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## The Assessment of the Education Laboratory Performance by Using Balanced Score Card Method

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**Abstract:** This Research was conducted to measure the performance quality of the educational laboratories at the faculty of Islamic Education and Teacher Training in State Islamic University or UIN Imam Bonjol Padang, especially in the performance of the field Practice for Teacher Training laboratory (PPL), Computer and Islamic Education Practice Laboratory (PPAI) by using balanced score card method. In term of the method, four perspectives were used such as: financial perspective, customers (the users) perspective, internal business perspective, and growth and learning process. The foci of this study included: PPL, computer, and PPAI. The subjects of this research were 3 heads of the labors, 6 laboratory staff, 3 financial staff, and 90 students who were studying in semester VII at faculty of Islamic Education and Teacher Training in UIN IB Padang at academic year 2016/2017. Questionnaire, interview guide, and observation sheet were used as the instruments that have been tested their reliability and validity. Data analysis was employed by measuring the customer perspective questionnaires, internal business process perspective, and learning growth perspective. The finding of the study showed that the performance of labor the PPL laboratory is 3.27 (65.35%) with good category. The Performance of computer laboratory is 3.05 (61%) with good category. The Performance of the PPAI laboratory was 2.76 (55.2%) with less good category. Overall, all three laboratory have 3.03 (60.6%) performance measurement result with good category.

**Keywords:** Assessment performance; balanced score card method; education laboratory

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## INTRODUCTION

Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang is one of Islamic universities that have vision to realize it as the Center of Excellence at State Islamic Higher Education or PTKIN which have professional and competitive teachers'

competences in the global world. To achieve this vision, Faculty of Islamic Education and Teacher Training has equipped itself with learning facilities and infrastructures based on the National Standard of Higher Education (SNPT) *Permendikbud* (The Regulations of National Education Ministry) number 49 2014. One of the most important means and

infrastructures is the availability of educational laboratories. It is clearly stated at Regulation of the Ministry of State for Administrative and Bureaucratic Reformation number 03/ January/ 2010 and Joint Regulation of National Education Ministry and Head of the State Personnel Agency number 02 and number. 13/ May/ 2010, provide a clear definition of educational laboratory, to provide the academic support in the educational institution, in the form of closed or open space, permanent or moving, systematically managed for testing, calibration and production activities in Limited scales, using equipment and materials based on certain scientific methods, in the context of the implementation of education, research, and community service. In accelerating achievement process relating to the faculty, the nine educational laboratories have been set in the last few years, 3 of them are: PPAI laboratory, PPL-Micro Teaching laboratory and computer laboratory. In more detail, 3 labs aims to provide an output that will be the hallmark of the Faculty of Islamic Education and Teacher Training in UIN IB alumni.

Since the laboratory of PPAI, labor PPL-Micro Teaching and Computer Labor have been supporting the Faculty of Islamic Education and Teacher Training in UIN IB for some years, it is very important to have the performance measurement development due to world education and global demands. For this reason, a reliable performance measurement is required as the key factors of organizational success (Al-Mashari, Al-Mudimigh, & Zairi, 2003; Ghalayini & Noble, 1996; Gunasekaran, Patel, & McGaughey, 2004; Rummler & Brache, 2012). As it known before, Labor performance measurement is regarded as a way used by the Faculty of Islamic Education and Teacher Training in UIN IB to measure the laboratory performance quality. The performance of the laboratories is the reflection of the level of the goals achievement and objectives as a description of the vision, mission, and strategy that indicate the success rate and failure of the implementation, in

accordance with established programs and policies. Labor performance measurement is also hardly needed in identifying the level of service quality on the students as the customer, beside to be considered as material the evaluation and improvement in the future (Cox, Imrie, & Miller, 2014; Hofstein, 2004; Hofstein & Lunetta, 2004; Hofstein & Mamlok-Naaman, 2007).

Based on the observations and interviews which were conducted with several laboratory staffs at the faculty, the performance measurement has only been focusing on the achievement of labor programs and financial aspects. It means that, the measurement of labor performance has not been done comprehensively, coherently, measurable and balanced. This may lead the personals fail to respond the changes that occur in institutions and communities.

The well running measurement performance those can fulfill the indicators can be accomplish if those parties apply a concept that balances business and attention to the financial can be done with and non financial performance, known as the balanced score card concept (Effendi, 2012; Febrina, 2012; Istiqlal, 2009; Lestari, 2013; Pratiwi, 2016; Sarjono, Pujadi, & Wong, 2010; Singgih, Octavia, & Damayanti, 2004; Sukesti, 2010; Zudia & NASIR, 2010). The balanced score card performance measurement sees four perspectives, namely financial, customer, internal business processes, and learning and growth perspectives (Kaplan & Norton, 2006, 2008). By employing the comprehensive, coherent, measurable and balanced performance measurement through balanced score card method, the performance measurement becomes an interesting and important to study. To realize these performance measurements, a laboratory performance measurement study on the Faculty of Islamic Education and Teacher Training was performed through Balanced Score Card Method. The results of this research will be

taken in to account as the basis for the Faculty of Islamic Education and Teacher Training in UIN IB to perform the reliable and standardized development on the laboratories.

### **Laboratories as a Learning Resource**

According to the General Provisions of PAN and RB Decree No.3 Year 2010 concerning the Functional Position of the Education Laboratory and its Credit Score in Article 1 that the Education Laboratory here in after referred to the laboratory is the academic support unit of the educational institution, in the form of closed or open space, permanent or moving. Systematically management testing, calibration, and production activities on a limited scale are in using equipment and materials based on certain scientific methods, in the context of the implementation of education, research, and community service. While the term Center of Learning Resources (PSB) is the centering of various learning resources that include people, materials, equipment, environmental facilities, objectives and processes. In general, the PSB contains the components of libraries, audio-visual services, equipment and production, training places to develop instructional program activities and where to develop aids in the development of instructional systems. The laboratory as a learning resource center is defined as a lab that has a function as a learning resource center. The functions include production, development, management, service and administrative functions.

### **Balanced Score Card Method**

The Balanced Score card (BSC) method was first published in Robert S. Kaplan and David P. Norton's articles in the 1992 published in Harvard Business Review entitled "Balanced Score card Measures that Drive Performance". The article contains a series of research and experiments on BSC development as a new performance measurement system that allows corporate executives and multiple perspectives

simultaneously. The BSC further develops in its application, not only as a measure of corporate performance, but extends as an approach in the preparation of strategic plans, by linking business benchmarks with corporate strategy.

Kaplan & Norton (2001) use four standard Balanced Score card perspectives from company development outcomes, which consist of: (1) financial perspective, (2) customer perspective, (3) process perspective internal business process, and (4) learning and growth perspective. According to Rangkuti (2011) a simple understanding of the Balanced Score card is a score card used to measure performance with due regard to the balance between the financial and nonfinancial side, between short and long term and involves internal and external factors. Halik (2015) states that Balanced Score card is a strategic management system that comprehensively provides an understanding of the performance of an organization. In addition, Punniyamoorthy & Murali (2008) argues that the Balanced Score card is an accounting report covering important factors and determining the success of a company, consisting of four areas: (1) financial performance, (2) customer satisfaction, 3) internal business process, and (4) innovation and learning. At last, defines the Balanced Score card as a strategic management system tool used to support strategy formulation, strategic planning, and performance measurement systems.

### **The Level of Students' Satisfaction against Labor Service**

Soutar, McNcil, & Lim (1996) argues that the research result done by Parisian on several types of services have identified ten major factors/ dimensions that determine service quality: reliability, responsiveness, competence, access, Courtesy, communication, credibility, security, understanding, and tangible. It is because of the overlap between the above dimensions, in subsequent developments. (1) tangibility (embodiment), (2) responsiveness, (3) reliability, (4) assurance (Certainty), and (5)

emphatic. Five dimensions of service quality proposed by Parasuraman which have been tested in measuring the performance of service quality. The first dimension of service quality is tangibility. Tangible is a physical dimension. A service cannot be smelled, and cannot be touched, so that physical evidence becomes important as a measure of service. Tangible is the ability to provide campus physical facilities and adequate lecture materials regarding the appearance of personnel (human resources) as well as public facilities. For example: the availability of infrastructure facilities. The second dimension, responsiveness is a dynamic dimension of service quality. Responsiveness is a willingness to help customers and provide services quickly.

The third dimension is reliability, which is the ability to display the accurate and reliable services or the ability to perform promised services appropriately and reliably. The fourth dimension of the service quality dimension that determines customer satisfaction is assurance, namely the quality assurance dimension related to the behavior of teaching staff or lecturers in instilling trust and confidence to the students. The last dimension of satisfaction is empathy. Empathy is the attitude of lecturers or employees in providing whole-hearted service, such as personal attention and understanding that each student has different abilities and needs.

## METHOD

This research is categorized as descriptive-evaluative research to obtain a description of the performance of computer laboratory of faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang. Performance measurement at laboratories of the faculty of Islamic Education and Teacher Training was done through balanced score card approach. The balanced score card approach is a performance appraisal approach measured in 4 perspectives: customer perspective, financial perspective, internal business process

perspective, and learning and growth perspective supported by primary data and secondary data.

This research took place in the faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang and had been conducted from the month of early September until the end of November 2016, while the population of this research is all parties related to the three laboratories (chairman and laboratory staffs, labor finance manager and the users); PPL, computer Lab, and PPAI Lab. Based on the research needs, the sampling technique used in this research is purposive sampling method.

## Performative Measurement

The population of this study was all students who have occupied the 7<sup>th</sup> semester, which consists of 876 students. Based on the formula Slavin:

$$n = \frac{N}{1 + Ne^2} = \frac{876}{1 + 876 \times (0,1)^2} = 89,75 \approx 90$$

To accumulate the data on internal business processes and innovation success rate, it has been taken through questionnaires which have been distributed to the nine head and staff laboratories. To get the data on Growth and learning perspectives, the researchers distributed questionnaires to three heads and staffs of laboratories at faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang.

## Data, Procedures, Instruments, and Data Collection Technique

There are two types of data used in this study. They are primary data and secondary data. Primary data was used to obtain data related to the customer perspective (students' questionnaire), financial perspective (questionnaire for financial staffs), internal business process perspective (questionnaire for head and laboratory staff) and learning and growth perspective (questionnaire for head and Labor staffs).

The secondary data was related to financial perspective in the form of tracing source from the financial documents at faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang. The instruments used to collect the data were questionnaires, and interview guides sheet. The interviews phase conducted to parties who are considered to provide information related to the performance measurement of laboratories.

The questionnaires consist of several closed questions to answers would help respondents to answer quickly, and also facilitate researchers in conducting data analysis of all questionnaires that have been collected. Observation or observation, activities to obtain factual data by observing the physical condition, facilities, and behavior directly to the object related to the performance of Laboratories of faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang. The instrument of this research used construct validity with two stages. The first stage of the validity testing is through expert judgment and then the second stage of validity test through correlation item-total correlation. The result of decision of validity test used corrected item-total correlation is equal to Pearson correlation, is: if  $r_{count} \geq r_{table}$ , then it is said valid, whereas if  $r_{count} < r_{tabel}$ , it is said to be invalid (Riduwan & Achmad, 2007).

**Instrument Reliability**

Alpha Cronbach equation was used to test the reliability of the instrument. The goal is to obtain the level of accuracy (reliability) data collection tool (instrument) used. Decision-making for reliability test is if Alpha Cronbach  $< 0.6$  then reliability is bad, if Alpha Cronbach  $0.6 - 0.79$  then reliability is accepted, and if Alpha Cronbach  $\geq 0.8$  then good reliability (Riduwan & Achmad, 2007).

**Technique of Data Analysis**

The four types of data which are customer performance, financial performance, internal business process performance, growth performance and learning were analyzed using the following scale:

**Table 1.** Liker Scales

Interval	Value	Categories
1	4,02-5,00	Very good
2	3,02-4,00	Good
3	2,01-3,00	Sufficient
4	1,01-2,00	Bad

**Data Analysis**

Descriptive qualitative research was used in this study where the data was analyzed based on research variables that include customer aspects, financial aspects, internal process aspects, and learning and growth aspects. To assess the performance of each response in the balanced score card, the analysis is based on the mean. This average value can be used by summing the overall data, and then divided by the number of respondents. According Sugiyono (2010) to calculate the average by using the formula as follows:

$$Me = \frac{\sum X_i}{n}$$

Information:

Me: Mean (Average)

$\sum$ : Sigma (Amount)

N: Number of perspectives

Xi: The maximum value of perspective

After getting the performance score of each perspective in the balanced score card, it was analyzed by using Likert scale at interval 1 to 5. The final performance value of laboratories faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang were analyzed by using percentages which can be drawn in the following table:

## RESULT AND DISCUSSION

**Table 2.** Final Assessment Value *Balanced Score card*

Interval	Values	Categories
1	20-40	Bad
2	41-60	Sufficient
3	61-80	Good
4	81-100	Very Good

The results of the overall performance assessment of the PPL laboratory, computer laboratory and PPAI laboratory of faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang from a financial perspective, customer satisfaction, internal business processes, growth and learning can be summarized in table 3 below:

**Table 3.** The Final Performance Score *Balanced Score card*  
PPL Lab, Computer Lab, and PPAI Lab

No.	Perspektive	Performance Assesment	Performance Assesment (%)	Category
<b>PPL Laboratory</b>				
1.	Financial	4	80%	Good
2.	User	2,94	58,8%	Sufficient
3.	Internal Business Profile	3,03	60,6%	Good
4.	Growth and Learning	3,10	62%	Good
The Total of Performance Assessment pf PPL Lab		3,27	65,35%	Good
<b>Computer Laboratory</b>				
1.	Financial	3,29	65,8%	Good
2.	User	2,63	52,6%	Sufficient
3.	Internal Business Profile	2,97	59,4%	Sufficient
4.	Growth and Learning	3,31	66,2%	Good
The Total of Performance Assessment Computer Lab		3,05	61%	Good
<b>PPAI Laboratory</b>				
1.	Financial	3,62	72,4%	Good
2.	User	2,75	55%	Sufficient
3.	Internal Business Profile	1,93	38,6%	Bad
4.	Growth and Learning	2,74	54,85%	Sufficient
Total Penilaian Kinerja Labor PPAI		2,76	55,2%	Sufficient
<b>The Total of Performance Assessment of PPL Lab, computer Lab and PPAI Lab</b>		<b>3,03</b>	<b>60,52%</b>	<b>Good</b>

Based on the figures presented in table 3 above, the overall laboratory performance obtained from PPL lab and computer lab entry in both categories while the performance of labor PPAI was still in the less good category.

However, the average overall performance of labor was still included in the good category. The discussion of the performance appraisal of each laboratory is described as follows:

### PPL Laboratory

From the perspective of financial perspective it is known that the laboratory PPL does have operational funds. The Effective and Efficient used can be managed by departments of the Faculty of Tarbiyah and teacher training. The paper on operational funding and labor development also shows that the funding tends to increase in size every year. So it is very reasonable from the perspective of financial PPL labor performance appraisal goes into good category. From the perspective of

customer satisfaction (students), there are still many demands that should be considered a lot by UIN IB, The leader of the Cleanliness. Neatness, comfort and layout of laboratory equipment are considered not yet able to support PPL practice and activities. The lab also has lack of facilities and infrastructure that can be used by students. For example, the Projector that there are less than 5 units, while there are departments need the tool.

In terms of reliability of services, the students' satisfaction on the PPL Lab is still not good, especially in the aspect of staff ability to serve the students' administration and provision of module and handout. However, PPL's responsiveness service is well recognized by the students. Recognition is based on the attention of the lecturer who is good enough, the lecturers also understand the students' ability, and information conveyed clearly. However, the availability of assistant and labor services is still not efficiently perceived by the students. In line with the labor security assurance service (assurance), it is found that still less comfortable. PPL lab also impressed as has no care in understanding the interests and difficulties against the students who related with the lab

Based on the above discussion, poor performance appraisal on the aspect of customer satisfaction (student) should be the main agenda that must be completed by the leadership and labor manager if the institution wants to accelerate the achievement of the vision and mission of Tarbiyah and UIN. One effort that can be done by UIN Imam Bonjol Padang to solve the problems is to increase the number of staff so that it is proportional to the work to be done. Internal business process aspect of PPL lab performance show how the organization treats the chairman and laboratory staff, teaching staff and laboratory instructors in conducting laboratory activities. Assessment should be based on innovation processes, processes during laboratory operations and post-laboratory processes. Some points that

need to be improved in this section are dealing with time disciplines. Leaders are also expected to place the laboratory staff in accordance with their competence. Leaders should also direct teachers to be actively participating in scientific forums.

Performance assessment of growth and learning aspects looks at how the organization (Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang) treats labor leaders and staff, teachers and instructors in disseminating vision and mission, providing opportunities to improve knowledge and understanding, draw attention to the welfare of labor staff. From the polled questionnaire revealed that there is dissatisfaction of labor staff to the welfare (salary and allowances) obtained. Labor staffs have less sense of ownership of labor. It is recognized by a number of staff who say not always stand by in the room. The relationship between the laboratory staff and the Faculty of Islamic Education and Teacher Training of UIN Imam Bonjol Padang leadership should still be improved. For such things it is suggested to the leadership of Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang to increase its concern for the PPL laboratory carrier.

### **Computer Laboratory**

Performance appraisal of computer labor finance aspect has been on average in good category. However, in the description of the category of less good is still found in aspects of the use of labor development funds. The use of labor development funds is still not effective and efficient. Less well this problem relates to many things such as with the problem of facilities and infrastructure is not adequate. For example, computer labor requires a very large electrical power, while the available electric power is inadequate. The Improvement of electric power has not been the right solution and may add new problems. The Computer

also requires room, room temperature and others further improvement.

This fact reinforces the reality of the lack of student satisfaction in every aspect of the completeness of the means and infrastructure (tangibility) in the computer laboratory. The Student dissatisfaction comes from cleanliness, neatness and comfort of computer laboratory. The layout of the practicum equipment, the availability of practical support facilities such as LCD, OHP, should be arranged in such a way as to require a separate treatment. In the Attempt providing the reliable service (reliability) Computer Lab is on average go in the category less good. Students still need flexible time to discuss with lecturers during practicum. The computer lab is expected providing modules and handouts to assist student practicum. Providing good and qualified administrative services can also be one of the right solutions to improve student satisfaction with trusted computer services.

To obtain a laboratory with the predicate of responsiveness, several things that can be done are: to encourage the lecturer to give attention to the students, the lecturer is also expected to understand the capability of the students. To make a well distribution on the student's skill there is a need for the availability of the lab assistants. Students also expect to get clear information and efficient service from the staff.

The quality improvement can be accomplished by; reconsidering the Attitudes and behaviors of teachers in guiding the process, friendly suggested way with students, the effective way in time usage, the kinds and recommended staff attitudes. Finally, the sanctions for students who violate the rules will also provide a sense of security for other students. Student satisfaction from the sense of empathy indicated by laboratory staff on average less good. The computer laboratory needs to have empathy (concern) to the students by way of understanding the interests and

difficulties of students with the lesson of the lab, and the cooperative and the opening of faculty to the students' desire in practice in computer laboratory.

In the internal business process aspect, computer lab is on the average and went into the category less good. A striking aspect is shown by the unavailability of accurate data and information to support the work on Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang computer laboratory. Staffing is also not in accordance with the compensation. Labor staffs are also not always stand by at work because they have to do other work.

The unfavorable aspects lie in the loyalty of labor staff to the leadership, the performance of labor staff and the sense of belonging to the organization. This happens because the staff is given too many works to do. Then it is logical that the addition of staff numbers can be a good solution for computer lab. Providing labor staff opportunities for formal learning, training, workshops, symposiums and workshops is expected to be seriously thought by the leadership as it will give a positive impression on the students.

### **PPAI Laboratory**

From a financial perspective, it is known that the PPAI lab has its own operational funds and development funds which its use according to financial management has been managed effectively and efficiently. It is shown that the fund tends to increase in size every year. So it is reasonable from the perspective of financial labor PPAI assessment of its performance into the good category.

The students' satisfaction on the completeness of facilities and the tangibility (perceived) is still not good. Students less satisfied with cleanliness, tidiness, coolness and comfort of PPAI laboratory room. The most appropriate solution to this problem is on the

intensity of the staffs of Cleaning Services) service in the PPAI laboratorium room. Complementing PPAI laboratory facilities and infrastructure, providing adequate facilities (in focus, OHP, Camera, TV, etc.) will ensure the safety of PPAI's Lab equipment and laboratory equipment.

Providing the reliable services on the PPAI lab shoes the average level, the less good categories. Students are expect to be guided by professional faculty, with clear material, flexible time to discuss the practicum, availability of module/ practical handout, accuracy of PPAI practice schedule. Reliable service from laboratory staff is also expected to improve the student's ability and service quality.

The responsiveness of the PPAI laboratory was revealed by the response of the teaching staff to the students who were not good enough. Teachers in the laboratory PPAI are expected by students to understand the ability of students. Students also expect a practical assistant who helps students in practice in the laboratory PPAI. Students also expect all information from the PPAI Labor to be presented clearly. Students also want efficient services (fast and on time).

Guarantees in getting good service (Assurance) also fall into the category of less good, it is revealed from the less satisfied students with the attitude and behavior of teachers in guiding students. Attitudes and behavior of labor officers also gained criticism from students. It is expected that teachers, labor staff have good behavior and attitude to the students. Teachers are expected to also be able to use the time effectively and the existence of sanctions for students who violate the rules will provide a sense of security for students other practicum participants.

Students' satisfaction with the empathy of labor PPAI is still found not good enough. The questionnaires revealed that the lab does shows its cares, while the students are also

expect to have the open and cooperative nature of teaching staff when doing teaching practice. With this research, it is expected that the related parties will receive all inputs and suggestions and expectations from students who are constructive for the PPAI laboratory. From the internal business process aspect, the laboratory of PPAI is on average on performance appraisal with very poor category. Among the 10 questions in the questionnaire there are 9 questions give the average value for bad and very bad. To respond this performance it is advisable that Faculty of Islamic Education and Teacher Training treats laboratory PPAI as follows: 1) selecting computerized staff 2) providing accurate data and information to support PPAI labor work 3) reorganizing time and job completion targets Labor PPAI 4) reduces the various opportunities that hamper the various jobs in the laboratory PPAI 5) puts the laboratory staff PPAI in accordance with its competence 6) discipline the laboratory staff to always standby at work 7) cultivate research on labor PPAI 8) Teachers in Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang strived Actively participate in scientific forums about labor 9). Adjust the PPAI's curriculum and labor syllabus to fit the stakeholder demands.

Assessment of performance aspects of growth and learning labor PPAI on average enter the category less good. Attention perceived less maximum to labor PPAI. Some notes that should be the main improvement agenda by the leadership include: 1) giving labor staff opportunities to gain insight / ability and knowledge in the form of following formal learning tasks (S2, S3, etc.) 2). Convince labor staff to always be proud of their duties 3) foster loyalties labor staff against the leadership of Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang 4). Maintain harmony of relationships among fellow labor staff PPAI 5) improve the welfare of labor staff (salary and benefits) 6). Authorize the responsibilities of the labor staff in completing the task 7). Make quick response in

making decisions when problems occur in labor PPAI 8). Objectively assess employee performance 9). Receive input and advice from labor PPAI and 10). Support PPAI labor with adequate work equipment.

## CONCLUSIONS AND RECOMMENDATION

Based on the result of data analysis of research and discussion about performance measurement of laboratory of Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang (PPL laboratory, computer, and PPAI) measured by balanced score card method using 4 perspectives: financial perspective, customer perspective, internal business process perspective, and growth and learning perspective It can be concluded as follows:

Performance of PPL Laboratory at Faculty of Islamic Education and Teacher Training in UIN IB based on four perspectives of 3.27 with good category. Three perspectives (financial, internal business processes, growth and learning) have good category performance. While in the perspective of customer / student satisfaction is still in the less good category. Computer Laboratory Performance UIN IB Faculty of Islamic Education and Teacher Training based on four perspectives of 3.05 with good category. Two perspectives (financial as well as growth and learning) are both categorized, while the perspective of customer/ student and internal business satisfaction is still in the less favorable category.

Laboratory performance of PPAI at Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang was based on four perspectives of 2.76 with bad category. Only a financial perspective has a good category performance. Meanwhile, the three perspectives (customer/ student perspectives, internal business processes, and growth and learning) are still in the less

favorable category. Overall, the three laboratories at Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang have a performance measurement. Result showed that value of 3.03 is in good category. It can be recommended several things, namely: Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang Labor need to increase budget availability, effectiveness of budget use, and evaluation of budget usage to improve labor performance from a financial perspective. The laboratories at Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang need to improve the tangibility aspects (labor facilities, Reliability (Reliability of Teachers and Labor Staff), Responsiveness, Assurance, and Empathy to improve performance Labor measured from the perspective of customer/ student satisfaction.

The laboratory at Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang need to improve the knowledge of laboratory staff about their tasks, improve loyalty, responsibility and work discipline of labor staff in completing work in accordance with the target and time set to improve laboratory performance measured from an internal business perspective. The laboratory at Faculty of Islamic Education and Teacher Training in UIN Imam Bonjol Padang needs to increase the chances of the laboratory staff to develop themselves and place employees according to their competence to improve laboratory performance measured from the perspective of growth and learning.

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