Development of Achievement-Based Performance Management System Model in Private Health:
College Case Study in STIKIM

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Abstract. The development of the Performance Management System (PMS) model for Sekolah Tinggi Ilmu Kesehatan Indonesia Maju (STIKIM) needs to be carried out so that it is by the Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning Higher Education Accreditation Instruments. The purpose of this study was to determine the model of the Performance Management System in STIKIM. The research method used is qualitative research with a case study design. The data analysis method is based on the Miles and Huberman model. This research lasted for six months with 7 (seven) informants. The results showed that STIKIM developed a Performance Management System model based on the Input-Process-Output-Outcome process. Suggestions from the results of this study are that the quality of human resources in STIKIM is improved to produce good results.

Keywords: Performance Management System · College of Health · Outcome-Based

1 Introduction

Sekolah Tinggi Ilmu Kesehatan Indonesia Maju (STIKIM) is a university that has a mission to organize higher education, as regulated in article 1 number 8 of the Minister of Education and Culture 3 of 2020 concerning National Standards for Higher Education. In carrying out its mission, STIKIM aims to produce quality young people. Therefore, STIKIM is expected to constantly improve and follow any developments in science and technology, especially concerning changes in existing regulations. These regulations must be used as STIKIM to guide carrying out its mission. These regulations have been stated in several laws and regulations, including: Law of the Republic of Indonesia No. 12 of 2012 concerning Higher Education, Government Regulation of the Republic of Indonesia No. 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education, Permendikbud 3 of 2020 concerning National Standards for Higher Education, Permendikbud No. 5 of 2020 concerning

Accreditation of Study Programs and Universities, and Higher Education of the Republic of Indonesia Number 62 of 2016, concerning the Higher Education Quality Assurance System, Regulation of the National Accreditation Board for Higher Education (BAN-PT) Number 2 of 2017 concerning the National Accreditation System for Higher Education, Regulations National Accreditation Board for Higher Education Number 4 of 2017 concerning Policies for Preparation of Accreditation Instruments, as well as Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning Higher Education Accreditation Instruments.

Based on these regulations and the enormous demands from stakeholders, especially to maintain the accreditation rating of Very Good, it is necessary to improve the STIKIM Performance Management System (PMS) to achieve its goal of producing quality graduates. Improvement of PMS is needed because PMS is a tool that can be used to improve the performance of STIKIM, which in the end is the achievement of STIKIM's vision; namely, In 2038, STIKIM will become an institution that is nationally competitive in the development of science and technology in the health sector through community development to increase the degree of health.

Based on this background, this research is necessary because it aims to obtain a STIKIM Performance Management System (PMS) model by the demands of existing laws and regulations. The difference between this study and previous research is that this research is related to the issuance of the Higher Education Accreditation Instrument (IAPT) 3.0 as a mandate from the Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning Higher Education Accreditation Instruments, which is briefly written IAPT 3.0, Previous research good research Onsardi [1], Andriani et al. [2], Mardiansyah [3], Arijanto and Harsono [4], Utomo and Murti [5], Girikallo [6], Trisno et al. [7], Ansari and Burhanuddin [8], Fitri [9], Adisel [10] was not associated with IAPT 3.0.

2 Literature Review

2.1 Performance Management System

Schuler and Jackson 2006 in Girikallo [6] state that the performance management system is a formal structured process to measure, evaluate, and influence employees' attitudes, behavior, and performance related to their positions/jobs. Meanwhile, according to Mondy 2008 in Girikallo [6], performance management is a goal-oriented process directed at ensuring that organizational processes can genuinely maximize the productivity of employees, teams, and ultimately the organization itself.

According to Dharma [11], the performance management system is an open system that is influenced and affects the environment. Therefore, the performance management system can be influenced by: (1) changes in the business competition environment, (2) government regulations, (3) the necessary controls on human behavior vary, (4) strategic management review, (5) corporate culture, (6) commitment of company leaders, (7) company facilities and infrastructure, (8) cooperation of all parties involved, (9) carrying out monitoring and evaluation, and (10) reward and punishment system.
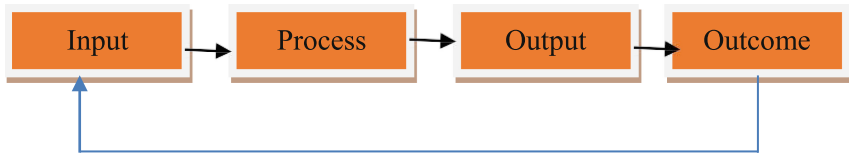
Fig. 1. Logical framework.

2.2 Performance Management System Cycle

Based on the results of the study obtained in the academic text, which is part of the Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning Higher Education Accreditation Instruments, data was obtained, namely the need for a clear framework of thinking (logical framework) starting from planning, implementation, to evaluation. Moreover, its relation to institutional development plans will lead to higher education performance, namely the achievement of the vision, mission, and goals of the university. Therefore, the accreditation assessment must include Input–Process–Output–Outcome from Study Programs and Higher Education administration. From these data, the performance management system cycle can be described as follows (Fig. 1):

This cycle is also in line with what Armstrong 1984 said in Dharma [11] namely the need for awareness of the fact that performance can only be measured and assessed based on an input-process- output-outcome model, and concentration on one aspect of performance can reduce the overall effect of the system.

2.3 Accreditation

It is necessary for recognition between quality assurance institutions; BAN-PT must become an institution recognized by fellow quality assurance institutions, especially in the international arena. One of the conditions for obtaining such recognition is the similarity of systems, processes, and accreditation standards. Recent regulations and good quality assurance (QA) practices abroad require a paradigm shift from Input-Process-based to Output-Outcome-based. Therefore, changes to the BAN- PT accreditation instrument must also be directed at measuring Higher Education's output and outcome.

With the implementation of IAPT 3.0, at least five fundamental changes are expected to occur. These changes include: 1) A paradigm shift in accreditation from input-process to output-outcome. 2) Changes in university assignments, from filling out forms to conducting self-evaluations related to institutional development. 3) Changes in the assessor's task from describing data and information to assessing the results of the self-evaluation. 4) Shifting the nature of accreditation from quality check to quality assurance in the context of sustainable quality development (CQI) and developing a quality culture (Quality Culture Development). 5) The involvement of higher education institutions in the accreditation process, especially in providing feedback on the preparation of the accreditation report.

2.4 Linkage of Performance Management System and Accreditation

The 2019 Higher Education Institution Accreditation Instrument (IAPT 3.0) impacts the shift from rule-based accreditation to principle-based accreditation, as shown in the following three essential characteristics: 1) Paradigm shift in accreditation from input-process to output-outcome; 2) Clarity of the logical framework starting from planning, implementation, to evaluation, and its relationship to institutional development plans, which will lead to higher education performance, namely the achievement of the university's vision, mission, and goals; and 3) Emphasis that the university leadership is the most responsible party (leader responsibility) in the accreditation process.

Outcome-based accreditation is not defined as an assessment of the outcomes and outcomes of implementing a Study Program or Higher Education, but also assessing the fulfillment of SN-Dikti concerning inputs and processes. Therefore, the accreditation assessment must include Input–Process– Output–Outcome from Study Programs and Higher Education administration. The weight of the assessment is determined with the highest priority (highest weight) on the aspects of outputs and outcomes (outputs and outcomes), followed by process and input aspects.

Accreditation assessment is carried out comprehensively and comprehensively that includes elements of compliance with the National Higher Education Standards (SN-Dikti), Higher Education Standards set by Higher Education, and legislation on the management of higher education, as well as conformance, which is measured through quality performance (performance) in the context of public accountability. Outcome-based accreditation is not defined as an assessment of the outcomes and outcomes of implementing a Study Program or Higher Education, but also assessing the fulfillment of SN-Dikti concerning inputs and processes. Therefore, the accreditation assessment must include Input–Process–Output–Outcome from Study Programs and Higher Education administration. The weight of the assessment is determined with the highest priority (highest weight) on the aspects of outputs and outcomes (outputs and outcomes), followed by process and input aspects. From this explanation, it can be seen that there is a link between the performance management system and accreditation.

3   Methods

The research method used in this research is qualitative with a case study research design. The data collection methods used in this study were observation, Focus Group Discussions (FGD), and document analysis. The FGD was carried out by involving 7 (seven) informants who were at the strategic planning level in the STIKIM Organizational Structure for the 2017–2021 period, namely Deputy Chair I for Academic Affairs, Deputy Chair II for Non-Academic Affairs, Deputy Chair III for Student Affairs, Chair of the STIKIM Senate, Chairperson Internal Supervisory Unit (SPI), Head of Internal Education Development and Quality Assurance Unit (SP3MI) and Chair of the Board of Trustees.

The FGD was held on December 10, 2020, while the research was carried out during the period from July to December 2020. In general, the flow of this research is as follows.

The stages of the research flow shown in Fig. 2 can explain the steps of this research, starting from a literature study on the performance management system (PMS), which
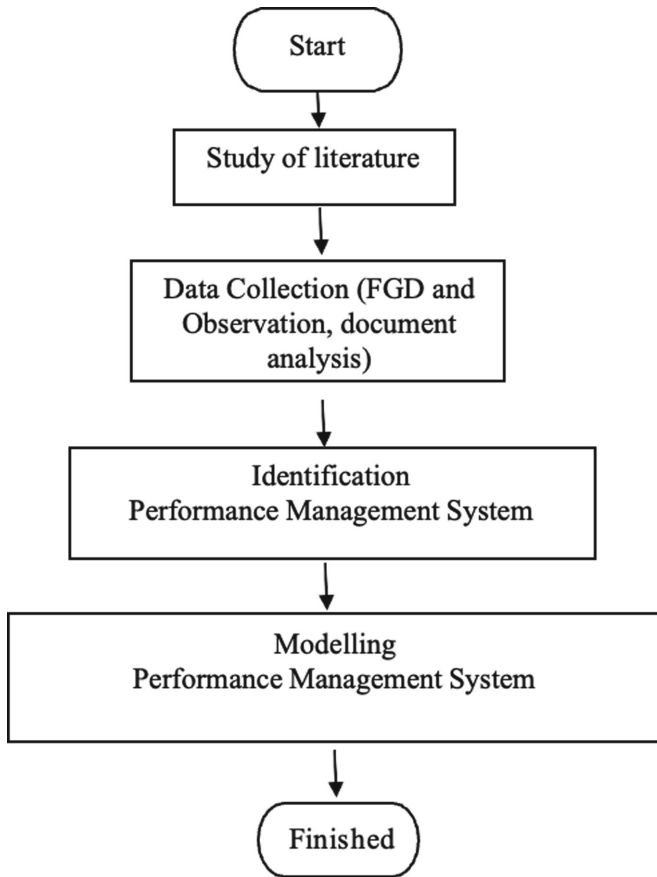
Fig. 2. Research flow.

was obtained from books, modules, previous studies, and the applicable laws and regulations around education. Higher Education National Accreditation Board Regulation Number 3 of 2019 concerning Higher Education Accreditation Instruments Regulation of the National Higher Education Accreditation Board Number 3 of 2019 concerning Higher Education Accreditation Instruments, which will be the basis for the preparation of Vocational Schools at STIKIM. Next, collect data by conducting observations, FGDs, and document analysis. From the data collection results, data analysis was carried out using the Miles and Huberman model, which aims to identify what elements are needed to compose the STIKIM Vocational School. After that, the new STIKIM PMS modelling was carried out to comply with the National Accreditation Board for Higher Education Number 3 of 2019 concerning Higher Education Accreditation Instruments.

4 Results and Discussion

4.1 Literature Study Results

The results of a literature study from the Regulation of the National Higher Education Accreditation Board Number 3 of 2019 concerning Higher Education Accreditation Instruments, especially those written in the IAPT 3.0 academic text, showed that there was a shift like accreditation from rule- based-accreditation to principle-based-accreditation as shown in 3 essential characteristics as follows.

- Paradigm shift in accreditation from input-process to output-outcome.
- Clarity of the logical framework starting from planning, implementation, to evaluation, and its relation to institutional development plans, which will lead to higher education performance, namely the achievement of the vision, mission, and goals of the higher education institution.
- Emphasis that the university leadership is the most responsible party (leader responsibility) in the accreditation process.

Accreditation assessment is also carried out comprehensively and comprehensively that includes elements of compliance with the National Higher Education Standards (SN-Dikti), Higher Education Standards set by Higher Education, and laws and regulations regarding the management of higher education, as well as conformance.) which is measured through quality performance (performance) in the context of public accountability. Outcome-based accreditation is not defined as an assessment of the outcomes and outcomes of implementing a Study Program or Higher Education, but also assessing the fulfillment of SN-Dikti concerning inputs and processes. Therefore, the accreditation assessment must include Input–Process–Output–Outcome from Study Programs and Higher Education administration. The weight of the assessment is determined with the highest priority (highest weight) on the aspects of outputs and outcomes (outputs and outcomes), followed by process and input aspects. Accreditation assessment is carried out comprehensively and comprehensively that includes elements of compliance with the National Higher Education Standards (SN-Dikti), Higher Education Standards set by Higher Education, and legislation on the management of higher education, as well as conformance, which is measured through quality performance (performance) in the context of public accountability. Outcome-based accreditation is not defined as an assessment of the outcomes and outcomes of implementing a Study Program or Higher Education, but also assessing the fulfillment of SN-Dikti concerning inputs and processes. Therefore, the accreditation assessment must include Input–Process–Output–Outcome from Study Programs and Higher Education administration. The weight of the assessment is determined with the highest priority (highest weight) on the aspects of outputs and outcomes (outputs and outcomes), followed by process and input aspects.

Referring to the Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning Higher Education Accreditation Instruments, especially those written in the IAPT 3.0 academic text, a systemic framework for the Performance Management System (PMS) (input-process- output-outcome) is produced.

Table 1. Results of data collection (FGD and observations).

Question	Results
Components of the Performance Management System (PMS) at STIKIM Previous	Previously, PMS only followed the Input – Process – Output model.
	It is no longer by the development of the legislation in force at the university No outcome-based accreditation is seen.

4.2   Results of Data Collection (Focus Group Discussion and Observations)

The results of the FGD showed that the previous PMS applied in STIKIM only followed the Input- Process-Output model (Table 1).

The old STIKIM Vocational School was not by the Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning College Accreditation Instruments. This happened because when the STIKIM Vocational School was created using old literature and legislation, it was not based on the Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning College Accreditation Instruments, so it was not by existing developments and this if no changes were made This can harm STIKIM, especially in achieving its vision, namely "In 2038, STIKIM will become a nationally competitive institution in the development of science and technology in the health sector through community development to improve health status."

PMS STIKIM should be repaired/rearranged because, according to Dharma [11] the factors that affect PMS are:

- Changes in the business competition environment
- Government regulations
- The necessary controls on human behavior vary
- Review of strategic management,
- Company culture
- The commitment of company leaders
- Company facilities and infrastructure
- Cooperation of all parties involved
- Carry out monitoring and evaluation
- Reward and punishment system

4.3   Performance Management System Modelling in STIKIM

Based on the results of the identification of the Performance Management System Modelling, a new Performance Management System Modelling model is prepared (Fig. 3).
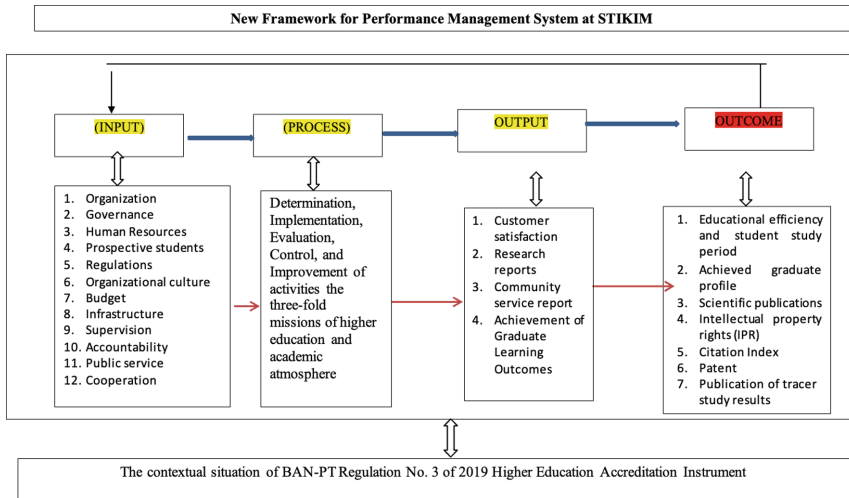
Fig. 3. New framework model of performance management system in STIKIM.

5 Conclusions and Recommendations

Based on the results of this study, it can be concluded that the old STIKIM Performance Management System (PMS) needs to be changed to comply with the Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning Higher Education Accreditation Instruments. It consists of input, process, output, and outcome.

This study only compiles the conceptual model of the STIKIM Vocational School to comply with the Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning Higher Education Accreditation Instruments. More in-depth research is needed to the level of activities that must be carried out to be more operational. STIKIM performance management system guidelines will be obtained.

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