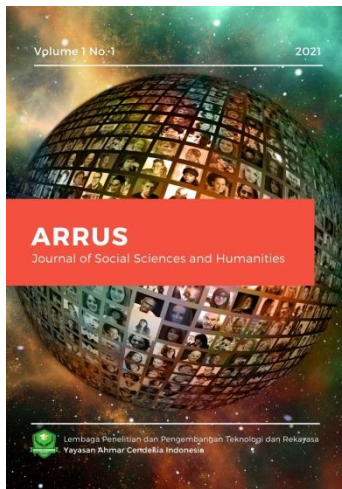




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RESEARCH ARTICLE

The Relationship Of Competence, Motivation, And Work Environment With Employee Performance As A Basis For Developing Employee Key Performance Indicators: An Exploratory Qualitative Study At Nahdlatul Ulama University Of West Kalimantan

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Abstract: This study aims to analyze and describe in depth the conditions of employee competency, work motivation, and work environment at Universitas Nahdlatul Ulama Kalimantan Barat (UNU Kalbar) and their relationship with employee performance, and to derive an initial, context-specific instrument for a Key Performance Indicator (KPI)-based measurement system. Adopting an exploratory qualitative design, data were collected through in-depth interviews with three informants purposively selected from three hierarchical levels (Rector, Head of Division, and Administrative Staff) to enable vertical source triangulation, supported by direct observation. Data were analyzed using the interactive model of Miles and Huberman (1994) with an explicit, documented thematic coding procedure and a code-to-KPI traceability matrix. The findings reveal that: (1) employee competency still requires improvement, particularly in IT skills and proactive attitudes, alongside an absence of structured competency-development training; (2) work motivation is affected by suboptimal fulfilment of physiological and self-actualization needs; (3) the physical work environment is not yet optimal, although interpersonal relationships are harmonious; (4) employee performance has not fully met institutional expectations; and (5) UNU Kalbar has not yet formally implemented a KPI system. On this basis the study proposes, as a normative and empirically calibratable design, an Aswaja-Integrated KPI Model (KPI-ASWAJA) cascaded across organizational, unit, and individual levels and meeting SMART criteria. The proposed targets and weights are an initial framework to be validated through expert focus group discussion and piloting rather than validated outputs of the interview data.

Keywords: Competency; Work Motivation; Work Environment; Employee Performance; Key Performance Indicator (KPI); Exploratory Qualitative Study; Universitas Nahdlatul Ulama Kalimantan Barat

1. Introduction

Human resources have long been recognized as the most strategic asset possessed by every organization, including higher education institutions. In the context of universities, the quality of academic and administrative services provided to students and other stakeholders depends greatly on the performance quality of their employees. Universities that are able to manage their human resources effectively will find it easier to achieve institutional goals, enhance



competitiveness, and make meaningful contributions to community development. Therefore, the management of employee performance in a measurable, directed, and sustainable manner is an essential requirement for any university that seeks continuous growth and advancement.

Employee performance within an organization does not emerge automatically; rather, it is the result of the interaction of various interrelated factors. Among these factors, competency, work motivation, and the work environment have consistently been shown to play significant roles in determining the level of employee performance. Competency refers to an employee's fundamental abilities, including knowledge, skills, and work attitudes (Wibowo, 2012). Work motivation is the internal and external drive that encourages employees to perform at their best (Robbins, 2011). The work environment encompasses all conditions surrounding employees while they work, both physical and non-physical (Sedarmayanti, 2011). These three factors interact and reinforce one another in shaping optimal employee performance.

To ensure that employee performance can be managed systematically, organizations require standardized measurement instruments. Key Performance Indicators (KPIs) are measures used to evaluate the success and performance of individuals, teams, and organizations (Siagian & Soehasodo, 2025). Aditya et al. (2024) emphasize that without KPIs, management will encounter difficulties in measuring performance accurately. Nelson and Agustina (2025) demonstrate that KPI implementation also acts as a motivational driver. Furthermore, Kartomo and Bagus (2025) empirically prove that KPI implementation has a positive and significant effect on both employee competency and human resource performance.

Nahdlatul Ulama University of West Kalimantan (UNU Kalbar) is a higher education institution established by the Central Board of Nahdlatul Ulama and located in Pontianak City. As a growing university committed to becoming an excellent institution based on the integration of scientific knowledge and the values of Ahlussunnah Wal Jama'ah An-Nahdliyah (Statuta Universitas Nahdlatul Ulama Kalimantan Barat, 2026), UNU Kalbar faces increasingly complex challenges in managing its human resources.

Based on preliminary observations, UNU Kalbar has not yet formally implemented a KPI system. As a result, employee performance evaluations remain subjective and lack standardization. Lukito and Soeherman (2021) found that ineffective performance is often caused by a lack of direction and a lack of performance measurement. Rozi et al. (2021) also demonstrated that better KPI implementation is associated with higher employee performance.

Several previous studies have examined the relationship between competency, work motivation, and the work environment and employee performance. Liana (2020) found that competency and the work environment positively influence performance. Mulia and Saputra (2019) discovered that these three variables simultaneously have a significant effect on employee performance. Bukhari and Pasaribu (2019) also confirmed the positive and significant influence of all three factors. However, all of these studies employed quantitative approaches. Qualitative studies conducted in Islamic value-based higher education institutions that have not yet implemented KPIs remain very limited. This research seeks to fill that gap.

Accordingly, this study is positioned as an exploratory, single-institution study. Its purpose is twofold: (1) to understand in depth the conditions of employee competency, work motivation, and work environment at UNU Kalbar and their relationship with employee performance; and (2) to translate this contextual understanding into an initial, design-stage KPI instrument aligned with the institution's characteristics, values, and needs. Consistent with this exploratory purpose, the proposed KPI targets and weights are treated as a normative design proposal to be empirically calibrated and validated in subsequent stages, not as measured outcomes of the interview data.

2. Literature Review

2.1. Competency

Competency is the ability to perform a job or task based on the required knowledge, skills, and work attitudes demanded by the position (Wibowo, 2012). According to Miftahul et al. (2017), employee competency consists of six indicators: (1) knowledge, defined as information combined with understanding and the potential for action; (2) understanding, referring to a comprehensive mastery of a particular subject; (3) skill, which is the ability to perform tasks effectively and efficiently; (4) value, representing the beliefs and principles that guide employees in carrying out their responsibilities; (5) attitude, referring to employees' responses toward their work and working environment; and (6) interest, defined as an individual's strong inclination or desire to pursue and develop expertise in their field of work. These six indicators complement one another and constitute the primary foundation for developing professional and highly competitive employee competencies.

2.2. Work Motivation

Work motivation is the process that determines the intensity, direction, and persistence of an individual's efforts toward achieving organizational goals (Robbins, 2011). The motivation theory adopted in this study is based on Maslow's Hierarchy of Needs Theory, as cited by Bukhari and Pasaribu (2019), which classifies human needs into five hierarchical levels serving as indicators of work motivation: (1) physiological needs, representing basic necessities such as salary and living allowances; (2) safety needs, including job security and a safe working environment; (3) social needs, referring to the need for interaction, collaboration, and acceptance within the workplace; (4) esteem needs, involving recognition of employees' achievements and competencies; and (5) self-actualization needs, referring to opportunities for employees to maximize their potential and capabilities. The progressive fulfillment of these five levels of needs encourages employees to continuously improve their performance.

2.3. Work Environment

The work environment refers to the overall tools, materials, surrounding conditions, work methods, and organizational arrangements, both individually and collectively, that influence the execution of work (Sedarmayanti, 2011). According to Sedarmayanti (2011), the indicators of the work environment include: (1) lighting; (2) air temperature; (3) noise level; (4) color utilization; (5) workspace availability; (6) working conditions; and (7) employee relationships, referring to harmonious interpersonal relationships that support the achievement of institutional objectives. A more conducive work environment is expected to enhance employee enthusiasm and performance.

2.4. Employee Performance

Employee performance is defined as the quality and quantity of work accomplished by an employee in carrying out assigned responsibilities (Mangkunegara, 2009). According to Mangkunegara (2009), employee performance comprises four dimensions: (1) work quality; (2) work quantity; (3) work reliability, including adherence to instructions, initiative, accuracy, diligence, and responsibility; and (4) attitude, referring to employees' evaluative responses toward work, colleagues, and workplace situations. These four dimensions serve as the principal benchmarks for evaluating employee performance.

2.5. Key Performance Indicators (KPIs)

Key Performance Indicators (KPIs) are measurable metrics used to evaluate the success and performance of individuals, teams, or organizations in achieving predetermined objectives and strategic goals (Siagian & Soehasodo, 2025). Aditya et al. (2024) describe KPIs as critical performance measurement tools that objectively assess the achievement of organizational, departmental, or individual goals. Similarly, Kartomo and Bagus (2025) define KPIs as

measurable metrics that indicate the extent to which an organization or individual successfully achieves strategic objectives.

Effective KPI implementation provides two major benefits. First, it functions as a diagnostic tool for identifying and enhancing employee competencies through data-driven feedback. Second, it serves as a performance driver by establishing performance targets that comply with the SMART criteria: Specific, Measurable, Achievable, Relevant, and Time-bound. Nelson and Agustina (2025) demonstrated that KPIs also act as motivational drivers. Lukito and Soeherman (2021) emphasized that KPI development should adhere to SMART principles. Hersusetiyati et al. (2024) identified five primary KPI dimensions: financial performance, marketing and sales, human resources, Health, Safety, and Environment (HSE), and management performance. Rozi et al. (2021) empirically demonstrated that higher levels of KPI implementation are associated with higher employee performance.

2.6. Performance-Measurement Frameworks in Higher Education

Beyond generic HR definitions, a substantial body of work has adapted structured performance-measurement frameworks specifically to higher education. The Balanced Scorecard (BSC) is the most widely applied, translating strategy into multiple balanced perspectives, typically financial, customer/stakeholder, internal process, and learning and growth (Camilleri, 2021; Kumar et al., 2022). Case applications in universities demonstrate both its usefulness and its adaptation challenges (Oliveira et al., 2021; Coskun & Nizaeva, 2023), and reviews position the BSC as a strategic-planning instrument for higher education (Sinuany-Stern & Sherman, 2021). In parallel, outcome-based KPI frameworks have been developed for university staff and services (Amoah & Minishi-Majanja, 2022), and performance-management systems have been examined in private and resource-constrained higher-education settings (Al Jardali et al., 2021). These frameworks share three features relevant to the present study: multi-level cascading from institution to individual, a multi-perspective structure balancing financial and non-financial measures, and the use of measurable, target-based indicators. They provide the comparative baseline against which the proposed KPI-ASWAJA model is benchmarked in Section 5.

Based on this review, the study develops a conceptual framework in which the absence of a formal KPI system at UNU Kalbar represents an organizational condition requiring in-depth understanding. Current performance is shaped by the interaction of competency, work motivation, and the work environment. A qualitative understanding of these factors is treated as a prerequisite before designing a KPI system (Lukito & Soeherman, 2021), ensuring that the resulting framework is not only technically measurable but also meaningful to employees and aligned with the institution's culture, values, and strategic objectives.

3. Research Method and Materials

3.1. Research Design and Positioning

This research employs a descriptive, exploratory qualitative approach (Sugiyono, 2017; Creswell, 2014), conducted at UNU Kalbar, Pontianak. An exploratory design is appropriate because the phenomenon of interest, how competency, motivation, and the work environment shape performance in a young, value-based university that has not yet implemented a formal KPI system, is under-researched and context-bound. Consistent with this design, the study pursues theoretical and instrumental rather than statistical generalization: its output is an initial, transferable KPI instrument to be validated in later stages, not a population-level estimate.

3.2. Informants and Sampling

Informants were determined through purposive sampling and comprised three key organizational actors: the Rector (key informant and policy-maker), the Head of Division / Kabag (middle manager who enacts policy), and an Administrative Staff member (operational implementer). This vertical selection across three hierarchical levels was deliberate: it enables

source triangulation by capturing the same phenomena from the strategic, managerial, and operational vantage points, which is the primary means by which the study offsets a small sample. The number of informants was governed by the principle of data saturation among these decision-relevant roles, data collection continued until no new themes relevant to the study's dimensions emerged from additional questioning. The study acknowledges, and returns to in Section 4.9, that three informants support theme identification and instrument design but not statistical generalization.

3.3. Data Collection

Data were collected through: (1) in-depth, semi-structured interviews exploring informants' experiences and perceptions of competency, work motivation, and the work environment, and their views on performance evaluation and KPI readiness; and (2) direct observation of work activities and physical work-environment conditions. Interviews were recorded with consent and transcribed verbatim. Observational notes and relevant institutional documents (e.g., the existing lecturer assessment system, APKD) were used as complementary evidence.

3.4. Data Analysis and Coding Procedure

Data analysis followed the interactive model of Miles and Huberman (1994), data condensation, data display, and conclusion drawing/verification, operationalized through an explicit, auditable thematic coding procedure carried out in four stages:

Stage 1: Data condensation. Verbatim transcripts and field notes were read repeatedly, and segments relevant to the study's dimensions were extracted as meaning units.

Stage 2: Open (first-cycle) coding. Each meaning unit was assigned a descriptive open code (e.g., "low IT proficiency," "absence of training provision," "presence-productivity gap"). A codebook recorded each code's label, definition, and an anchoring example.

Stage 3: Categorization into themes. Related open codes were grouped into sub-themes and themes organized under the five a-priori dimensions (competency, work motivation, work environment, employee performance, and KPI readiness), while remaining open to emergent themes such as the presence-productivity gap.

Stage 4: Mapping themes to KPI perspectives. Each theme was mapped to a corresponding KPI evaluation perspective and candidate indicator, forming the analytical bridge between the qualitative findings and the proposed instrument. This mapping is presented in full as the code-to-KPI traceability matrix in Table 1, which allows any reader to trace each KPI perspective back to the specific evidence that motivated it.

Table 1. Code-to-KPI Traceability Matrix (from raw evidence to KPI perspective)

Representative evidence (interview / observation)	Open code	Theme (dimension)	KPI perspective → candidate indicator (Table 3)
"...employees' ability to use information technology... Microsoft Word, Excel..." (Rector)	Low IT proficiency	Technical skill gap (Competency)	Competency & Professional Development → IT training; IT application
Kabag needs leadership training but never attended; staff never trained	Absence of training provision	Undeveloped competency system (Competency/Motivation)	Competency & Professional Development → training hours
"Employees rarely take the initiative to ask questions..." (Rector)	Low initiative	Proactivity gap (Competency – attitude/interest)	Initiative & Proactive Service → improvement proposals
"Complaints... concerning salaries, allowances..." (Rector)	Unmet physiological needs	Compensation dissatisfaction (Motivation)	Informs institutional HR/welfare KPI (org level)
Development opportunities "not yet realized" (Kabag, Staff)	Unfulfilled self-actualization	Development gap (Motivation)	Competency & Professional Development
"...office environment... not fully comfortable... additional facilities required."	Suboptimal physical environment	Physical work environment	Institution-level facilities / HR index (org level)

Representative evidence (interview / observation)	Open code	Theme (dimension)	KPI perspective → candidate indicator (Table 3)
"They always support one another. No serious conflicts..."	Harmonious relations	Non-physical environment (social capital)	Aswaja Values & Organizational Culture → ta'awun
"Discipline still requires... attendance, punctuality..."	Discipline concern	Work discipline (Performance)	Discipline & Attendance → punctual attendance
"...full attendance but low performance..." (Rector)	Presence-productivity gap	Productivity gap (Performance, emergent)	Discipline & Attendance → productive presence
"...work errors remain relatively common..."	Accuracy issues	Work quality (Performance)	Work Quality & Accuracy → error rate; timeliness
Rector: indicators should be discipline, accuracy, responsibility, outputs	Desired KPI indicators	KPI readiness (design anchor)	Anchors all five perspectives
Lecturers assessed via APKD; staff not standardized	Partial measurement system	KPI system gap	Instrument design → extend APKD to staff

3.5. Trustworthiness and Audit Trail

The validity and rigour of the study were ensured through: (1) source triangulation across the three hierarchical levels; (2) technique triangulation across interviews, observation, and documents; (3) member checking, in which key interpretations were returned to informants for confirmation; and (4) an audit trail comprising the verbatim transcripts, the codebook, dated coding memos recording each coding and mapping decision, and the traceability matrix in Table 1. To mitigate researcher bias, coding was reviewed collaboratively among the authors, and discrepancies were resolved by returning to the transcripts. Together these procedures provide the documented analytical chain requested for a defensible qualitative study.

3.6. From Findings to Instrument: Status of the Proposed KPIs

The KPI framework presented in Section 4 is a design synthesis: the perspectives and candidate indicators are derived from the themes in Table 1, whereas the specific numerical targets, SLA percentages, and weights are a normative, expert-informed starting point rather than values estimated from the data. This distinction is made explicit throughout, and the calibration and validation pathway (focus group discussion and pilot) is specified in the Discussion and roadmap.

4. Results and Discussion

4.1. Analysis Result

The findings were obtained through in-depth interviews with three informants, the Rector (key informant), the Head of Division / Kabag (middle manager), and an Administrative Staff member (operational implementer), selected across organizational levels to achieve source triangulation. Findings are organized by theme; each is presented with its supporting verbatim evidence and the open code assigned during analysis (see Table 1). The training needs surfaced by informants are summarized in Table 2.

Table 2. Training Required by the Informants

No.	Informant	Position	Required Training
1	Head of Division (Kabag)	Head of Division	Leadership training in each functional area
2	Administrative Staff	Educational Support Staff	Information Technology Training; Records Management (Archiving) Training; Character Education Training; and Ahlussunnah Wal Jama'ah (Aswaja) Training

4.1.1. Employee Competency

Theme, Technical skill gap (code: low IT proficiency). Based on the interview with the Rector, a key area requiring improvement is employees' ability to utilize information technology:



“What needs to be improved is employees' ability to use information technology to support their work. This includes making full use of Microsoft Word, Microsoft Excel, and other applications that can enhance work effectiveness.”

Theme, Undeveloped competency system (code: absence of training provision). The Kabag stated that leadership training for each functional area is highly necessary, yet he had never participated in such training; the administrative staff likewise reported never having attended formal training. This indicates a competency-development gap at both managerial and operational levels.

Theme, Uneven competency (codes: knowledge/understanding variance). The Rector acknowledged variation across units:

“Some employees learn quickly and already perform well. However, overall, there are still several areas that need improvement.”

Theme, Proactivity gap (code: low initiative). The Rector observed limited initiative:

“Employees rarely take the initiative to ask questions. Even when they encounter difficulties, they often do not consult their supervisors directly.”

This lack of initiative contributes to delays in task completion and negatively affects other responsibilities.

4.1.2. *Work Motivation*

Theme, Compensation dissatisfaction (code: unmet physiological needs). The Rector acknowledged concerns regarding salaries and allowances:

“Complaints are inevitable in every institution, particularly concerning salaries, allowances, and management practices.”

Nevertheless, the university is committed to improving employee welfare gradually and sustainably. Regarding safety and esteem needs, career-development opportunities are available for academic staff, and a grading system determines positions and allowances for structural personnel.

Theme, Development gap (code: unfulfilled self-actualization). Opportunities for training and scholarship support exist in principle, but data from the Kabag and administrative staff indicate these have not been realized: the Kabag never received the leadership training he considered necessary, and the staff member had never attended any training. Employees' self-actualization and esteem needs are therefore not yet optimally fulfilled.

4.1.3. *Work Environment*

Theme, Physical work environment (code: suboptimal physical environment). The Rector acknowledged that comfort is not yet optimal:

“The office environment is still not fully comfortable. It functions adequately, but it cannot yet be considered an ideal working environment.”

Theme, Social capital (code: harmonious relations). Interpersonal relationships were assessed positively:

“They always support one another. There are no serious conflicts, so the overall environment can be considered safe and comfortable.”

Minor conflicts occasionally arise but do not significantly affect performance; continuous supervision is considered essential to maintaining harmony.

4.1.4. *Employee Performance*



Theme, Work discipline and the presence–productivity gap (codes: discipline concern; presence–productivity gap). The Rector assessed that performance has not reached the expected standard, with discipline the primary concern:

“Discipline still requires considerable attention. Attendance, punctuality, and employees' work activities all need to be monitored by supervisors.”

The Rector further described employees with perfect attendance but relatively low performance, an emergent “full attendance but low performance” theme indicating a gap between physical presence and productivity, alongside relatively common work errors (code: accuracy issues).

4.1.5. *Current Condition of KPI Implementation*

Theme, KPI system gap (codes: partial measurement system; desired KPI indicators). Employee performance evaluation is not yet standardized; an exception applies to lecturers, assessed electronically through the Academic Performance Assessment System (APKD). The Rector identified work discipline, work accuracy, responsibility, and performance outcomes as indicators that should be measured, and acknowledged the need to develop a more reliable KPI-based system. These statements serve as the design anchor for the proposed instrument.

4.2.4.2 *Discussion*

4.2.1. *Employee Competency at UNU Kalbar*

Employee competency still requires significant improvement, particularly in IT skills and proactive attitudes, consistent with Wibowo (2012), who argues that competency encompasses the knowledge, skills, and work attitudes required to perform effectively. Limited initiative indicates that the attitude and interest dimensions of Miftahul et al. (2017) require development, while uneven competency across units suggests the need for systematic competency mapping. Data from the Kabag and staff show that competency-development programs have not been adequately implemented, highlighting a gap across all six competency dimensions and the need for comprehensive, well-planned training. Ideally, such development should also reflect UNU Kalbar's Aswaja identity, emphasizing character and institutional values alongside technical competence.

4.2.2. *Employee Work Motivation at UNU Kalbar*

Viewed through Maslow's hierarchy, as cited by Bukhari and Pasaribu (2019), motivation is constrained by incomplete fulfilment of fundamental needs. At the physiological level, salary and allowance concerns persist despite institutional commitment to gradual welfare improvement; at the self-actualization level, development opportunities exist in principle but have not materialized for the Kabag and staff. Limited financial resources are the primary constraint. These findings support Robbins (2011), for whom motivation is reflected in the intensity, direction, and persistence of effort, strongly influenced by need fulfilment.

4.2.3. *Work Environment at UNU Kalbar*

The physical and non-physical environments contrast sharply. The physical environment remains sub-optimal, corresponding to Sedarmayanti's (2011) indicators (lighting, temperature, adequate workspace). Conversely, interpersonal relationships are harmonious and mutually supportive, valuable social capital, though the Rector emphasized that continuous supervision is needed to preserve this climate.

4.2.4. *Employee Performance at UNU Kalbar*

Overall performance has not fully met expectations. Referring to Mangkunegara's (2009) dimensions, shortcomings remain in work quality, quantity, and reliability, with discipline the most critical issue. The “full attendance but low performance” phenomenon indicates the urgent need for a more rigorous, structured monitoring and evaluation system.

4.2.5. *The Urgency of KPI Implementation at UNU Kalbar*



The findings confirm that UNU Kalbar has not formally implemented a KPI system; evaluation remains subjective, supporting Lukito and Soeherman (2021). The indicators identified by the Rector, discipline, accuracy, responsibility, and measurable outputs, provide an initial foundation for a SMART-compliant KPI framework (Lukito & Soeherman, 2021; Kartomo & Bagus, 2025) expected to address discipline, initiative, and uneven competency, consistent with Rozi et al. (2021).

4.2.6. Proposed Key Performance Indicator (KPI) Model for UNU Kalbar

As a practical, design-stage response to the identified urgency, this study proposes a KPI model for UNU Kalbar, developed from the themes in Table 1 and the SMART principles (Lukito & Soeherman, 2021; Kartomo & Bagus, 2025). The model adopts a cascading approach across three integrated levels, organizational, departmental, and individual, so that individual performance is linked to institutional strategy. Its novelty lies in integrating the values of Ahlussunnah Wal Jama'ah An-Nahdliyah (Aswaja) into the evaluation process; it is therefore termed the Aswaja-Integrated KPI (KPI-ASWAJA) Model. The model adapts the KPI dimensions of Hersusetiyati et al. (2024) to the higher-education context and the study's findings, comprising five evaluation perspectives (Table 3).

Table 3. Performance Evaluation Perspectives of the KPI-ASWAJA Model

Perspective	Measurement Focus	Rationale (traceable to Table 1)
Discipline and Attendance	Punctuality, attendance compliance, and productive presence	Finding: full attendance but relatively low performance.
Work Quality and Accuracy	Accuracy, timeliness, quality of work, administrative compliance	Rector's identified indicators: accuracy and responsibility.
Competency and Professional Development	IT competency, participation in training, continuous learning	Finding: IT competencies require improvement; training not yet implemented.
Initiative and Proactive Service	Initiative, innovation, contribution, service quality	Finding: passive work attitudes.
Aswaja Values and Organizational Culture	Amanah (trustworthiness), ta'awun (mutual assistance), akhlaqul karimah (noble character)	Institutional identity; principal novelty of the model.

At the individual level, evaluation focuses on administrative staff across the five perspectives; each indicator has a measurement method, a SMART target, and a weight summing to 100% (Table 4).

Table 4. Individual-Level KPIs (Administrative Staff)

Perspective	Key Performance Indicator	Measurement Method	SMART Target	Wt.
Discipline & Attendance	Punctual attendance	$(\text{On-time days} \div \text{total working days}) \times 100\%$	$\geq 95\%/\text{mo}$	10%
	Attendance productivity (effective hours)	$\text{Productive hours} \div \text{scheduled hours}$	$\geq 90\%/\text{mo}$	10%
Work Quality & Accuracy	Timely task completion	$(\text{Tasks on schedule} \div \text{total tasks}) \times 100\%$	$\geq 90\%/\text{mo}$	12%
	Work accuracy	Errors/revisions per month	$\leq 2/\text{mo}$	10%
	Records-management compliance	% documents archived to standard	$\geq 95\%$	8%
Competency & Prof. Dev.	Training completion (esp. IT)	Certified training hours per year	$\geq 20 \text{ h/yr}$	10%
	IT application in daily work	Supervisor IT-competency score	$\geq 80/100$	10%
Initiative & Proactive Service	Improvement contributions	Improvement proposals implemented/quarter	$\geq 1/\text{qtr}$	8%
	Responsiveness & satisfaction	Service-user satisfaction score	$\geq 4.0/5.0$	7%
Aswaja Values & Culture	Amanah, ta'awun, akhlaqul karimah	360° behavioral assessment (value rubric)	$\geq 4.0/5.0$	8%
	Participation in Aswaja programs	% attendance in value activities	$\geq 80\%$	7%
Total				100%

At the departmental level (Table 4 → Table 5) the framework emphasizes program achievement, service quality, member competency development, and organizational culture.



Table 5. Department-Level KPIs

Key Performance Indicator	Measurement Method	Target	Wt.
Achievement of departmental work programs	% of planned programs implemented	≥ 90%/yr	25%
Timeliness and quality of services	% services within SLA	≥ 90%	20%
Service-user satisfaction	Satisfaction survey score	≥ 4.0/5.0	15%
Competency development of members	% employees completing planned training	≥ 80%	15%
Governance and reporting compliance	% compliance with SOPs and timely reporting	≥ 95%	15%
Strengthening Aswaja culture	Value activities conducted per semester	≥ 2/sem	10%
Total			100%

Table 6. Organization-Level KPIs (Institution)

Key Performance Indicator	Measurement Method	Target	Wt.
Accreditation status	Rating achieved or improved	Per Renstra	20%
Achievement of Strategic Plan (Renstra)	% strategic objectives achieved	≥ 85%/yr	20%
Student and stakeholder satisfaction	Institutional service satisfaction index	≥ 4.0/5.0	15%
Financial sustainability	Budget realization and self-sufficiency ratio	Per governance targets	15%
Human-resource development index	% employees meeting competency standards	≥ 80%	15%
Integration of Aswaja values	Achievement of value-integration programs	Per institutional targets	15%
Total			100%

4.2.7. Justification of the Performance-Score Formula

The Performance Score (PS) for each employee and unit is the weighted sum of achievement across indicators:

$$PS = \sum (KPI \text{ Achievement} \times KPI \text{ Weight})$$

Mathematically, this is a weighted additive model, equivalently the Weighted Sum Model (WSM) or Simple Additive Weighting (SAW), the most established and widely used aggregation method in multi-criteria decision analysis, and the same additive-weighting logic used to combine perspectives in the Balanced Scorecard (Camilleri, 2021; Kumar et al., 2022). The model rests on three stated assumptions: (1) each indicator's achievement is normalized to a common 0–100% (or 0–100 point) scale so that heterogeneous measures are commensurable; (2) the weights are non-negative and sum to 100%, so PS is bounded on the same scale and is directly interpretable; and (3) additive (preferential) independence among indicators, so that a unit's total performance is the sum of its weighted parts. The provisional weights were allocated to reflect the relative severity and strategic priority of the issues surfaced in the findings, for example, discipline/attendance and work quality carry the largest individual-level weights because the presence–productivity gap and work errors were the most salient performance problems identified. Crucially, these weights are an initial, expert-informed allocation, not values estimated from the interview data; they are to be calibrated through focus group discussion with institutional leaders and, ideally, refined using a structured weighting method (e.g., pairwise comparison / AHP) during the pilot phase.

Final scores are classified into performance categories (Table 7), which also anchor a performance-based reward system to strengthen motivation.

Table 7. Performance Rating Categories and Follow-up Actions

Score	Category	Action
≥ 90	Excellent	Maximum performance incentive and priority for career development
80–89.99	Good	Performance incentive and formal recognition
70–79.99	Fair	Targeted coaching and an individual development plan
60–69.99	Poor	Intensive coaching and mandatory training
< 60	Very Poor	Special performance evaluation and continuous mentoring

4.2.8. Benchmarking Against Existing Higher-Education Frameworks



Positioning KPI-ASWAJA against established higher-education performance-measurement frameworks clarifies both its lineage and its contribution. Like the Balanced Scorecard applications in universities (Camilleri, 2021; Oliveira et al., 2021; Coskun & Nizaeva, 2023; Sinuany-Stern & Sherman, 2021), KPI-ASWAJA is multi-perspective and cascades from institutional strategy to individual performance, balancing outcome measures (accreditation, Renstra achievement) with process and learning measures (competency development, service quality). Like outcome-based staff KPI frameworks (Amoah & Minishi-Majanja, 2022) and performance-management systems in resource-constrained higher-education settings (Al Jardali et al., 2021), it emphasizes measurable, target-based indicators appropriate to administrative roles. The distinctive contribution is the addition of an explicit Aswaja Values and Organizational Culture perspective, operationalizing amanah, ta'awun, and akhlaqul karimah as assessable behaviors, which conventional BSC and generic KPI frameworks do not capture. This makes the model directly transferable to other faith-based institutions that must align performance measurement with religious and cultural identity, a gap the reviewed frameworks leave open.

The proposed targets and weights represent an initial framework to be calibrated through focus group discussions with institutional leaders to ensure they are realistic, achievable, and context-aligned. Attendance and productivity are evaluated monthly, KPI achievement quarterly, and comprehensive evaluation annually. Assessment is the responsibility of the immediate supervisor (Head of Division) with the HR Office, and final verification by institutional leadership; to ensure objectivity, the instrument should extend the existing electronic lecturer-evaluation system (APKD) to administrative staff. Implementation is designed to proceed gradually over one year (Table 8).

Table 8. KPI Implementation Roadmap

Phase	Activities	Timeline
Phase 1	KPI socialization, policy formulation, and establishment of the implementation team	Months 1–2
Phase 2	Development of KPIs at each level and preparation of assessment instruments and information systems	Months 3–4
Phase 3	Pilot implementation in selected departments and training of evaluators	Months 5–7
Phase 4	Evaluation of the pilot and refinement of the KPI model	Months 8–9
Phase 5	Full-scale implementation and integration with the reward system	Months 10–12

Thus the KPI-ASWAJA Model addresses both the technical need for an objective, standardized measurement system and the alignment of evaluation with institutional identity and culture, the study's principal practical contribution and novelty, and a feature that distinguishes it from conventional KPI frameworks.

4.3. Limitations and Future Research

Three limitations should temper the interpretation of this study. First, it is a single-institution, exploratory study with three purposively selected informants; while vertical triangulation strengthens credibility, the findings support theme identification and instrument design rather than statistical or population-level generalization. Second, the evidence base is limited to the perspectives of three informants and is therefore not exhaustive; richer verbatim data from a broader set of employees would deepen the thematic analysis. Third, and most importantly, the proposed KPI targets and weights are a normative design proposal, not values empirically estimated from the data. Accordingly, future research should: (1) expand data collection to a larger, more diverse sample of staff across units; (2) validate and calibrate the targets and weights through expert focus group discussion and a structured weighting method (e.g., AHP); and (3) pilot the KPI-ASWAJA model and empirically test its association with measured performance, as outlined in the implementation roadmap.

5. Conclusion

This exploratory study concludes that employee performance at Nahdlatul Ulama University of West Kalimantan (UNU Kalbar) is shaped by several interrelated, improvable factors.



Competency remains inadequate, particularly IT skills, proactive attitudes, and equitable development, and structured training is not yet effectively implemented. Motivation is constrained by incomplete fulfilment of physiological and self-actualization needs, despite institutional commitment to welfare and career development. The work environment is contrasting: harmonious relationships but sub-optimal physical facilities. Consequently, performance has not fully met expectations, especially in discipline, productivity, and quality, and UNU Kalbar has not implemented a formal KPI system, leaving evaluation subjective. On this basis the study proposes the Aswaja-Integrated KPI (KPI-ASWAJA) Model, a cascading, SMART-based framework at organizational, departmental, and individual levels that integrates Aswaja values. Consistent with the study's exploratory scope, the model is offered as a context-specific, empirically calibratable design whose targets and weights require validation through focus group discussion and piloting. It provides a practical foundation for an objective, measurable, and values-based performance-management system supporting continuous organizational improvement, and is transferable to other faith-based higher-education institutions.

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