

Analysis of Organizational Performance of Student

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Analysis of Organizational Performance of Student Activity Units

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Abstract—This research was conducted to determine the performance of the STIM Nitro student activity unit in the city of Makassar. By using the Balanced Scorecard approach and Likert scale, SPSS assistance can be seen whether or not the organization is run effectively by students. The results show that the Student Activity Unit has been effective in carrying out organizational activities in all four perspectives (Customer, Finance, Internal Business Processes, and Learning Growth).

Keywords—balance scorecard, student activity unit, organizational performance

I. INTRODUCTION

As a plan to complete the study, students are required to complete curricular 144 credits up to 160 credits and extracurricular in the form of the learning process about the organization in practice. But not all students want to take extra-curricular activities as a means of direct practice applications on organizational management. Moreover, the fact shows STIM Nitro students who are active in student organization activities range from 30%. The number of STIM Nitro students participating in student organizations is still very low. The reluctance of students to organize on campus, among others is because of the many daily lectures, organizational activities that are less attractive to them, or because they do not want to be burdened with campus organization activities [1]. On the other hand the government through Ministry of Research, Technology, and Higher Education (MRTHE) [2] has provided many motivations for assistance in the form of extracurricular activities including Student Creativity Week (PKM), Entrepreneurial Student Program (PMW), Funding for Empowerment of Student Activity Units (UKM), Intermediate Student Skills Training (LKMM) Ministry of Research and Technology.

By participating in student organizations, students can be more independent; many research has been conducted such as Suwandar & Herlinah [3] stated that the causes of STIMIK Handayani students moved UKM were information deficiencies, and STIM Nitro students were caused due to role incompatibility. The results of the research of students at two universities can be concluded that the organizational dynamics related to the occurrence of UKM is a student: (1) weak interpersonal self-esteem of students, so that students cannot be independent, and (2) Weak application of organizational rules so that the organization does not run on right. So the advice given is to strengthen the foundation of the organization and institutional strengthening of UKM. Intensively carry out workshops and seminars on building

character for the person. Especially for Nitro students the role mismatch, in theory, means that students are less independent. So it is important for Nitro students to be active in participating in student organizations.

Based on the background of the problem, the formulation of the problem is whether the Student Activity Unit has been effective in carrying out organizational activities in all four perspectives (Customer, Finance, Internal Business Process, and Learning Growth) on the STIM Nitro?

While the purpose of the research is to find out and analyze the effectiveness of UKM in carrying out organizational activities in all four perspectives (Customer, Finance, Internal Business Processes, and Learning Growth) in STIM Nitro.

II. METHODS

The method of this research using quantitative approach by using Balance Scorecard analysis. The number of population is all students unit at STIM Nitro, and the sample is also the population. Descriptive analysis and Balance Scorecard is a need in this research.

III. RESULTS AND DISCUSSION

Student organizations within the STIM Nitro environment include the Student Representative Body (BPM) formed to run the wheel of student organizations, namely to inaugurate the Student Executive Board (BEM) and conduct supervision and control. The Student Executive Body (BEM) carries out daily tasks related to the internal and external administration of student organizations. Furthermore, STIM Nitro students are allowed to choose student organizations according to their respective interests and talents, including Camel Nitro Bulletin (CBN) is a student organization with news activities (press) and bulletins, the Association of Muslim Nitro Large Families (IKBMN) conducts study on values the value of Islam, studying Islam and conducting Islamic religious activities, Nitro Art Club (NAC) develops students' interests and talents related to art including bands, dance, painting, drama, Christian Student Association Nitro (PMKN) student organizations active spiritual guidance for Christian students and studies of Christianity which aim to instill Christian values. Nitro Science Technology Club (NSCT) has activities to accommodate STIM Nitro students who like technology development such as a computer, finance, and

banking. Nitro Sports Club (NSC) means to develop a hobby of sports for students.

The existence of student organizations in universities as a means of organizational learning for students in practice becomes important so that later students after graduating are used to working in the community. According to Kerzner & Kerzner [4], performance appraisal is a periodic determination of the operational effectiveness of an organization and its personage based on the targets, standards, and criteria previously set. So that performance appraisal becomes very important for organizational managers because it concerns who is being served, how is the form of service and how does the management run the organization and organizational efficiency, all of this is reflected in the balanced scorecard

The benefits of performance appraisal: (1) Manage the organization's operations effectively and efficiently through maximum personnel motivation. (2) assisting in decision

making relating to personal awards such as promotion, transfer, and dismissal. (3) Identify training and personal development needs and to provide selection criteria and evaluation of personnel training programs. (4) Provide a basis for distributing awards [5]. According to Lubis et al. [6], the use of balanced scorecard for service organizations starts from a growth and learning perspective.

The study population was student organizations at STIM Nitro including Camel Nitro Bulletin (CBN), Association of Muslim Nitro Large Families (IKBMN), Nitro Art Club (NAC), Christian Nitro Student Association (PMKN), Nitro Science Technology Club (NSCT), Nitro Sports Club (NSC). The sample used is the whole student organization in the STIM Nitro environment (Saturated sample).

The results of the data processing are derived from the scorecard balance questionnaire (the four perspectives are as follows.

TABLE I. CORRELATION OF CUSTOMER PERSPECTIVES

		Correlations							Customer Perspective
		P1	P2	P3	P4	P5	P6	P7	
P1	Pearson Correlation	1	0.264*	0.212	0.128	0.280*	0.368**	0.453**	0.588**
	Sig. (2-tailed)		0.033	0.090	0.308	0.024	0.003	0.000	0.000
	N	65	65	65	65	65	65	65	65
P2	Pearson Correlation	0.264*	1	0.218	0.577**	0.393**	0.484**	0.419**	0.694**
	Sig. (2-tailed)	0.033		0.080	0.000	0.001	0.000	0.001	0.000
	N	65	65	65	65	65	65	65	65
P3	Pearson Correlation	0.212	0.218	1	0.373**	0.297*	0.205	0.263*	0.571**
	Sig. (2-tailed)	0.090	0.080		0.002	0.016	0.101	0.035	0.000
	N	65	65	65	65	65	65	65	65
P4	Pearson Correlation	0.128	0.577**	0.373**	1	0.274*	0.502**	0.376**	0.669**
	Sig. (2-tailed)	0.308	0.000	0.002		0.027	0.000	0.002	0.000
	N	65	65	65	65	65	65	65	65
P5	Pearson Correlation	0.280*	0.393**	0.297*	0.274*	1	0.486**	0.402**	0.677**
	Sig. (2-tailed)	0.024	0.001	0.016	0.027		0.000	0.001	0.000
	N	65	65	65	65	65	65	65	65
P6	Pearson Correlation	0.368**	0.484**	0.205	0.502**	0.486**	1	0.517**	0.752**
	Sig. (2-tailed)	0.003	0.000	0.101	0.000	0.000		0.000	0.000
	N	65	65	65	65	65	65	65	65
P7	Pearson Correlation	0.453**	0.419**	0.263*	0.376**	0.402**	0.517**	1	0.732**
	Sig. (2-tailed)	0.000	0.001	0.035	0.002	0.001	0.000		0.000
	N	65	65	65	65	65	65	65	65
Customer Perspective	Pearson Correlation	0.588**	0.694**	0.571**	0.669**	0.677**	0.752**	0.732**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	65	65	65	65	65	65	65	65

*= Correlation is significant at the 0.05 level (2-tailed)
 **= Correlation is significant at the 0.01 level (2-tailed)

The indicator for the first question has a value of 0.588 or 58.8%, and this figure is significantly more than 0.300 or 30%, meaning that students as administrators are satisfied with the implementation of the UKM work program. The second question indicator has a value of 0.694 or 69% and is significant. This table is achieved greater than 30% so that it can be interpreted that the UKM management has tried to guide and direct the work program to run well. The third question has a value of 0.571 or 57% and is significant. This table is achieved greater than 30%, which means that the UKM management can be easily found by the management or students if the information is needed. The fourth question indicator has a value of 0.669 or 67% and is significant. This table is achieved greater than 30% so that it can be

interpreted that the UKM Management has been able to provide guidance to members regarding organizational learning. The fifth question indicator obtained a value of 0.677 or 68% and is significant. This figure is also greater than 30% indicating that the board has been able to solve personal problems and conflicts with other friends and is accustomed to living independently, the sixth question indicator has a value of 0.752 or 75% and is significant. This figure is achieved greater than 30% so that the UKM Management is able to guide UKM members not only organizational problems but also problems that exist in the curriculum such as how the lecturer, learning courses and lecture behavior so that members get a lot of information. An indicator of the seventh question is achieved with a

value of 0.732 or 73% and is significant. This figure is obtained greater than 30% meaning that UKM Management has planned an activity or work program to be carried out within the period of management. The work program is outlined in an internal banner or notice board. The management has been aware of all activities or activities during a period of management.

That students have been effective in carrying out the organizational activities of the student activity unit in the Customer perspective, namely by obtaining the average Pearson correlation value above 0.300.

TABLE II. CORRELATIONS OF INTERNAL BUSINESS PROCESS PERSPECTIVE

		Correlations							Internal Business Process Perspective
		PB1	PB2	PB3	PB4	PB5	PB6	PB7	
PB1	Pearson Correlation	1	0.387**	0.147	0.103	0.139	.185*	.308**	0.529**
	Sig. (2-tailed)		0.000	0.054	0.179	0.070	.015	.000	0.000
	N	171	171	171	171	171	171	171	171
PB2	Pearson Correlation	0.387**	1	0.335**	0.166*	0.177*	0.216**	0.345**	0.612**
	Sig. (2-tailed)	0.000		0.000	0.030	0.021	0.005	0.000	0.000
	N	171	171	171	171	171	171	171	171
PB3	Pearson Correlation	0.147	0.335**	1	0.358**	0.210**	0.243**	0.060	0.562**
	Sig. (2-tailed)	0.054	0.000		0.000	0.006	0.001	0.433	0.000
	N	171	171	171	171	171	171	171	171
PB4	Pearson Correlation	0.103	0.166*	0.358**	1	0.379**	0.214**	0.137	0.582**
	Sig. (2-tailed)	0.179	0.030	0.000		0.000	0.005	0.073	0.000
	N	171	171	171	171	171	171	171	171
PB5	Pearson Correlation	0.139	0.177*	0.210**	0.379**	1	0.370**	0.323**	0.631**
	Sig. (2-tailed)	0.070	0.021	0.006	0.000		0.000	0.000	0.000
	N	171	171	171	171	171	171	171	171
PB6	Pearson Correlation	0.185*	0.216**	0.243**	0.214**	0.370**	1	0.359**	0.633**
	Sig. (2-tailed)	0.015	0.005	0.001	0.005	0.000		0.000	0.000
	N	171	171	171	171	171	171	171	171
PB7	Pearson Correlation	0.308**	0.345**	0.060	0.137	0.323**	0.359**	1	0.612**
	Sig. (2-tailed)	0.000	0.000	0.433	0.073	0.000	0.000		0.000
	N	171	171	171	171	171	171	171	171
Internal Business Process Perspective	Pearson Correlation	0.529**	0.612**	0.562**	0.582**	0.631**	0.633**	0.612**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	171	171	171	171	171	171	171	171

*= Correlation is significant at the 0.05 level (2-tailed)
 **= Correlation is significant at the 0.01 level (2-tailed)

The indicator for the first question has a value of 0.212 or 21%, and it is not significant that this number is reached less than 0.300 or 30%, meaning that students as administrators are unable to recruit new members according to organizational norms and rules and in a good way. The second question indicator has a value of 0.416 or 42% and is significant. This table is achieved greater than 30% so that it can be interpreted that the UKM management has communicated between the management and the members and with students outside the organization so that the work program can run well. The third question has a value of 0.648 or 65% and is significant. This table is achieved greater than 30%, which means that the UKM management has important records from the meeting. The fourth question indicator has a value of 0.553 or 55% and is significant. This table is achieved greater than 30% so that it can be interpreted in the manufacture of UKM work programs that have involved various elements in student organizations including members, managers, and leaders of UKM. The fifth question indicator is 0.663 or 66% and is significant. This table is also greater than 30% indicating that leaders and managers have been able and act democratically and not

authoritarian in every activity. The sixth question indicator has a value of 0.691 or 69% and is significant. This table is achieved greater than 30% so that UKM Management is able to run the work program until the work program is completed properly and make a work report on the leadership of the UKM. The seventh question indicator is achieved with a value of 0.690 or 69% and is significant. This figure is obtained greater than 30%, meaning that UKM Leaders and Managers have been able to make improvements at the end of the period of management in the notes to the improvement when the UKM accountability report.

That students have been effective in carrying out the organizational activities of the student activity unit on the perspective of internal business processes, namely by obtaining the average Pearson correlation value above 0.300. But there is a number of results obtained below 0.300 that is in the first question, meaning that students as administrators are not able to recruit new members in accordance with organizational norms and rules and in a good, though insignificant way.

TABLE III. FINANCIAL PERSPECTIVE

		Correlations							Financial Perspective
		K1	K2	K3	K4	K5	K6	K7	
K1	Pearson Correlation	1	0.157 [*]	.144	0.301 ^{**}	0.210 ^{**}	0.093	0.412 ^{**}	0.677 ^{**}
	Sig. (2-tailed)		0.043	.063	0.000	0.006	0.230	0.000	0.000
	N	168	168	168	168	168	168	168	168
K2	Pearson Correlation	0.157 [*]	1	0.341 ^{**}	0.036	0.183 [*]	0.080	0.069	0.418 ^{**}
	Sig. (2-tailed)	0.043		0.000	0.639	0.018	0.302	0.375	0.000
	N	168	168	168	168	168	168	168	168
K3	Pearson Correlation	0.144	0.341 ^{**}	1	0.154 [*]	-0.008	0.088	-0.128	0.328 ^{**}
	Sig. (2-tailed)	0.063	0.000		0.047	0.918	0.258	0.098	0.000
	N	168	168	168	168	168	168	168	168
K4	Pearson Correlation	0.301 ^{**}	0.036	0.154 [*]	1	0.300 ^{**}	0.025	0.175 [*]	0.562 ^{**}
	Sig. (2-tailed)	0.000	0.639	0.047		0.000	0.747	0.024	0.000
	N	168	168	168	168	168	168	168	168
K5	Pearson Correlation	0.210 ^{**}	0.183 [*]	-0.008	0.300 ^{**}	1	0.229 ^{**}	0.355 ^{**}	0.634 ^{**}
	Sig. (2-tailed)	0.006	0.018	0.918	0.000		0.003	0.000	0.000
	N	168	168	168	168	168	168	168	168
K6	Pearson Correlation	0.093	0.080	0.088	0.025	0.229 ^{**}	1	0.082	0.422 ^{**}
	Sig. (2-tailed)	0.230	0.302	0.258	0.747	0.003		0.292	0.000
	N	168	168	168	168	168	168	168	168
K7	Pearson Correlation	0.412 ^{**}	0.069	-0.128	0.175 [*]	0.355 ^{**}	0.082	1	0.607 ^{**}
	Sig. (2-tailed)	0.000	0.375	0.098	0.024	0.000	0.292		0.000
	N	168	168	168	168	168	168	168	168
Financial Perspective	Pearson Correlation	0.677 ^{**}	0.418 ^{**}	0.328 ^{**}	0.562 ^{**}	0.634 ^{**}	0.422 ^{**}	0.607 ^{**}	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	168	168	168	168	168	168	168	168

*= Correlation is significant at the 0.05 level (2-tailed)

**= Correlation is significant at the 0.01 level (2-tailed)

For the indicator, the first question has a value of 0.651 or 65%, and this number is significant, reaching more than 0.300 or 30%, meaning that students as administrators have been able to control costs in the work program budget so that they can be smaller than budgeted. The second question indicator has a value of 0.327 or 33% and is significant. This table is reached by more than 30% so that it can be interpreted that the UKM management has allocated funds for the entire work program so that the activity continues even though this achievement is still low at 33%. The third question has a value of 0.112 or 11% and is significant. This figure is achieved at less than 30%, which means that UKM administrators are very weak in financial reporting and UKM accountability reports at the end of the period, the data shows under 30% of the value that is still very low. The fourth question indicator has a value of 0.653 or 65% and is significant. This table is reached by more than 30% so that it can be interpreted that the UKM Management has been able to raise funds outside of the funds received at local universities. The fifth question indicator has a value of 0.478 or 48% and is significant. This figure is also greater than 30% indicating that the management has been able to

add assets owned by the student organization at the end of the management period Indicator of the sixth question has a value of 0.138 or 14% and is not significant. This figure is achieved less than 30% so that the UKM Management is unable to raise funds through internal activities on campus such as seminars, bazaars and art performances. The indicator of the seventh question is achieved with a value of 0.696 or 70% and is significant. This figure is obtained greater than 30% meaning that UKM Management has been able to solve financial problems for the implementation of several activities in the work program during its management.

That students have been effective in carrying out the organizational activities of the student activity unit on the perspective of finance, namely by obtaining the average Pearson correlation value above 0.300, although it is necessary for students to do training in making accountability reports at the end of the management period, namely on the indicator of the third research question of 33% and the value of 14% of UKM administrators are not able to raise funds generated from UKM.

TABLE IV. CORRELATION OF GROWTH AND LEARNING PERSPECTIVES

		Correlations							Growth and Learning Perspectives
		K1	K2	K3	K4	K5	K6	K7	
PP1	Pearson Correlation	1	0.476**	0.307*	0.306*	0.233	0.365*	0.041**	0.598**
	Sig. (2-tailed)		0.000	0.013	0.013	0.062	0.233	0.748	0.000
	N	65	65	65	65	65	65	65	65
PP2	Pearson Correlation	0.476**	1	0.384**	0.241	0.230	0.142	-0.017	0.554**
	Sig. (2-tailed)	0.000		0.002	0.053	0.066	0.258	0.895	0.000
	N	65	65	65	65	65	65	65	65
PP3	Pearson Correlation	0.307*	0.384**	1	0.606**	0.463**	0.422**	0.285*	0.741**
	Sig. (2-tailed)	0.013	0.002		0.000	0.000	0.000	0.022	0.000
	N	65	65	65	65	65	65	65	65
PP4	Pearson Correlation	0.306*	0.241	0.606**	1	0.522**	0.485**	0.183	0.710**
	Sig. (2-tailed)	0.013	0.052	0.000		0.000	0.00	0.145	0.000
	N	65	65	65	65	65	65	65	65
PP5	Pearson Correlation	0.233	0.230	0.463**	0.522**	1	0.504**	0.353**	0.733**
	Sig. (2-tailed)	0.062	0.066	0.000	0.000		0.000	0.004	0.000
	N	65	65	65	65	65	65	54	65
PP6	Pearson Correlation	0.265*	0.142	0.422	0.485**	0.504**	1	0.227	0.656**
	Sig. (2-tailed)	0.033	0.0258	0.000	0.000	0.000		0.069	0.000
	N	65	65	65	65	65	65	65	65
PP7	Pearson Correlation	0.41	-0.017	0.285*	0.183	0.353**	0.227	1	0.503**
	Sig. (2-tailed)	0.748	0.895	0.022	0.145	0.004	0.069		0.000
	N	65	65	65	65	65	65	168	65
Growth and Learning Perspectives	Pearson Correlation	0.598**	0.554**	0.741**	0.710**	0.733**	0.656**	0.503**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	65	65	65	65	65	168	65	168

*= Correlation is significant at the 0.05 level (2-tailed)
 **= Correlation is significant at the 0.01 level (2-tailed)

The indicator for the first question has a value of 0.598 or 60%, and this number is significant, reaching more than 0.300 or 30%, meaning that students as administrators who are satisfied with their work will surely work wholeheartedly. The second question indicator has a value of 0.554 or 55% and is significant. This figure is achieved greater than 30% so that it can be interpreted that the UKM management knows the organizational culture of UKM and practices organizational culture. The third question has a value of 0.741 or 74% and is significant. This figure is achieved greater than 30%, which means that the UKM management has been accustomed to dealing with conflict. So that the UKM officials share solutions with the younger siblings if they have conflicts and face these conflicts with adults. The fourth question indicator has a value of 0.710 or 71% and is significant. This table is achieved greater than 30%, so that it can be interpreted that the UKM Management has carried out the rules of the organization, that is, if there is a member of the board involved in the conflict, then the problem is sought to find a way out and the violating board is given action according to the rules. The fifth question indicator obtained a value of 0.733 or 73% and is significant. This figure is also greater than 30% indicating that the management has made a plan or proposed a work program that is to build the quality of human resources such as training to improve student skills in organizational management. The sixth question indicator has a value of 0.565 or 56.5% and is significant. This figure is achieved greater than 30% so that if there is a member of the organization or board who violates it, sanctions will be given as punishment for the mistakes made. The seventh question indicator is achieved with a value of 0.503 or 50% and significant. This figure is obtained greater than 30% means that the organization leader provides rewards or rewards to members of the organization if members of the

organization have achievements or merit in student organizations. That students have been effective in carrying out the organizational activities of the student activity unit in the perspective of growth and learning, namely by obtaining the average Pearson correlation value above 0.300.

IV. CONCLUSION

The Student Activity Unit has been effective in carrying out organizational activities in all four perspectives (Customer, Finance, Internal Business Processes, and Learning Growth). That is, the average number is above 0.300. As for suggestions that can be given: (1) Recruitment of UKM membership is based on prevailing norms and regulations and is not harsh so that students are happy to participate in UKM activities. (2) There is still a need to conduct training on the preparation and production of financial reports and the making of accountability reports at the end of the management period. (3) Workshops are held for each UKM management to be able to produce internal funding for UKM in the form of art exhibitions, seminars, bazaars, and other fund-raising activities

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