b>4,13</b>	<b>4,31</b>	<b>4,82</b>	<b>4,76</b>
The effectiveness and efficiency of the process	4,23	4,33	4,8	4,83
Management of supply chain	4,06	4,12	4,83	4,75
Preparation of safety and emergency	4,12	4,5	4,83	4,7

## 7. Result

Category of results shows the performance and improvement of universities in all important areas which are the student learning outcomes and processes; the results of customer focus; the results of labor; the results of leadership and governance; and the results of budgeting, finance and market. Based on the results of research conducted in IPB, category of results was in the lowest relative position of the seven categories the same as the category of labor. In ITB, the category of results was in the second lowest relative position. In

UGM, category of results was in the third lowest relative position. In UI, the category of results was in the lowest relative position.

The category of results consist of five subcategories; which are the subcategory of student learning outcomes and processes, subcategory of customer focus, subcategory of labor focus, subcategory of leadership and governance, and subcategory of budgeting, finance and market. In IPB, the subcategory of the result of leadership and governance was in the highest relative position compared to the other subcategories. In ITB, the subcategory of customer focus was in the highest relative

position. In UGM, the subcategory of the result of budgeting, finance and market was in the highest relative position. In UI, the subcategory of student learning outcomes and processes was in the highest relative position.

The subcategory of student learning outcomes and processes, the subcategory of customer focus, the subcategory of labor focus, the subcategory of leadership and governance, and the subcategory of budgeting, financial and market consist of 13 dimensions. In IPB, the dimension of the result of student learning outcomes was in the highest relative position. In ITB, the dimension of the result of strategic implementation was in the highest relative position. In UGM, the dimension of the result of budgeting and financial was in the highest relative position. In

UI, the dimension of the result of governance was in the highest relative position.

Based on the average value obtained IPB, ITB, UGM and UI, the category, the subcategory, and the dimension of results were at the level of *always* except in the category of the results in UI, the dimension of the result of the work process, the result of the preparation of emergency, the result of budgeting and market in IPB; the dimension of the result of the preparation of emergency, the result of labor, the result of leadership, and the result of finance in ITB; the dimension of the result of customer focus service, the result of customer, the result of labor, the result of leadership, the result of budgeting, the result of finance, and the result of market in UI. The average value of the category of operation can be seen in Table 8.

**Table 8. The average value of the category of results**

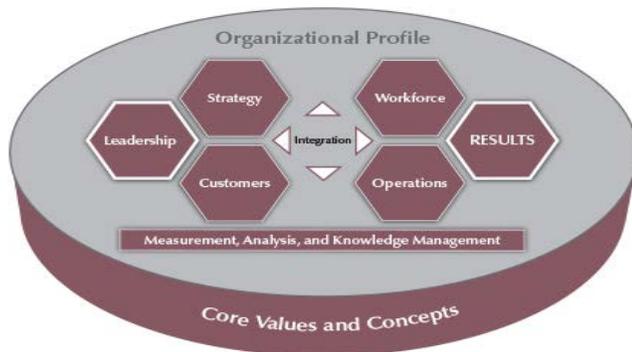
Category / Subcategory / Dimension	IPB	ITB	UGM	UI
<b>Result</b>	<b>4,31</b>	<b>4,33</b>	<b>4,84</b>	<b>4,08</b>
<b>Student learning outcomes and processes</b>				
	<b>4,28</b>	<b>4,36</b>	<b>4,82</b>	<b>4,33</b>
The result of student learning	4,6	4,5	4,9	4,37
The result of customer focus services	4,4	4,5	4,85	4
The result of the work process	4,2	4,45	4,8	4,5
The result of emergency preparation	3,92	4	4,76	4,45
<b>The result of customer focus</b>	<b>4,37</b>	<b>4,5</b>	<b>4,88</b>	<b>4,07</b>
The result of students and other customers focus	4,37	4,5	4,88	4,07
<b>The result of Labor Focus</b>	<b>4,26</b>	<b>4,2</b>	<b>4,73</b>	<b>3,93</b>
The result of Labor	4,26	4,2	4,73	3,93
<b>The result of leadership and governance</b>	<b>4,43</b>	<b>4,41</b>	<b>4,86</b>	<b>4,3</b>
The result of leadership	4,34	4,07	4,91	4
The result of governance	4,56	4,35	4,84	4,6
The result of social responsibility	4,4	4,54	4,86	4,2
The result of the strategic implementation	4,44	4,7	4,84	4,4
<b>The result of budgeting, financial and market</b>	<b>4,22</b>	<b>4,21</b>	<b>4,95</b>	<b>3,8</b>
The result of budgeting	4,13	4,41	5	3,91
The result of finance	4,2	4,08	5	3,75
The result of market	4,33	4,16	4,86	3,75

**Systemic perspective of Baldrige Excellence Framework**

Baldrige framework provides a systems perspective for the management of the organization and the key processes towards excellence of performance. The seven categories are the mechanism to build and integrate the criteria in developing excellent organizational system. The systemic perspective means looking at and managing the organization comprehensively by integrating their components toward excellence of performance (Gaspersz and Fontana, 2011).

The systemic perspective in excellent performance criteria based on the Baldrige framework states that the performance system consists of 6 categories located in the center of the image defining the processes and the results obtained. Excellent performance requires powerful leadership and is demonstrated with impressive results. All elements of the system are interrelated. There is a close relationship between categories of 1,2,3 (triad of leadership) and categories of 5,6,7 (triad result). The categories of 1, 2, 3 are placed together to give emphasis to the importance of leadership focus on strategy and customers.

University leaders set the objective and seek the future opportunities for the organization. The category of 4 as the foundation of the system is very essential in producing an effective management for the system of performance improvement and competitiveness based on facts and knowledge. The categories of 5, 6, 7 indicate that the labor and operational are key in completing the organizational work that produce excellent performance results. The systemic perspective of Baldrige framework can be seen in Figure 2.



**Figure 2. Systemic perspective of Baldrige Excellence Framework**

Based on the systemic perspective, the result of the research showed that those categories in each university are interrelated. Each category has an average value above 4 all the same. There is no fundamental gap in value. However, the average value of each category is not the same, so it could be an evaluation in order to improve the low values among others.

#### IV. CONCLUSION

The performance management system of Legal Entity State Universities (PTN BH) based on the Baldrige Excellence Framework (BEF) in this study showed that the four universities; IPB, ITB, UGM and UI had a high quality performance. It can be seen from the average value obtained in each category, subcategory, and dimension that have high average values, most of which are at the level of *always*. This can be one of evidences that Indonesian universities have a potency to compete with other universities in Asia level or even in the world level. Based on the systemic perspective of Baldrige framework in each university that is in leadership triad, system foundations and triad showed the average values above 4, none of category that has gap in value.

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