ETWC

EDUCATIONAL TECHNOLOGY WORLD CONFERENCE 2016

PROCEEDINGS
VOLUME 1

"Educational Technology to Improve Quality and Access of Education for Prosperous Society"

Hosted by

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Sanur, Bali - Indonesia
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PROCEEDINGS
Volume 1

Educational Technology World Conference (ETWC) 2016

Theme:
"Educational Technology to Improve Quality and Access of Education for Prosperous Society"

Editors:

Prof. Atwi Suparman
Prof. Burhanuddin Tola
Prof. Ivan Hanafi
Prof. Karnedi
Dr. Trini Prastati
Dr. Yuli Rahmawati

UNJ Press

PROCEEDINGS: Volume 1

Educational Technology World Conference (ETWC) 2016
"Educational Technology to Improve Quality and Access of Education for Prosperous Society"

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- Anies Baswedan, Minister of Education & Culture of the Republic of Indonesia.

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First edition, 20J 6

Speech

Chairperson **of Organizing Committee** ETWC 2016

Prof. Dr. Atwi Suparman

Distinguished Speakers
Distinguished Guests
Ladies and Gentlemen,

Assalamu'alaikum Wr. Wb.

Peace be upon you with Allah's mercy and blessing

May God bless us all. Amen.

May I take this opportunity to welcome you all and to extend a further word of welcome to everyone here. I would like to extend my graditute to Rector of Universitas Negeri Jakarta, Universitas Terbuka, Universitas pendidikan Ganesha, Universitas Mahendradatta and Head of Kopertis Wilayah VIII that have accommodated and organised this first-ever world class conference of educational technology in Indonesia. We once again thank Bapak/Ibu Rektor and also Kepala Kopertis Wilayah VIII for the time, energy, support, assistance and also funding. The committee would also like to thank all sponsors that support ETWC 2016.

The opening day and a few days forward of Educational Technology World Conference 2016 are certainly the moment we have been looking forward to, as preparing this world class academic forum is not something a fairy Godmother could do — waiving the magic wand and turning the poor little girl into a charming beautiful princess. For this, my highest appreciation goes to all committee members, streering and organising committee and also AECT team that have spent their time, energy and thought not only in convening this conference, but more importantly in making this world class conference a momentum in improving the quality of education. I also believe all of us, especially the keynote and plenary speakers, the parallel and round table sharing session presenters here, will do their best in this conference — sharing and discussing their thoughts and ideas for the good of improving the quality of education in our great nation. For these, I thank you all.

Ladies and Gentlemen,

Looking back at the moment this conference was firstly initiated, it all started in a vision. We envisioned a dream of convening a world class academic forum in Indonesia which in the previous years had been predominantly held in the United States coordinated by Association for Educational Communications and Technology (AECT). Three years ago, in 2013, we attended AECT International Convention in Anaheim, California, in 2013 and discussed with AECT officials the possibility of conducting a world conference in Indonesia. The meeting resulted in the possibility of holding ETWC. One year after that, a small group of UNJ chief officials and I attended AECT annual conference in Jacksonville. At that time AECT agreed for UNJ to hold educational technology world conference in Indonesia this year. Not long after that, we gained support from several universities, i.e. Universitas Terbuka, Universitas Pendidikan Ganesha, Universitas Mahendradatta,and Kopertis Wilayah VIII. Therefore we would like to thank them all for the support.

Ladies and Gentlemen,

The committee has received 287 papers. The total number may possible increase untuil the opening day of the conference. Among those 287 papers, 146 papers will be presented at the parallel sessions whilst 141 papers will be presented at the round table sharing sessions. We provided 10 rooms for the parallel sessions and 8 rooms for the round table sharing sessions. The committee has prepared tokens of appreciation for 30 best papers and made a special arrangement with the help of AECT for the opportunity to publish selected best papers in a book published by Springer. The selection process will be conducted by distinguished invited speakers coordinated by Mike Spector as well as the internal reviewers.

Ladies and Gentlemen,

Bali is chosen as a perfect place for us to exchange and discuss our ideas and thoughts not in a restless, strained, rushed condition (like the one we usually have in big cities, such as Jakarta), but more in a "heavenly-relaxed", but serious way. After all, as many people have said, Bali is the Island of Gods. It is the place where Gods create their heaven on earth. Thus, in this Balinese atmosphere, let us pour our best thoughts and exchange our brilliant ideas for the good of education quality improvement. Have a pleasant fruitful conference.

Thank you.

Bali, 31 July 2016

Prof. Dr. Atwi Suparman

Chairperson of the Organising Committee

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				• IC (Innovation and Creativity)
				• PQ (Policy and Cultural Considerations, Quality Assurance, Certification, and Accreditation)
				• MO (Networking and Collaboration, Open Educational Resources, Massive Open Online Courses (MOOCs) and Badges)

PERFORMANCE EVALUATION OF ACADEMIC SERVICES IN THE UNIVERSITY WITH BALANCED SCORE CARD
(Study at Indonesia Open University)

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Abstract

This research's aim is to evaluate the performance of academic services at high education of Open University (UT) by using balanced score card. Through evaluation, we will know how good the achievement of UT's strategic plans that were run to achieve the vision and mission of UT. The perspectives of BSC evaluated at UT's academic services are as follows (1) customer perspective, (2) financial perspective (3) internal business perspective and (4) innovation and learning perspective. The evaluation was done by interviewing, spreading the questioners of 358 respondents and document analysis of the report in 2013 and 2014 of UT's Rector. The quantitative data processing was using Customer Satisfaction Index (CSI) and Importance Performance Analysis (IPA). The evaluation result showed that the performance of Academic Services of UT is in the very good condition (healthy condition), which has A category with 74, 11 score of the whole performance.

The evaluation result showed that the performance of academic services of UT in a customer perspective in a level of 67,54% of index, while 75,44% of index was on financial perspective, 78,32% of index was on internal business process perspective and 76,61% of index was on learning and growth perspective.

Keyword: performance evaluation, balance scorecard, perspective of BSC, CSI, IPA, performance index

INTRODUCTION

The Open University (UT) is an educational institution that combines the concept of open learning and long distance education method. The Open University today has 533.327 students (http://www.ut.ac.id) which is divided into five faculty {Teaching and Education Science (FKIP), Mathematics and Natural Science (FMIPA), Social and Political Science (FISIP), Economy (FEKON), and postgraduate}. These faculties are spread in 39 Long Distance Program Unit (UPBJJ) throughout Indonesia and overseas. The implementation of education programs in the Open University (UT) requires strategic managerial support which will direct vision, mission, and goals. The development plan for the Open University is described in the Strategic Plan 2010-2021 and Operational Plan 2010 – 2013. Academic services is conducted in the Central Open University and in 39 Long Distance Program Unit, which is spread in 34 provinces and one overseas service unit. These services are standardized with the Open

University Quality Assurance System (SIMINTAS UT) that is accredited both nationally and internationally.

This evaluation is conducted to discover how far the Open University Strategic Plan (Renstra UT) has achieved that leads to the achievement of the Open University Vision and Mission. Balance Scorecard (BSC) method, which is developed by Kaplan, Robert S and David P. Norton (1996), is chosen in order to be able to evaluate all the components of the Open University academic services from four perspective of BSC; customer perspective, internal business perspective, innovation and learning perspective, and financial perspective

Evaluation is the process of seeking useful information to evaluate the presence of a program; the production, the procedure, the goal, or to evaluate alternative approach of the program and used to achieve the specified program goals. Evaluation is a scoring activity to a phenomenon that contains specific value judgment. Ralph Tyler in Bellack, Amo A. and Kliebard, Herbert M (1977: 63-64) defined evaluation "is a process by which one matches initial expectations in the form of behavioral objectives with outcomes." Furthermore it was said that the process of evaluation "the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction." Other definition of evaluation was stated by Stufflebeam (2007: 13) "evaluation is the systematic assessment of an objective merit, worth, probity, feasibility, safety, significance and/ or equity."

Performance evaluation is a process that is used by organization to evaluate job performance. Strategically, performance evaluation requires a system form mechanism to ensure that the organization is able to implement its strategies well enough. The standard to evaluate performance, which was stated by Daniel Stufflebeam Stufflebeam (2007: 481-483) and adopted by Joint Committee (1988) namely; (a) utility, (b) accuracy, (c) feasibility, (d) propriety. In order to give positive impact to the development of the program.

College as an educational institution possesses business cores in the field of teaching and research. Both business cores have become a key variable that contributes to the success of the organization. An academic service as stated by Weigert (1998) is "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." The outcomes

of academic services that are provided by college will influence academic performance (http://wiki.answers.com/Q/How_anxiety_effects_on_academic_performance). In order to evaluate the success of a college in providing academic services to its students, a series of performance evaluation for academic services is needed.

Balanced scorecard is a performance evaluation means, which aims to enable an organization evaluating its own strategic goals achievement. The concept of balanced scorecard was developed initially as a performance measurement system in 1992 by Dr. Robert Kaplan and Dr. David Norton in Harvard Business School. Kaplan and Norton (1996: 7-10) stated that balanced scorecard"… a set of measures that gives top managers a fast but comprehensive view of the business… includes financial measures that tell the results of actions already taken… complements the financial measures with the operational measures on customers satisfaction, internal process, and the organization's innovation and improvement activities-operational measures that are the drivers of the future financial performance."

According to Kaplan and Norton (1996: 25-29), organization could measure its long term performance by using given indicator and benchmark. Balanced scorecard provides answer provides answers to four fundamental questions i.e.

1. How do customers see us? (Customer and stakeholders Perspective)
2. How do we look to shareholders?(Financial Perspective)
3. Can we continue to improve and create value? (Growth and Learning Perspective)
4. What must we excel at? (Internal Business Process Perspective)

Performance evaluation from each aspect is developed through performance measurement. Performance measurement refers to the indicator given by the management to measure, report, and improve performance. One of the performance measurement that is developed according to Parmenter (2010: 24) is Key Performance Indicators (KPI), which is a non-financial measurement and implemented as often as possible by CEO with the capability to show what the next action to do is. Before becoming a Key Performance Indicators (KPI), a performance measurement should be tested to ensure that KPI could provide the desired behavior.

RESEARCH METHOD

The research method was arranged by adopting Creswell's research design (in Brinkerhoff, 1983:43) and adjusting it with performance evaluation, and with BSC Development Design (Eko Supriyatno, 2014). Performance evaluation of the Open University Academic Services was done through a series of research evaluation activities that involved researchers, reviewers, internal respondents, and external respondents. This research was conducted by merging data from processing the questionnaire result of the internal and external respondents, data from interviews with the students, and data from stakeholders and the chief of UPBJJ UT. The merged data then was compared with the quantitative data of Open University Operational Plan from the year 2013 and 2014.

Evaluation instrument was poured into a questionnaire form and into an interview guidelines to delve in respondent's opinion to the Open University performance in accordance to the preset Strategic Plan and Operational Plan. The subject of this research was the Open University specifically its central office and 39 UPBJJ throughout Indonesia. The performance measurement used in this research was Key Performance Indicators developed by R. Eko Indrajit and R Djokopranoto (2006), Powar, K.B., Panda, Santosh., Bhala, Veena (2000) and Kaye Shelton (2006) and also adjusted to the Open University Strategic Plan.

The research data was accumulated using qualitative approach and supported by quantitative data. Qualitative data analysis was done with interactive model of Miles and Huberman (2009:591-592) resulted in conclusions in the form of causal relation or interactive, hypothesis or theory (Sugiyono, 2013:89-99). Data triangulation in the form of data validity and reliability was done with means referring to Sugiyono (2013:125). Quantitative analysis used Importance Performance Analysis (IPA) tools to find the discrepancy between performance with expectancy from service products and Customer Satisfaction Index (CSI) to analyze the extent of whole customer satisfaction. The standard criteria used to determine the Open University Academic Performance referred to the standard criteria of Rangkuti (2013:147)

RESEARCH OUTCOME

Performance evaluation of the Open University Academic Services Balanced Scorecard carried out evaluation on (a) Customer Perspective, (b) Financial Perspective, (c) Internal Business Process Perspective, (d) Learning and Growth Perspective. The result from processing

questionnaire on External Respondent (Students and Stakeholders) and Internal Respondent (Decision Maker Functionaries and Executives in Central Open University and also the Chief of UPBJJ Open University in four UPBJJ locations) that depict the Open University performance could be seen in the following Table 2:

Table 2. UT Academic Services Performance Analysis with Balanced Scorecard

Internal Perspective	*Customer Satisfaction Index*	Information
Customer Perspective	67,54%	Satisfied
Financial Perspective	75,44%	Very Satisfied
Internal BusinessProcess Perspective	78,32%	Very Satisfied
Learning and Growth Perspective	76,61%	Very Satisfied

Services attribute with the least satisfactory level is customer perspective with 67,54% customer satisfaction level. Comparative analysis between evaluation score that was given by the respondent with performance achievement value in the Rector's Report in 2013 and 2014 showed that 28,5% was able to achieved performance level over 100%; 28,5% services achieved performance level in between 90% - 99%, and 42,85% academic services achieved performance level in between 60% - 90%.

Table 3. Performance Level Achievement from Customer Perspective

	Component Criteria	Measurement	Significancy Level	Performance	Achieved Performance in Rector's Performance Report 2013	2014
Usefulness to the Customer						
P1	Study time completion	50% students finished their study on time	3.03	2.97		
P2	Graduates quality improvement	60% graduates with an average minimum GPA 2,50	3.19	2.95		63%
		Courses graduation level reached an average of 88%				94%
P3	Amount of registered students in every study program	370 new and old students registered and re-registered each semester	3.00	2.75		91,14%
		Having 300 PPB participants				168%
P4	Total amount of students in every study program	There is a minimum 5% increase in the number of active students that registered in every study program	3.00	2.72		
		60% students re-registered				
P5	Geographical area balance	A balance on the number of students in every province in Indonesia	2.75	2.81		
		A balance on the number of students originated from the western part of Indonesia, the middle part of Indonesia, and the eastern part of Indonesia				
		A balance on the number of students that comes from the urban areas and students that comes from small town and rural areas.				
Quality of the services offered						

	Component Criteria	Measurement	Significancy Level	Performance	Achieved Performance in Rector's Performance Report	
					2013	2014
P6	P6 Study program accreditation	Accreditation from BAN-PT for the degree program with minimum accreditation level B	3.46	3.22		71%
P7	P7 University rankings	Renewal international quality certification from ICDE	3.30	3.11		100%
P8	P8 ISO 9000 Certification		3.16	3.22		75%
Cost of the services offered						
P9	The price of tuition for one credit and the average cost for one student in one year	The nominal fee that must be paid by the students for every credit is comparatively lower than other Colleges	2.97	2.97		
		The nominal fee that must be paid by the bachelor (S1) students every year with the average 22 credits in one semester is no more than Rp2.900.000				
		The average price of study materials is Rp 60.000,-				

The Academic Services Performance that has been rated as very satisfying is the performance from the Internal Business Process Perspective with the satisfaction level of 78,32%. Comparative analysis of the Open University performance that was reported in the Rector's Work Report in the year 2013 and 2014 showed that the Internal Business Process Perspective had largely achieved the target.

Table 4. Performance Achievement from Internal Business Process Perspective

	Component Criteria	Measurement	Significancy Level	Performance	Achieved Performance in Rector's Performance Report	
					2013	2014
Faculty Developments						
PPP1	Quality improvement of the lecturer's scientific research	Research is conducted with quality in accordance to the Research Master Plan (RIP) target by 75% lecturers	3.19	3.00		75%
		Conducted 250/300 research titles			76%	112%
		Publish at least 35 % of all conducted research into national scientific journals			63%	
		Publish at least 10 % of all conducted research into scientific journals including international scientific journals.			20%	910%
		Disseminate at least 65% of all conducted research into either national or international scientific meetings			146%	232%
PPP2	Scientific publication ratio of the lecturer in each year	Publish at least 35 % of all conducted research into national scientific journals	3.11	2.84	63%	
		Publish at least 10 % of all conducted research into scientific journals including international scientific journals.			20%	910%
		Disseminate at least 65% of all conducted research into either national or international scientific meetings			146%	232%
PPP3	Quality improvement of the community services	Organize at least 1 (one) program of community service	3.03	2.92		
		Organize community empowerment program in at least 16 (sixteen) target area including areas done by UPBJJ-UT			200%	218,75%

Component Criteria		Measurement	Significancy Level	Performance	Achieved Performance in Rector's Performance Report	
					2013	2014
		Organize at least 1 (one) program of community services on a national scalel			150%	300%
		Organize MOOCS one for each faculty and PPs for each semester				260%
The Quality of the Supporting Facility						
PPP4	Improve and solidify partnership networking with third parties	Providing registration service to at least 150.000 non-student teachers and 400.000 student teachers	3.03	2.89	78%	
		Having partnership with at least 75 % provincial and district/city governments, 15 government agencies, 30 educational institutions, and also 10 non-government organizations			0%	
		Providing internet access point for the students through partnership relation with internet access providers, which is owned by private sector or community in at least 50% districts/cities			0%	
	Continuous partnerships that support academic operational and administrative needs	Providing mobile registration services (traveling the area), especially to Pendas student In all UPBJJ UT			30%	
		Offering scholarship or relieving study costs to at least 5% new students				130%
		Acquiring new partnerships with 20 government/private institution on the national and international level				270%
		Possessing partnership with IKA-UT on improving services, recruiting, and providing scholarship for the students				80%
		Having partnership with the local government on socializing, recruiting, operating services, and providing scholarship to the students				100%
		Possessing TIK based co-management system that is integrated with SRS application				90%
PPP5	Improving reputation of the institution by creating attractive website, representative UPBJJ building, and acknowledgement of the academic services from the education community	Staffs are able to communicate to the society regarding the important existence and excellence of UT	3.19	3.16	100%	
		Acknowledgement from broad society that UT is able to utilize the latest modern technology			75%	
		Owning community network to actively help in increasing funds for UT from various resources			<10%	
		Acknowledgement as an university that is able to attend to the citizen with special needs, who lives in an isolated region, or lives overseas and possessing disability			100%	
		Providing the result of contact centre trial				60%
		User friendly website is available				70%
		Socialization and promotion programs and activities are available through various media and ways to reach all layers of society				100%
		Public Relations Team is available on every unit to convey the excellence of UT to the public and to initiate partnerships				100%

Component Criteria		Measurement	Significancy Level	Performance	Achieved Performance in Rector's Performance Report	
					2013	2014
3.3 Human Resources Quality						
PPP6	Always pushing the human resources of UT to study independently on individual	80% of the lecturers have academic Magister qualification and 90% of the lecturers have academic Doctor qualification	3.16	2.89	61,67 %	96,6%

Component Criteria		Measurement	Significancy Level	Performance	Achieved Performance in Rector's Performance Report	
					2013	2014
	level, group level, or organization level until everyone become very proficient in their own work	80% of the education personnel are competent in their respective duties				100%
		61% of the lecturer has been certified				100%
PPP7	Development of the organization culture that is oriented in performance quality	Possessing the development model of the organization culture that is oriented in performance quality	3.32	3.11		100%
PPP8	Development of the innovative cultural principle of the organization	Possessing the development model of the innovative cultural principle of the organization	3.19	2.97		100%
PPP9	Development of integrated quality assurance system that comply with the standard	Possessing quality assurance system for the management of PTJJ and academic products that has high quality, keep up to the national, regional, and/or international quality	3.26	3.17		
		Every unit possess one internal Auditor to monitor the implementation of Central Unit and UPBJJ QA			96%	
		Quality acknowledgement from external parties to the field of academic management and long distance learning management				75%
		Obtaining BLU AA performance ratings				100%
		Availability of Tersedia rancangan sistem penilaian kinerja unit terintegrasi dengan penilaian kinerja pegawai berbasis TIK				NA
PPP10	Quality Assurance System through Human Resources audit	Applying integrated quality assurance system that conforms to SPM-PT standard and to the individual and unit performance evaluation system	3.11	3.08		50%
3.4 The Use, Development, and Application of Technology						
PPP11	Ratio Computer/Staff	The ratio between the amount of computers with the number of staffs and lecturers is at least 1:3	3.19	3.24		
PPP12	Ratio Computer/Lecturer		3.17	3.22		
PPP13	Sufficiency of the facility's equipment to support the long distance learning process in the central UT and in UPBJJ	Possessing UPBJJ-UT office buildings that is equipped with standardized facilities in 90% UPBJJ-UT locations	3.22	3.31		100%
The Quality of the Supporting Facility						
PPP13	Sufficiency of the facility's equipment to support the long distance learning process in the central UT and in UPBJJ	Possessing UPBJJ-UT office buildings that is equipped with standardized facilities in 90% UPBJJ-UT locations	3.22	3.31		100%

Table 4 showed that 33,3% of the Open University academic services had achieved performance level beyond 100% from the Internal Business Process Perspective. 28,6% academic services had achieved performance level in between 80% - 100%. Academic services that had performance level in between 50% - 79% was 26,1% services. Rector's Report also showed that 11,9% academic services had the performance level below 50%

Services performance from the Learning and Growth Perspective shows the amount of index score of 76,61% (Very Satisfying). The academic services from this perspective can

still be increased to reach 100%, because there are 23,39% respondent that is unsatisfied with the performance of the Open University academic services.

Table 5. Performance Achievement from Learning and Growth Perspective

	Component Criteria	Measurement	Significancy Level	Performance	Achieved Performance in Rector's Performance Report	
					2013	2014
1. The Open University Performance from Customer Perspective						
1.1 Usefulness to the customer						
P1	Study time completion	50% students finished their study on time	3.03	2.97		
P2	Graduates quality improvement	60% graduates with an average minimum GPA 2,50	3.19	2.95		63%
		Courses graduation level reached an average of 88%				94%
P3	Amount of registered students in every study program	370 new and old students registered and re-registered each semester	3.00	2.75		91,14%
		Having 300 PPB participants				168%
P4	Total amount of students in every study program	There is a minimum 5% increase in the number of active students that registered in every study program	3.00	2.72		
		60% students re-registered				
P5	Geographical area balance	A balance on the number of students in every province in Indonesia	2.75	2.81		
		A balance on the number of students originated from the western part of Indonesia, the middle part of Indonesia, and the eastern part of Indonesia				
		A balance on the number of students that comes from the urban areas and students that comes from small town and rural areas.				
1.2 Quality of the services offered						
P6	P6 Study program accreditation	Accreditation from BAN-PT for the degree program with minimum accreditation level B	3.46	3.22		71%
P7	P7 University rankings	Renewal international quality certification from ICDE	3.30	3.11		100%
P8	P8 ISO 9000 Certification		3.16	3.22		75%
1.3 Cost of the services offered						
P9	The price of tuition for one credit and the average cost for one student in one year	The nominal fee that must be paid by the students for every credit is comparatively lower than other Colleges	2.97	2.97		
		The nominal fee that must be paid by the bachelor (S1) students every year with the average 22 credits in one semester is no more than Rp2.900.000				
		The average price of study materials is Rp 60.000,-				

The Financial Perspective has CSI index of 75,44% (Very Satisfying). In this score range, 24,56% respondents are not satisfied with the Financial Perspective performance. In order to improve its performance, the Open University must focuses on improving the performance of services attributes, which has the average score performance below the Weighted Score (WS). The result from Importance Performance Analysis shows that the performance of the PK10 (Efficiency of teaching cost / student) is very important to the students and its performance still needs to be improved.

Table 6 Perfomance Achievement from Financial Perspective

Component Criteria		Measurement	Significancy Level	Performance	Achieved Performance in Rector's Performance Report	
					2013	2014
4.1 Funding Source						
PK1	Growth/increase of the amount of funds compared to the previous year	There is an increase in funding of at least 2% compared to the previous year	3.267	3.200		90%
PK2	Financing from donors for the development of new learning services		2.933	2.733		
PK3	Total increase in funding		2.933	3.067		
	4.2 Incomes from Academic activities					
PK4	The amount of funding received from research funds		2.750	2.400		
PK5	The amount of funding received from other activities related to either academic or non-academic services		2.933	2.533		100%
PK6	The increase in income from the students in the form of tuition fees and other kinds of funding	There is an increase in funding at least 2 % from student tuition fees	3.267	3.200		
4.2 Financial management						
PK7	Available budgets can fund all financial requirements of the learning services	There are no budget deficit	3.400	3.467		
		At least 75 % of budget utilization in each year				
PK8	The amount of costs of one activity unit	Each allocated budget for one unit of activity can cover 100% of the cost for the intended activity	3.267	3.200		
PK9	The increasing amount of funding from the students	There is an increase in income at least 2 % from tuition fees	2.933	3.067		
PK10	Efficiency of teaching cost/student	At least 40 % of the cost paid by the students are returned in the form of academic services.	3.133	3.000		
		At least 30 % of the cost paid by the students are used to finance learning activities (example: tutorial services)				
PK11	Percentage of budget given directly to the learning activities	Ratio between the services given are equal with the cost paid by the students	3.533	3.133		

The position of each Balanced Scorecard perspective performance of the Open University academic services can be depicted into the following Radar Diagram (Grigoroudis et.al 2012).
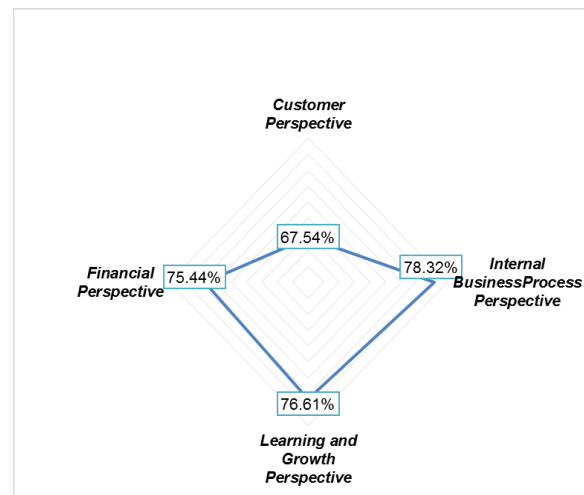
Image 1. Performance Radar Diagram of the Open University Academic Services
with Balanced Scorecard Perspective

Analysis using the Importance Performance Analysis (IPA) and Customer Satisfaction Index indicates that the performance of the Open University academic services is in a very healthy condition, within category A with the overall performace score of 74,11 (Rangkuti, 2013:147).

CONCLUSION

Based on the results of this research, then the conclusion can be stated as follows (1) The Customer Perspective Performance Index of the Open University academic services is 67,54%, which shows that the consumers are satisfied with the Open University academic services; (2) The Financial Perspective of the Open University academic services is 75,44%. This means that the respondents are very satisfied with the financial performance of the academic services; (3) The Internal Business Process Perspective Index of the Open University academic services is at 78,32% or very satisfying. This means that the Open University has been able to manage the human resources within the organization to provide satisfying academic services; (4) The Learning and Growth Perspective Index of the Open University academic services is at 76,61% (very satisfying), and (5) Overall performance of the Open University academic services signifies a very healthy condition, which is in category A and with the overall performance score of 74,11

The implication of this research may help the Open University evaluating to what extent the translation of the Open University Vision, Mission, and Goals that have been poured into the Strategic and Operational Plan has been achieved. Furthermore, this research could be used to improve the performance of the academic services that had not yet been able to reach their intended target stated within the Open University Strategic Plan, Vision and Mission.

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