



Implementation of the Balanced Scorecard for Performance Evaluation at Universitas Prima Indonesia

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ABSTRACT

This study aims to analyze the implementation of the Balanced Scorecard (BSC) in evaluating the performance of Universitas Prima Indonesia (UNPRI) as one of the leading private universities in North Sumatra. The Balanced Scorecard approach is selected because it provides a comprehensive overview of organizational performance through four main perspectives: financial, customer, internal business processes, and learning and growth. This research employs a qualitative approach. Data were collected through interviews, observations, and analysis of institutional documents related to financial management, human resources, academic services, and institutional development. The data were analyzed using a descriptive-analytical technique to illustrate the actual condition of the university's performance based on the four perspectives of the Balanced Scorecard. The findings indicate that the implementation of the Balanced Scorecard at Universitas Prima Indonesia has supported a more structured and strategic performance evaluation. The financial perspective shows relatively effective resource management in supporting institutional sustainability. The customer perspective reflects a high level of satisfaction among students and stakeholders regarding educational services. From the internal business process perspective, UNPRI demonstrates a systematic governance and quality assurance system. Meanwhile, the learning and growth perspective reveals a strong commitment to developing the competencies of lecturers, staff, and students. This study provides both theoretical and practical contributions to the development of a Balanced Scorecard-based performance evaluation model in higher education. It can also serve as a strategic reference for other universities in improving institutional performance and competitiveness in a sustainable manner.

Keywords: Balanced Scorecard, Performance Evaluation, Higher Education Institution, University Management.

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INTRODUCTION

Performance evaluation is a systematic and structured process used to assess and measure the extent to which individuals, teams, or organizations achieve predetermined goals and responsibilities. It not only focuses on work outcomes but also encompasses behavior, competencies, and potential for future development. In the context of organizational management, performance evaluation provides essential information for managerial decision-making, such as promotions, rewards, training needs, and strategic improvements. Moreover, it serves as a mechanism to enhance productivity, strengthen organizational commitment, and align individual performance with institutional goals (Armstrong, 2010). In higher education

institutions, performance evaluation plays a vital role in ensuring the quality and sustainability of academic services. Universities are required to evaluate multiple components, including teaching and learning processes, curriculum effectiveness, research productivity, community service, human resources, and institutional governance. This evaluation is essential to ensure that higher education institutions meet academic standards and stakeholder expectations, including students, faculty members, government, and society. Furthermore, performance evaluation contributes to improving accountability, transparency, and institutional credibility, particularly in the context of accreditation systems (Griffin, 2015).

In Indonesia, the quality of private higher education institutions varies significantly. Based on data from the Higher Education Service Institution (LLDIKTI) Region I of North Sumatra, out of 366 private universities, only 4 institutions (1.1%) have achieved “excellent” (A) accreditation. Meanwhile, 183 institutions (50%) are categorized as “good,” and 131 institutions (35.8%) remain unaccredited. Additionally, 48 institutions (13.1%) are no longer operational. These figures indicate that although many institutions have met basic quality standards, a considerable number still face challenges in achieving higher accreditation levels. This condition highlights the urgent need for a comprehensive, systematic, and strategic performance evaluation framework that can support continuous improvement in higher education institutions.

Universitas Prima Indonesia (UNPRI) is one of the private universities that has demonstrated significant progress in institutional performance. Established in 2001 and officially becoming a university in 2005, UNPRI has experienced rapid development in terms of academic programs, infrastructure, and human resources. In 2024, UNPRI successfully achieved “excellent” accreditation, even two years ahead of its strategic target. This achievement reflects the university’s strong commitment to improving the quality of education, research, and community service. Currently, UNPRI manages 51 study programs, with several programs already accredited as excellent, and continues to expand its academic offerings, including professional medical education programs. Despite these achievements, maintaining and enhancing institutional performance requires a comprehensive and strategic evaluation tool. Traditional performance evaluation methods, which often focus only on financial indicators, are no longer sufficient to capture the complexity of higher education institutions. Therefore, a more holistic approach is needed to evaluate both financial and non-financial aspects of performance.

The Balanced Scorecard (BSC), introduced by Kaplan and Norton (1992), provides a comprehensive framework for performance evaluation by integrating four key perspectives: financial, customer, internal business processes, and learning and growth. This approach enables organizations to translate their vision and strategy into measurable objectives and performance indicators (Kaplan & Norton, 1996). In the context of higher education, the BSC can be adapted to assess financial sustainability, student satisfaction, academic processes, and the development of human resources and institutional innovation (Niven, 2008).

Several previous studies have demonstrated the effectiveness of the Balanced Scorecard (BSC) in improving organizational performance. (Beard & Humphrey, 2014) found that higher education institutions implementing the BSC achieved better alignment between strategy and performance measurement. Similarly, (Chen et al., 2006) emphasized that integrating financial and non-financial indicators enhances organizational effectiveness and supports sustainable development. These findings suggest that the Balanced Scorecard is not only a performance measurement tool but also a strategic management system. More recent studies have also explored the application of the BSC in higher education contexts. For instance, (Ebrahim & Rangan, 2014) highlighted the importance of adapting performance measurement systems to align with organizational missions, particularly in non-profit and educational institutions. Similarly, (Sayed, 2013) found that BSC implementation in universities improves decision-making processes and institutional accountability. Research by (Al-Hosaini & Sofian, 2015a) further demonstrated that the BSC contributes to performance improvement by linking strategic objectives with measurable indicators in higher education institutions. In addition, (Quesado et al., 2018) revealed that while BSC is widely adopted, its implementation often lacks contextual

adaptation to specific institutional needs. Moreover, (Lueg & Vu, 2015) emphasized that many organizations still face challenges in translating strategic goals into measurable academic outcomes.

Previous studies primarily rely on the traditional four perspectives of the Balanced Scorecard: financial, customer, internal processes, and learning and growth without explicitly incorporating academic quality as a core dimension. As a result, essential aspects such as curriculum relevance, teaching effectiveness, research productivity, and community service are often underrepresented or indirectly measured. This limitation indicates that existing BSC frameworks may not fully capture the unique characteristics and core mission of higher education institutions. This study introduces academic quality (*mutu akademik*) as an additional perspective to complement the existing BSC framework. Unlike previous studies, this research explicitly positions academic quality as a central and measurable dimension of institutional performance, thereby providing a more holistic and context-specific evaluation model for higher education institutions.

The importance of this study lies in its potential to address the limitations of conventional performance evaluation systems in higher education, which tend to be fragmented and insufficiently aligned with academic objectives. This research is essential for overcoming the problem of incomplete performance measurement that fails to reflect the core functions of universities. By integrating academic quality into the BSC framework, this study aims to support institutions in improving accreditation outcomes, enhancing academic excellence, and ensuring long-term sustainability. This study aims to analyze the implementation of the Balanced Scorecard in evaluating the performance of higher education institutions, with a specific focus on Universitas Prima Indonesia. Additionally, it seeks to develop a more comprehensive performance evaluation model by incorporating academic quality as a fifth perspective. Ultimately, this research is expected to provide strategic recommendations for improving institutional performance and contribute to the development of more effective and holistic performance management systems in higher education.

METHOD

This study employs a qualitative research method with a descriptive-analytical design to analyze the implementation of the Balanced Scorecard (BSC) in evaluating performance at Universitas Prima Indonesia. This approach is chosen because it enables an in-depth exploration of complex phenomena by focusing on meaning, experiences, and social interactions from the perspectives of participants. Qualitative research allows researchers to understand phenomena based on the subjective meanings constructed by individuals, emphasizing rich description and data interpretation (Creswell & Poth, 2016). In the context of performance evaluation, this approach is particularly relevant as it captures not only measurable outcomes but also organizational processes and stakeholder perceptions (Armstrong, 2010). The descriptive-analytical design provides a comprehensive framework to describe phenomena in detail while also analyzing relationships, patterns, and implications of the Balanced Scorecard implementation. This design is suitable for addressing “how” and “why” research questions, especially in examining strategic management practices within institutions (Yin, 2018). Therefore, this study aims to gain a holistic understanding of how the Balanced Scorecard is applied in evaluating university performance, as well as to assess its effectiveness and identify challenges encountered during its implementation.

The data sources in this research include lecturers and academic staff, students, stakeholders, and institutional documents. Lecturers and academic staff provide insights into academic management, teaching practices, and institutional development, while students and stakeholders offer perspectives on service quality and satisfaction. Institutional documents, such as reports on financial management, human resources, academic services, and governance, are used to support and validate the findings. The use of multiple data sources reflects a comprehensive evaluation approach in higher education (Wijayanti, 2014).

Data collection techniques consist of observation, interviews, and documentation. Observation is conducted to directly examine academic and administrative processes within the

university environment. In-depth interviews are used to obtain detailed and contextual information from key informants regarding the implementation of the Balanced Scorecard framework. Documentation analysis involves reviewing official institutional records to strengthen and triangulate the data obtained from observations and interviews. These techniques are consistent with qualitative research practices that emphasize systematic data collection and triangulation to ensure data validity (Dessler et al., 2015).

The data analysis technique follows a descriptive-analytical procedure, which includes data reduction, data display, and conclusion drawing. Data reduction involves selecting, focusing, and simplifying the data obtained from the field. Data display refers to organizing and presenting the data systematically to facilitate interpretation. Finally, conclusion drawing involves interpreting the analyzed data to generate meaningful findings related to the implementation of the Balanced Scorecard in evaluating university performance. This process aligns with evaluation principles that emphasize continuous improvement and systematic analysis (Griffin, 2015).

RESULT AND DISCUSSION

1. Financial Perspective

The financial perspective emphasizes how effectively the university manages and utilizes its financial resources to ensure institutional sustainability. Based on the findings, Universitas Prima Indonesia (UNPRI) demonstrates strong and effective financial management supported by diverse revenue streams, including tuition fees, research funding, and other institutional income. This diversity of income sources contributes to the university's financial resilience and its ability to sustain continuous growth.

The university has successfully maintained financial stability while simultaneously expanding academic programs, improving infrastructure, and enhancing institutional capacity. Budget allocation has been systematically distributed to support both academic and operational activities, indicating a well-structured financial planning system. In addition, financial management practices at UNPRI reflect a commitment to accountability and transparency, which are essential components of good governance in higher education institutions. The findings suggest that UNPRI has achieved a solid financial foundation that effectively supports its strategic objectives and long-term sustainability. Based on interviews with academic and financial management staff, it was revealed that financial planning has been implemented systematically. One informant stated:

"The university already has a clear budgeting system, but sometimes adjustments are needed to align with rapidly changing institutional priorities."

Table 1. Financial Performance Indicators at UNPRI

Indicator	Findings Description
Revenue Sources	Tuition fees, grants, institutional income
Budget Allocation	Well-distributed across academic and operational needs
Cost Efficiency	Efficient use of financial resources
Financial Sustainability	Stable and supportive of institutional growth

The table presents key indicators of financial performance at Universitas Prima Indonesia (UNPRI) and shows that the institution has a strong and stable financial condition. Revenue sources are diverse, including tuition fees, research grants, and other institutional income, which supports financial resilience. Budget allocation is well-distributed across academic and operational needs, indicating effective financial planning. In addition, the university demonstrates efficient use of financial resources, reflecting good cost management practices. Overall, financial sustainability is well maintained, enabling the institution to support continuous growth and development.

2. Customer Perspective

In the context of higher education, customers encompass students, alumni, and the wider community as key stakeholders who directly experience and evaluate the quality of institutional services. The findings of this study indicate that Universitas Prima Indonesia (UNPRI) has achieved a high level of student satisfaction, particularly in terms of academic

services, campus facilities, and learning support systems. These aspects play a significant role in shaping students' learning experiences and overall perceptions of the institution. In addition, UNPRI has established and maintained strong relationships with stakeholders, which contributes positively to its institutional reputation and public trust.

The results of the interviews further strengthen these findings. Most students expressed positive perceptions of the quality of academic services provided by the university. For example, one student stated, *"The lecturers are supportive, and the facilities are quite complete, which helps us in the learning process."* This response reflects the effectiveness of teaching support and the adequacy of learning facilities in enhancing student satisfaction. Another student mentioned, *"Administrative services are good, but sometimes the process can be a bit slow,"* indicating that while the overall service quality is satisfactory, there are still minor areas that can be improved, particularly in terms of administrative efficiency.

Table 2. Customer Perspective Evaluation

Indicator	Findings Description
Student Satisfaction	High in academic services and facilities
Service Quality	Responsive and supportive
Stakeholder Relationship	Strong collaboration and engagement
Institutional Reputation	Positive and improving

The table above summarizes the key indicators of the customer perspective at UNPRI. Student satisfaction is categorized as high, indicating that the university has successfully met students' expectations in terms of academic and support services. Service quality is described as responsive and supportive, reflecting the institution's commitment to providing effective assistance to students and stakeholders. Furthermore, stakeholder relationships are characterized by strong collaboration and engagement, suggesting that the university actively maintains communication and partnerships with various parties. Lastly, the institutional reputation is considered positive and continuously improving, which is a direct outcome of consistent service quality and stakeholder satisfaction.

3. Internal Business Process Perspective

This perspective evaluates the effectiveness and efficiency of internal institutional processes, including curriculum development, teaching quality, academic services, and administrative systems. The findings indicate that Universitas Prima Indonesia (UNPRI) has implemented well-structured and systematic academic processes that are aligned with higher education standards. These processes are supported by an established quality assurance system, which ensures that academic activities, curriculum design, and service delivery are conducted in a consistent and measurable manner.

The university has demonstrated strong performance in managing its curriculum, which is designed to meet academic standards and respond to the needs of students and the labor market. Teaching practices are generally effective, with lecturers delivering material in a structured and organized way. In addition, academic services are functioning properly, providing support for students in their learning activities. This reflects that the internal processes at UNPRI are already operating within a clear and systematic framework.

In addition to these aspects, the university has also shown progress in integrating academic planning with institutional strategic goals. The alignment between curriculum design, learning outcomes, and graduate competencies indicates that internal processes are not only operationally effective but also strategically oriented. Furthermore, the implementation of quality assurance mechanisms—such as regular evaluations, monitoring systems, and feedback collection—demonstrates the institution's commitment to maintaining and improving academic standards. However, despite these positive conditions, the findings also highlight the need for continuous improvement, particularly in terms of innovation in teaching methods and the efficiency of administrative services. As higher education increasingly integrates digital technology, the adoption of innovative and technology-based learning approaches becomes essential to enhance the quality of education. The use of digital platforms, e-learning systems,

and interactive learning tools can further strengthen teaching effectiveness and student engagement. administrative processes, although already functional, still require enhancement in terms of speed, accuracy, and service responsiveness. Improving digital-based administrative systems and streamlining bureaucratic procedures would significantly contribute to better service delivery and overall institutional efficiency. This is particularly important in supporting a more agile and responsive academic environment.

The interview findings further reinforce these results. Lecturers acknowledged that while the current curriculum is well-structured, there is still a need to incorporate more innovative teaching strategies. One lecturer stated, *"The curriculum is well-structured, but we still need to integrate more innovative teaching methods, especially digital-based learning."* This indicates an awareness among academic staff of the importance of adapting to modern educational trends. Similarly, administrative staff emphasized the need for improving service efficiency. One staff member noted, *"The system is already running well, but improvements are needed to make administrative processes faster and more efficient."* This suggests that although administrative systems are functional, enhancing speed and responsiveness would further improve overall institutional performance.

Students highlighted the importance of integrated academic services that are easily accessible and user-friendly. This suggests that improving digital integration across academic and administrative services could further enhance the student experience. Overall, these findings demonstrate that UNPRI has established strong internal processes supported by structured systems and quality assurance mechanisms. At the same time, the institution shows a proactive attitude toward continuous improvement by recognizing the importance of innovation, digital transformation, and service efficiency. Strengthening these aspects will further enhance institutional performance and ensure that internal processes remain relevant and competitive in the evolving landscape of higher education.

4. Learning and Growth Perspective

The learning and growth perspective focuses on the development of human resources, organizational capacity, and institutional innovation as the foundation for long-term sustainability. The findings reveal that Universitas Prima Indonesia (UNPRI) has demonstrated a strong commitment to enhancing the competencies of lecturers, staff, and students through various structured development programs. These initiatives include training sessions, workshops, seminars, and language development programs such as Altissia, which are designed to support both academic and professional growth. The university actively encourages continuous learning among its academic staff by providing regular opportunities for professional development. These programs aim to improve teaching effectiveness, update pedagogical skills, and enhance the ability of lecturers to integrate modern teaching approaches, including technology-based learning. In addition, staff development programs contribute to improving administrative performance and service quality within the institution. Beyond routine training, UNPRI also promotes a culture of lifelong learning and professional advancement. Lecturers are encouraged to participate in academic conferences, research collaborations, and scholarly publications, which contribute to both individual and institutional academic reputation. This effort not only enhances teaching quality but also strengthens the research capacity of the university. Furthermore, the institution supports competency-based development by aligning training programs with institutional goals and performance indicators. From an organizational perspective, learning and growth are also reflected in the university's efforts to build an adaptive and innovative institutional culture. UNPRI has begun integrating digital technologies into both academic and administrative functions, fostering a more dynamic and responsive learning environment. The use of e-learning platforms, digital resources, and blended learning approaches indicates a shift toward modern educational practices that support flexibility and accessibility. From the student perspective, development programs are also seen as highly beneficial, particularly those related to language and soft skill enhancement. The Altissia program, for example, plays a significant role in improving students' English proficiency, which is essential for academic success and future career opportunities in a globalized environment. In addition, students are increasingly encouraged to participate in

extracurricular activities, workshops, and skill-based training that enhance communication, critical thinking, and problem-solving abilities. This indicates that UNPRI not only focuses on academic achievement but also on preparing students with competencies that are relevant to the demands of the job market.

The interview findings further support these results. Lecturers expressed positive views regarding the availability and impact of professional development programs. One lecturer stated, *“Training and workshops are regularly conducted, and they help improve our teaching skills,”* highlighting the effectiveness of these programs in enhancing instructional quality. Similarly, students acknowledged the benefits of institutional support programs. One student mentioned, *“Programs like Altissia really help us improve our English skills, which is important for our future,”* reflecting the practical value of such initiatives in supporting student development. Additionally, some respondents emphasized the importance of sustaining and expanding these programs to ensure continuous improvement. Lecturers noted that ongoing training should increasingly focus on digital pedagogy and innovation, while students highlighted the need for more diverse skill development opportunities. These insights suggest that although current programs are effective, further enhancement and diversification would strengthen their long-term impact.

The findings demonstrate that UNPRI has successfully established a strong foundation in learning and growth by investing in human capital, fostering innovation, and promoting a culture of continuous improvement. This perspective serves as a key driver for enhancing institutional performance, as the development of competent and adaptive human resources directly influences the effectiveness of other perspectives within the Balanced Scorecard framework.

DISCUSSION

The findings of this study demonstrate that the implementation of the Balanced Scorecard (BSC) at Universitas Prima Indonesia (UNPRI) provides a comprehensive and strategic framework for evaluating institutional performance. By integrating financial and non-financial perspectives, the BSC enables a more holistic and balanced assessment of organizational effectiveness. This approach ensures that performance evaluation is not solely focused on financial outcomes but also considers stakeholder satisfaction, internal efficiency, and long-term development capacity.

From the financial perspective, the findings highlight the importance of maintaining a balance between resource availability and efficiency. UNPRI has demonstrated strong financial stability, which aligns with the concept proposed by (Kaplan & Norton, 1996), where financial performance reflects the successful execution of organizational strategy. The customer perspective further strengthens the institution’s performance, showing high levels of student satisfaction and strong stakeholder relationships. This is consistent with (Keller & Kotler, 2015), who emphasize that customer satisfaction is a key determinant of organizational success and sustainability. In terms of internal business processes, the results indicate that UNPRI has implemented structured and effective systems. This supports the view of Hammer and Champy (1993), who argue that efficient internal processes are essential for achieving organizational excellence. Meanwhile, the learning and growth perspective confirms that continuous development of human resources is a fundamental driver of long-term success, as emphasized by (Kaplan & Norton, 2001).

In addition to the four traditional perspectives of the Balanced Scorecard, this study also highlights an important complementary dimension, namely the academic quality perspective (*mutu akademik*), as illustrated in the figure below



Figure 1. BSC Concept From Research Findings

This study reveals that the integration of the academic quality perspective into the Balanced Scorecard (BSC) framework provides a more comprehensive and context-relevant model for evaluating performance in higher education institutions. The findings indicate that Universitas Prima Indonesia (UNPRI) demonstrates strong performance across key academic dimensions, including curriculum quality, teaching and learning effectiveness, research productivity, and community service. These results confirm that academic quality serves as a central pillar in reflecting the core mission of higher education institutions.

The findings also show that the implementation of innovative learning methods, increased research output, and active community engagement contribute significantly to the university's academic excellence. In addition, stakeholder perspectives—derived from interviews with lecturers, staff, and students—highlight that while institutional performance is generally strong, continuous improvement in innovation, efficiency, and responsiveness remains necessary. These findings reinforce the importance of aligning performance evaluation systems with both strategic objectives and academic priorities.

Compared to previous studies, the results of this research are consistent with Beard (2009) and Chen et al. (2006), who found that the Balanced Scorecard enhances alignment between strategy and performance measurement while integrating financial and non-financial indicators. Similarly, (Niven, 2008) and (Al-Hosaini & Sofian, 2015b) emphasized that BSC implementation improves organizational effectiveness and supports strategic management in higher education. In line with (Kettunen & Kantola, 2005), this study also confirms that BSC facilitates better strategic control and performance monitoring in universities. However, this study extends prior research by explicitly incorporating academic quality as a distinct and measurable perspective. While previous studies such as Quesado et al. (2018) and Lueg and Vu (2015) highlighted limitations in adapting BSC to organizational contexts, they did not specifically address the centrality of academic quality in higher education. This study fills that gap by positioning academic quality as a core dimension rather than an implicit component of internal processes or learning and growth.

The similarities between this study and previous research may be attributed to the universal applicability of the Balanced Scorecard in aligning strategy with performance measurement. However, the differences arise primarily from contextual and methodological factors. Unlike many prior studies that rely on quantitative approaches or generic BSC frameworks, this research adopts a qualitative descriptive-analytical method, allowing for deeper exploration of stakeholder perspectives and institutional practices. Furthermore, the

inclusion of academic quality as a fifth perspective reflects the specific characteristics of higher education institutions, where academic excellence is the primary mission.

The novelty of this research lies in the development of an expanded Balanced Scorecard framework that integrates academic quality as a fifth perspective. This contribution is significant because it provides a more holistic and context-specific model for performance evaluation in higher education. By explicitly measuring academic dimensions such as curriculum relevance, teaching effectiveness, research productivity, and community service, this study advances the theoretical development of performance management systems in the education sector. In terms of practical implications, this study offers a strategic framework that can be adopted by higher education institutions to improve performance evaluation systems, enhance accreditation outcomes, and strengthen institutional competitiveness. Academically, this research contributes to the literature by extending the Balanced Scorecard framework and providing empirical evidence of its applicability in higher education. From a policy perspective, the findings can support decision-makers in designing more comprehensive evaluation systems that align with national education standards and institutional goals.

This study makes a significant contribution to the development of performance evaluation frameworks in higher education by extending the traditional Balanced Scorecard model through the inclusion of academic quality as a fifth perspective. Unlike prior studies that predominantly focus on the four conventional perspectives, this research explicitly positions academic quality as a central and measurable dimension, thereby aligning performance evaluation more closely with the core mission of universities. This contribution not only enriches the theoretical understanding of performance management in educational institutions but also offers a more context-sensitive framework that reflects the unique characteristics of higher education. The novelty of this study lies in its integrative approach, combining strategic management tools with academic performance indicators to produce a more holistic evaluation model.

This study provide several important implications. Practically, higher education institutions can adopt the expanded Balanced Scorecard framework to design more comprehensive performance evaluation systems that incorporate both financial and academic dimensions. This can support universities in improving accreditation outcomes, enhancing institutional competitiveness, and ensuring sustainable development. Academically, this research contributes to the literature by bridging the gap between strategic management and academic quality assessment, offering a new perspective for future studies in educational performance evaluation. Despite its contributions, this study has several limitations. First, the research is limited to a single case study at Universitas Prima Indonesia, which may affect the generalizability of the findings to other institutions with different characteristics. Second, the use of a qualitative descriptive-analytical approach, while providing in-depth insights, may introduce subjectivity in data interpretation.

Future research is recommended to expand the application of the proposed five-perspective Balanced Scorecard framework across multiple higher education institutions, including public and international universities, to enhance its generalizability. Researchers may also consider employing mixed-method approaches to combine qualitative insights with quantitative performance indicators. Future studies could also explore the integration of digital performance monitoring systems or data analytics to improve the effectiveness and efficiency of performance evaluation in higher education.

CONCLUSION

This study concludes that the implementation of the Balanced Scorecard (BSC) at Universitas Prima Indonesia (UNPRI) provides a comprehensive and effective framework for evaluating institutional performance. By integrating financial and non-financial perspectives, the BSC enables the university to assess its performance in a more balanced, systematic, and strategic manner. The findings indicate that UNPRI has demonstrated strong performance across the four main perspectives—financial, customer, internal business processes, and learning and growth—reflecting its ability to maintain institutional stability, ensure stakeholder

satisfaction, implement effective internal systems, and promote continuous human resource development. Furthermore, this study introduces academic quality (mutu akademik) as a novel perspective, which represents a significant contribution to the development of the Balanced Scorecard in the context of higher education. This additional perspective emphasizes the core mission of universities, including the quality of curriculum, teaching and learning processes, research productivity, and community service. The inclusion of academic quality strengthens the evaluation framework by ensuring that academic excellence becomes a central focus in performance measurement. The integration of five perspectives—financial, customer, internal business processes, learning and growth, and academic quality—demonstrates that UNPRI has adopted a holistic and strategic approach to performance evaluation. The findings also highlight that the successful implementation of the Balanced Scorecard requires continuous improvement, innovation, and active stakeholder involvement. Balanced Scorecard, enriched with the academic quality perspective, serves as an effective strategic management tool for higher education institutions. It not only enhances institutional performance evaluation but also supports sustainable development and strengthens competitiveness in an increasingly dynamic educational environment.

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