

EVALUATING FIKOM THESIS ADVISORY QUALITY WITH MANAGEMENT BY OBJECTIVES AT UNIVERSITAS MUSLIM INDONESIA

Najwan Firdaus Haris^{1*}; Lilis Nur Hayati²; Dewi Widyawati³

Information System¹, Faculty of Computer Science,^{2,3}

Universitas Muslim Indonesia, Makassar, Indonesia

<https://fikom.umi.ac.id>^{1,2,3}

najwanfirdaus27@gmail.com^{1*}, lilis.nurhayati@umi.ac.id², dewiwidyawati@umi.ac.id³

(*) Corresponding Author



Ciptaan disebarluaskan di bawah Lisensi Creative Commons Atribusi-NonKomersial 4.0 Internasional.

Abstract—The Faculty of Computer Science (FIKOM) at Universitas Muslim Indonesia (UMI) faces significant challenges in enhancing the quality of thesis supervision due to an increasing student population. This study utilizes the Management by Objectives (MBO) approach to evaluate and improve faculty supervision quality. MBO involves setting clear goals, monitoring progress, providing feedback, and evaluating performance based on Key Performance Indicators (KPIs), Customer Satisfaction Scores (CSAT), and Customer Effort Scores (CES). Data was gathered from questionnaires distributed to 211 FIKOM students currently writing or who have completed their theses. The findings reveal that MBO implementation significantly enhances communication between faculty and students, clarifies supervision goals, and boosts student satisfaction. The structured and directed approach of MBO makes the supervision process more efficient, leading to higher quality thesis completions. Additionally, the research underscores the importance of aligning supervision schedules and methods to better fit both faculty and student needs, thus mitigating issues related to faculty workload and student guidance. The study concludes that adopting MBO in thesis supervision processes can substantially improve both the effectiveness and satisfaction of academic guidance at FIKOM UMI.

Keywords: key performance index, management by objectives, thesis supervision, quality evaluation.

Abstrak—Fakultas Ilmu Komputer (FIKOM) Universitas Muslim Indonesia (UMI) menghadapi tantangan dalam meningkatkan kualitas bimbingan skripsi di tengah meningkatnya jumlah mahasiswa. Penelitian ini menerapkan pendekatan Management by Objectives (MBO) untuk mengevaluasi dan meningkatkan mutu bimbingan dosen. Pendekatan ini melibatkan penetapan tujuan yang jelas,

pemantauan kemajuan, pemberian umpan balik, dan evaluasi kinerja berdasarkan Key Performance Indicators (KPI), Customer Satisfaction Score (CSAT), dan Customer Effort Score (CES). Data dikumpulkan melalui kuesioner yang disebarkan kepada 211 mahasiswa FIKOM yang sedang menyusun atau telah menyelesaikan skripsi mereka. Hasil penelitian menunjukkan bahwa penerapan MBO secara signifikan meningkatkan komunikasi antara dosen dan mahasiswa, memperjelas tujuan bimbingan, dan meningkatkan kepuasan mahasiswa. Dengan pendekatan yang lebih terstruktur dan terarah, proses bimbingan menjadi lebih efisien, yang pada akhirnya berkontribusi pada peningkatan kualitas penyelesaian skripsi. Penerapan MBO memberikan kerangka kerja yang sistematis untuk meningkatkan kualitas interaksi antara dosen dan mahasiswa, serta memastikan bahwa tujuan bimbingan tercapai dengan baik.

Kata Kunci: indeks kinerja utama, management by objectives, bimbingan skripsi, evaluasi mutu.

INTRODUCTION

The Faculty of Computer Science (FIKOM) is one of the 12 faculties under the guidance of Universitas Muslim Indonesia (UMI), which operates under the UMI Wakaf Foundation. Based on data obtained from the FIKOM UMI Thesis website for the academic year 2023-2024, there are 1,172 graduates, 95 students undergoing final examination preparation, and 242 students preparing thesis proposals as of May 2024. This data is relevant to the evaluation of thesis supervision, reflecting the large number of students engaged in the crucial stages of completing their studies at FIKOM UMI.

Several studies have been conducted to examine the role of thesis advisory in higher

education. For example (Marupaey & Holle, 2022) found a positive and relevant correlation between lecturers' competence and performance, which partially influenced the quality of students' theses. Similarly, (Aziz, Panjaitan, Luthfi, & Saragi, 2022) that are researching about optimizing the role of Academic Advisors to maximize their function as academic mentors. However, a contrasting study by (Sari & Ennimay, 2021) found no significant correlation between thesis advisory and thesis quality, suggesting that student performance is the primary determinant of thesis outcomes.

Thesis supervision is essential for ensuring students produce high-quality theses that adhere to academic writing standards (Megawati & Damayanti, 2021). Thesis advisors guide students in understanding the ethics of scientific research, addressing mental pressure during the process, and producing work that benefits society in line with university writing standards (Fadhilah, Saleh, & Azman, 2022). As Nurinda states, "Communication in the higher education environment between students and lecturers can enhance the quality of education for student learning." which shows that the communication is essential in improving the quality of the students' thesis (Lestari, 2022). However, several factors affect the supervision process, such as the number of students supervised, the supervisor's schedule density, the supervision model, and the academic environment.

The schedule density of thesis supervisors significantly impacts the quality of the supervision process. Supervisors have multiple responsibilities, including teaching, evaluation, research, and community service. According to Indonesian Minister of Education and Culture Regulation No. 3 of 2020 on National Standards for Higher Education, Article 30 paragraph 3 specifies that "The workload for a Main Supervisor in structured research for thesis preparation should not involve more than 10 students" (Pendidikan dan Kebudayaan, 2020). Thus, factors like time constraints can hinder the thesis supervision process due to limited attention and time that supervisors can devote.

The Management by Objectives (MBO) method has been widely explored in research related to performance management and process improvements across various sectors. Notably, Harahap and Perdana demonstrated the use of MBO for evaluating employee performance (Harahap & Perdana, 2021), while Sunardi and Yudhana applied MBO to monitor lecturer performance (Dzakwan, Sunardi, & Yudhana, 2023). Additionally, Hendriyal explored MBO implementation in educational settings, including madrasahs, to optimize instructional methods (Hendriyal et al., 2022). These studies highlight MBO's effectiveness in improving performance by setting clear,

measurable objectives and assessing progress against those goals.

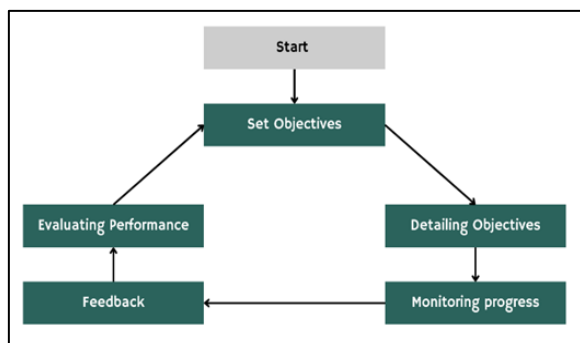
In the context of thesis supervision, the MBO approach is highly relevant for improving the quality and effectiveness of the supervision process. According to Marina Ghanis Anggraini, several factors, such as the interaction between lecturers and motivation from the lecturers to the students can impact the progress of the thesis (Anggraini, Asniar, & Choiriyati, 2021). By applying the MBO method, thesis supervision can become more structured and goal-oriented, addressing issues like supervisor workload, communication, and performance monitoring. This approach facilitates the establishment of clear and measurable goals that align with both students' and supervisors' expectations, ensuring a structured and efficient supervision process.

The aim of this research is to implement the Management by Objectives (MBO) method to address the factors influencing thesis supervision at FIKOM UMI. By focusing on specific objectives, MBO serves as a framework to enhance communication, clarify roles, and streamline the steps necessary to ensure successful thesis completion. This approach allows the supervision process to be conducted in a detailed and structured manner, with clear targets set at each stage. The research also aims to evaluate the effectiveness of the methods used in earlier research in improving thesis supervision quality and aligning it with FIKOM UMI's Study Completion Program Standard Operating Procedure (SOP) as outlined in the university's guidelines (FIKOM, 2021).

MATERIALS AND METHODS

Management by Objectives

This study employs the Management by Objectives methodology to evaluate lecturer performance based on factors affecting the thesis supervision process at FIKOM. MBO is a strategy or a system to process an operation and organizing activities required for individuals to achieved thier desired goals (Olorundami, 2021). Ahmed stated that "This methodology is result oriented" (Ahmed, Arous, Mohammed, & Abdelgawwad, 2022). Therefore, Management by Objectives can be implemented by following couple of steps which comprises into five implementation stages: Set Objectives, Detailing Objectives, Monitoring Progress, Feedback, and Evaluating Performance. Figure 1 illustrates these five implementation stages of the MBO methodology.



Source: (Research Result, 2024)

Figure 1. MBO Implementation Stages

1. Set Objectives

In this stage, objectives were established through a collaborative process between students and supervisors. Surveys and interviews were conducted with supervisors and students to determine the key aspects of thesis supervision, such as thesis objectives, expected timelines, and preferred meeting schedules. The thesis research topics, titles, and completion milestones were finalized during these discussions. Agreements were documented to ensure clarity for both parties.

2. Detailing Objectives

Smaller, actionable targets were defined for each supervision session. Supervision schedules were planned through a structured timetable that considered the availability of both supervisors and students. A questionnaire was distributed to collect preferences regarding the supervision model (e.g., in-person or virtual). Time planning tools, such as Gantt charts, were used to map out the stages of the thesis process. Regular check-ins ensured that both parties were aligned with the detailed objectives.

3. Monitoring Progress

During supervision sessions, progress was monitored using a checklist that covered all key thesis sections, from the introduction to the conclusion. Supervisors provided written feedback on the student's progress during each session. Weekly performance assessments were conducted based on FIKOM UMI's operational standards, utilizing a Key Performance Index (KPI) to evaluate progress. Monitoring data were collected and stored in a centralized system to ensure consistency and ease of reference.

4. Feedback

Feedback was collected and provided regularly. Supervisors shared specific recommendations for improvement during each session. Students also completed a survey to evaluate the supervision process, focusing on areas like communication, scheduling, and guidance quality. The data were

analyzed using the Customer Satisfaction Score (CSAT) to quantify satisfaction levels. Discussions during feedback sessions highlighted challenges faced by students, which informed subsequent adjustments to the supervision process.

5. Evaluating Performance

The evaluating process will follow the data that is acquired from questionnaire that had been shared to the student who is currently and had already done the advisory process to finish their thesis. The validity and reliability of the questionnaire was assessed through expert judgment, where three faculty members specializing in academic advising reviewed the items for relevance and clarity.

The questionnaire consisted of 14 items, measured on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree), evaluating students' perceptions of academic advising effectiveness (Salama, 2021). Also consisted of 4 additional questions in knowing the reason behind the answer to support the theory. Data were analyzed using descriptive statistics, specifically the Mean and Key Performance Indicator (KPI) method, to summarize student responses regarding academic advisory effectiveness. The mean scores provided an overview of overall perceptions, while the KPI method was used to assess the achievement of specific advisory objectives. These methods allowed for an effective evaluation of the strengths and weaknesses in the advisory process. The overall performance of the supervision process was evaluated at the end of the research period. This involved reviewing the achievement of the initial objectives set in the first stage. Progress reports and KPI scores were analyzed to measure the completion rate of the thesis work. Additionally, student satisfaction data were compared to performance outcomes to identify patterns or discrepancies. Recommendations for future improvements in the supervision process were derived from these evaluations.

Customer Satisfaction Score

Customer satisfaction is key to predicting behavior and is foundational to strong customer-supplier relationships. It reflects whether a service or product meets needs and expectations, often evaluated after consumption. Organizations that prioritize high-quality service are more likely to satisfy and retain customers, making it a critical indicator of effective exchanges (Setiawan, Yamani, & Winati, 2022).

The Customer Satisfaction Score (CSAT) will be used in this study to measure the level of student satisfaction with the thesis supervision process. Pau Giró Manzano stated that "Measuring customer satisfaction is important to know the value that the

user perceive” as it has a significant impact on long-term performance and students tendencies in the supervision process (Giró Manzano, 2021). The CSAT formula can be seen below :

$$CSAT = \left(\frac{\text{Number of Positive Response}}{\text{Total Responses}} \right) \times 100\% \dots\dots (1)$$

Key Performance Index

This research will also use Key Performance Index (KPI) to measure performance in the thesis supervision. This will be used so that the activity or the process can be followed, controlled (if it deviates, can be recognized for correction), and ensured to achieve the desired performance (Silvestri, Falcone, Bona, Forcina, & Gemmiti, 2021) . Joud Alijumaa also stated that “KPIs are a way of measuring the performance in an organization and its success in achieving goals (Chang, 2021) . Therefore, this tools is valid to be used in this study to measre the performance. Moerover, Operational measurements in the KPI can vary during the process, however just by understanding it can be very beneficial which can the strategic more effectively (Dipura & Soediantono, 2022). By considering several indicators as forms of performance measurement, KPI can provide insights to improve performance. The testing conducted aims to determine how easy the method is to use and whether it meets user needs. “Thus this research aims to determine how easy the method is to use and whether it meets user needs by using a certain formula” (Damayanti, An’nars, & Kurniawan, 2022). The KPI score can be done using a simple formula, which is stated also by Damayanti in her research by using the formula below :

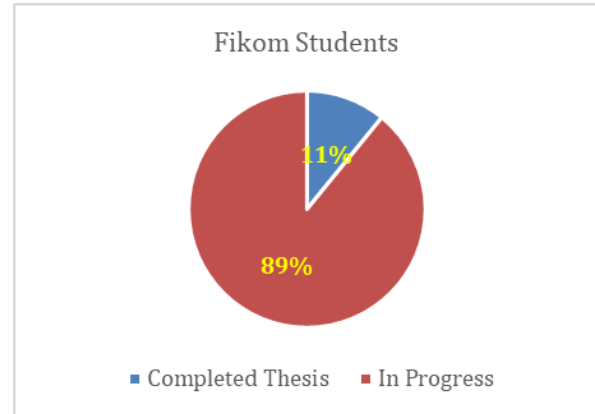
$$KPI\ Score = \left(\frac{\text{Actual Output}}{\text{Target Output}} \right) \times 100\% \dots\dots\dots\dots\dots\dots (2)$$

RESULTS AND DISCUSSION

To gather data on the quality of thesis supervision, a questionnaire was distributed to 211 FIKOM UMI students who are currently working on or have completed their theses. This aims to help evaluate the quality of supervision provided by the lecturers. The data collected from this questionnaire will serve as the basis for analyzing and evaluating the effectiveness of the Management by Objectives methodology in the context of thesis supervision at FIKOM.

As illustrated in Figure 2, approximately 89% of respondents are still in the process of completing their theses, while only around 11% have successfully finished their thesis projects. This distribution highlights the significance of assessing the effectiveness of the Management by Objectives method when applied from the early stages of thesis

development. The low percentage of students who have completed their theses (around 23 individuals) compared to those still in progress (approximately 188 students) suggests that ongoing supervision plays a crucial role in ensuring successful thesis completion.



Source : (Research Result, 2024)

Figure 2. Thesis Completion Status of FIKOM Students

Data Analysis

Based on the questionnaire distributed to 211 FIKOM UMI students, there are several key variables used as benchmarks to evaluate the effectiveness of the Management by Objectives process in thesis supervision. These variables include the number of students being supervised, the level of communication, and the frequency of meetings. The summary of these findings is presented in Table 1.

Table 1. Initial Questionnaire

Variable	Numbers in Total of the variables (%)	Description
Number of Supervised Students	67%	<ul style="list-style-type: none"> 40% of supervisors do not meet the student supervision standard. 27% have exceeded the maximum number of students they can supervise.
Communication Level	87%	Communication is smooth in the thesis supervision process.
Frequency of Supervision	75%	Meeting frequency is less flexible and does not exceed the thesis supervision standard.

Source: (Research Result, 2024)

The data collected from the initial questionnaire underwent in-depth analysis to assess the alignment between the set objectives and the actual results achieved. By comparing the initial objectives agreed upon by students and supervisors

with the progress and results reported in the questionnaire using Excel, the study evaluated the effectiveness of the MBO approach in improving the quality of thesis supervision.

Furthermore, the analysis traced the correlation between the identified variables and the perceived effectiveness of the supervision process. This examination provided insights into which aspects of the supervision process were most influenced by the implementation of Management by Objectives.

Implementation of Management by Objectives Method

Based on the FIKOM Thesis and Non-Thesis Writing Guidelines, supervision must be conducted weekly, following established procedures. Typically, the supervision schedule and model are determined by the supervisor, whether it's online supervision where the thesis file is sent electronically or face-to-face supervision where the thesis progress is directly reviewed by the supervisor. To achieve a flexible schedule and supervision model, both the supervisor and the student should agree on a mutually suitable supervision schedule and model, with room for changes if issues arise. Additionally, both parties will set a timeline and workload for each meeting to avoid delays in thesis completion.

According to the Standard Operating Procedure, the workload is determined using the Key Performance Index. Table 2 outlines the estimated workload distribution for each thesis chapter, including the percentage weight and the time required for completion.

Table 2. Workload

Thesis Chapter	Weight (%)	Time to Complete (months)
Background	15%	1
Problem Formulation	10%	1
Methodology	25%	1
Results and Discussion	45%	2-3
Conclusion	5%	0.5-1
Total	100%	6 (with revisions)

Source : (Research Result, 2024)

Based on the workload table, a proper thesis completion schedule can be made according to the Standard Operating Procedure, giving students 6 months or one semester to complete their thesis. Thus, students can start working on the Background and Problem Formulation chapters in the first 2 months, followed by the Methodology chapter in months 2 and 3. After completing these three chapters, students can proceed to the Results and Discussion chapter after the Proposal Defense from months 4 to 6 and then work on the Conclusion

chapter in the remaining time of month 6. However, based on interviews with several students, it was found that the time needed to complete the thesis from the Background to the Methodology takes 2 months, followed by the Results and Discussion, and Conclusion chapters after the Proposal Seminar, allowing for the final defense. According to this information, the thesis can be completed in as little as 4 months.

After the thesis completion process, another questionnaire was distributed to 100 FIKOM UMI students who are currently working on their final project. The results were calculated using a Likert scale which is same with the one that Salama uses in her Studies, where "all variables were measured ranging from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), to Strongly Disagree (SD)". The Likert scale is a scale used to measure the attitudes, opinions, and perceptions of an individual or a group toward a social phenomenon. In this context, the social phenomenon being studied has been specifically determined by the researcher and is referred to as the research variable. The summary of these results is shown in the Table 3.

Table 3. Last Questionnaire

No	Question	SA	A	N	D	SD	Score
Thesis Supervision Process							
1.	Main and assistant supervisors guide thesis writing according to the guidelines and template.	41	50	5	4	-	4,28
2.	Main and assistant supervisors provide relevant input to the research topic.	46	43	8	3	-	4,32
Average $((4,28+4,32)/2)$							4,3
Index $(\times 100\%)$							86%
Communication Level							
1.	Main and assistant supervisors facilitate communication via email, SMS, WA, etc.	59	36	3	2	-	4,52
2.	Main and assistant supervisors follow up on thesis progress.	55	41	2	2	-	4,49
3.	Main and assistant supervisors always encourage students to	54	43	2	1	-	4,5

No	Question	SA	A	N	D	SD	Score
	finish their thesis on time.						
Average $((4,52+4,49+4,5)/3)$							4,5
Index (x 100%)							90%
Thesis Supervision Schedule							
1.	Main and assistant supervisors provide supervision time outside of working hours.	36	51	12	1	-	4,22
2.	Main and assistant supervisors provide a scheduled supervision time.	40	48	8	4	-	4,24
3.	Main and assistant supervisors conduct at least 5 supervision meetings.	44	45	8	3	-	4,3
Average $((4,22+4,24+4,30)/3)$							4,24
Index (x 100%)							85%

Source : (Research Result, 2024)

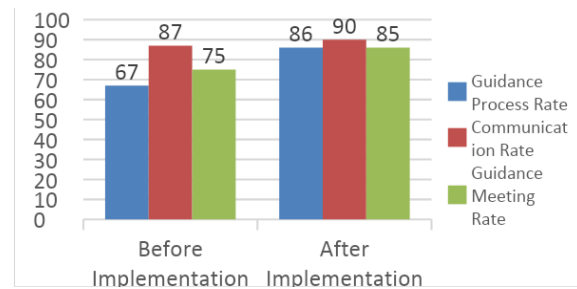
Based on the data in the Table 3, it can be seen that the implementation of the Management by Objectives method has a significant impact on the thesis supervision process, communication level, and supervision schedule. All three variables show an increase in student satisfaction percentages, with each variable's key performance index performing above 80%, which falls into the very satisfactory category.

The Guidance Process Rate demonstrated a notable rise almost up to 20% from 67-86%, this indicates that the thesis advisory using this methods is relevant. This percentage already reach the minum of very satisfactory progress,

Furthermore, the communication rate had a minor increase of 3% showing that it had little impact on implementing the methods in terms of Communication, it only shows that the lecturer are more open in terms of communicating the thesis process for their students. However this minor increase happend duet o schedule matching, where the Lecturers were not able to do precise meeting with the students and need to adjust their schedule with many activities that they are doing at the moment.

Additionally, the Meeting Rate also increased around 10% then before, which indicates that the methods were effective in increasing the progress rate of finishing the thesis advisory of students in FIKOM UMI. This is also because of the

flexibility of the schedule that are being done by the lecturers to support the thesis advisory that their students are currently doing.



Source : (Research Result, 2024)

Figure 2. Final Result

Key Performance Indeks (KPI) Analysis

Table 4 displays the results of the Key Performance Index (KPI) evaluation, where the actual output is represented by the average score, while the target output corresponds to the ideal score.

Table 4. Key Performance Indeks (KPI) Results

Category	Average Score	Ideal Score	KPI (%)	Interpretation
Thesis Supervision Process	4.3	5.0	86%	Good, but can be improved by ensuring consistent guidance and more detailed feedback.
Communication Level	4.5	5.0	90%	Strong communication between students and supervisors, with good accessibility through multiple channels.
Thesis Supervision Schedule	4.24	5.0	85%	The lowest KPI score, indicating that scheduling conflicts might be an issue for students.

Source : (Research Result, 2024)

1. Thesis Supervision Process

$$KPI\ Score = \left(\frac{4.3}{5.0}\right) \times 100\% = 86\%$$

Based on Table 4, The thesis supervision process achieved a performance rating of 86%, with an average score of 4.3 out of 5.00, compared to the ideal benchmark of 5.00. This indicates that most students were satisfied with the guidance provided by their supervisors. However, the 14% gap from the ideal score suggests there is room for improvement. To enhance the supervision process, efforts should focus on ensuring consistency in guidance across all students and improving

feedback mechanisms to better align thesis writing with established guidelines.

2. Communication Level

$$KPI\ Score = \left(\frac{4.5}{5.0}\right) \times 100\% = 90\%$$

Based on Table 4, the communication level achieved a 90% score, with an average score of 4.5 out of 5.00, compared to the ideal benchmark of 5.00. This result reflects strong interaction between students and supervisors, where supervisors were easily accessible through various communication channels such as email, WhatsApp, and SMS and actively followed up on students' progress. This indicates that communication is not a major obstacle in thesis completion. However, despite effective communication, other factors such as scheduling conflicts or academic workload may still impact students' progress. Therefore, improving communication effectiveness can further support the smooth thesis supervision process.

3. Thesis Supervision Schedule

$$KPI\ Score = \left(\frac{4.24}{5.0}\right) \times 100\% = 85\%$$

Based on Table 4, the thesis supervision schedule received a KPI score of 85%, with an average score of 4.24 out of 5.00 compared to the ideal benchmark of 5.00. This indicates that scheduling meetings with supervisors posed a challenge for some students. Despite some supervisors offering availability beyond regular working hours, 15% of students still experienced difficulties in arranging sessions. Possible contributing factors include advisor availability, student workload, and limited supervision slots. To address this issue, implementing a more structured scheduling system, such as fixed appointment slots or an online booking platform, could enhance accessibility and improve the overall supervision experience. Overall, the results show that the supervision process (86%), communication (90%), and scheduling (85%) are functioning well, but scheduling remains a bottleneck in the thesis supervision experience. The findings suggest that while communication and guidance are strong, improving scheduling flexibility could enhance the overall supervision experience for students.

CONCLUSION

Based on the findings discussed above, the implementation of the Management by Objectives

method significantly impacted the thesis supervision process, particularly in enhancing the structure of the process, adherence to schedules, and improving communication between students and lecturers. These factors contributed to a notable increase in student satisfaction, with each variable achieving a satisfaction level of more than 80%, categorically rated as very satisfying based on quantitative survey data.

However, the research faced several limitations. Firstly, the study was conducted in a single faculty environment, which may limit the generalizability of the findings to other faculties or institutions. Secondly, while the survey provided valuable quantitative insights into satisfaction levels, it did not include a detailed analysis of the long-term outcomes, such as the impact on thesis quality or completion rates. Finally, the progress of this methods shows it can speed up the progress of the Thesis making process, however as for the quality it is still dependent on the students' capability in making the decent thesis outcomes.

Future work could address these limitations by expanding the study to include multiple faculties or institutions to understand the method's effectiveness across diverse academic settings. Additionally, future research could incorporate more comprehensive metrics, such as thesis completion rates, grades, and qualitative interviews, to provide a broader evaluation of the MBO method's impact. Exploring the effects of varying lecturer-to-student supervision ratios on the supervision process could also provide valuable insights, particularly in ensuring compliance with the Ministry of Education and Culture of the Republic of Indonesia's regulation number 3 of 2020.

REFERENCE

- Ahmed, G. N., Arous, S. A., Mohammed, W. F., & Abdelgawwad, M. A. (2022). Evaluating the role of management by objectives in enhancing five-star hotel operations. *Journal of the Faculty of Tourism and Hotels-University of Sadat City*, 6(1), 84–95.
- Anggraini, M. G., Asniar, I., & Choiriyati, S. (2021). PENGARUH KOMUNIKASI INTERPERSONAL DOSEN PEMBIMBING TERHADAP MOTIVASI MAHASISWA DALAM MENYUSUN SKRIPSI (Studi pada Mahasiswa Fisipol Universitas Muhammadiyah Lampung Angkatan 2017). *INTERCODE - Jurnal Ilmu Komunikasi*, 1(2), 92–104.
- Aziz, A., Panjaitan, M. A. R., Luthfi, S., & Saragi, M. P. D. (2022). Analisis Kebutuhan Mahasiswa Terhadap Dosen Pembimbing Akademik.

- Jurnal Pendidikan Dan Konseling*, 4(6), 12894–12897.
- Chang, X. (2021). Use of the Key Performance Index Evaluation Model for a Comparative Analysis of the Professional Teaching Quality of Economic Management. *International Journal of Emerging Technologies in Learning*, 16(24), 177–190.
<https://doi.org/10.3991/ijet.v16i24.27869>
- Damayanti, An'nars, M. G., & Kurniawan, A. (2022). Sistem Informasi Manajemen Berbasis Key Performance Indicator (KPI) dalam Mengukur Kinerja Guru. *JDMSI*, 3(1), 8–18.
- Dipura, S., & Soediantono, D. (2022). Benefits of Key Performance Indicators (KPI) and Proposed Applications in the Defense Industry: A Literature Review. *INTERNATIONAL JOURNAL OF SOCIAL AND MANAGEMENT STUDIES (IJOSMAS)*, 3(4).
- Dzakwan, M. S., Sunardi, & Yudhana, A. (2023). Monitoring the Performance of Lecturers Using Behaviorally Anchor Rating Scale and Management by Objectives Method. *JUITA: Jurnal Informatika*, 11(1), 37–45.
- Fadhilah, N., Saleh, R., & Azman, Z. (2022). PERSEPSI MAHASISWA TERHADAP KOMUNIKASI ANTARPRIBADI DOSEN PEMBIMBING DAN MAHASISWA DALAM BIMBINGAN SKRIPSI. *Jurnal Ilmiah Mahasiswa FISIP Unsyiah*, 7(1). Retrieved from www.jim.unsyiah.ac.id/FISIP
- FIKOM, U. (2021). *PANDUAN PENULISAN TUGAS AKHIR Skripsi dan Non-Skripsi TAHUN 2021*. Fakultas Ilmu Komputer Universitas Muslim Indonesia.
- Giró Manzano, P. (2021). *CUSTOMER SATISFACTION MEASUREMENT: Strategies, methodologies and factors influencing customer satisfaction measures*.
- Harahap, A. L., & Perdana, S. (2021). Analisis Penilaian Kinerja Karyawan Menggunakan Metode Behaviorally Anchor Rating Scale (BARS) Dan Management By Objectives (MBO) Di CV BRILLIANT. *Jurnal IKRAITH-HUMANIORA*, 5, 18–26.
- Hendriyal, H., Fachruddin, F., Amiruddin, A., Putra, M. I., Saragih, M. R. D., Faisal, F., & Khurniawan, D. (2022). Implementasi Management by Objectives (MBO) di Madrasah Tsanawiyah. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 4(1), 1466–1474.
<https://doi.org/10.31004/edukatif.v4i1.2169>
- Lestari, N. P. (2022). PENGARUH POLA KOMUNIKASI MAHASISWA DENGAN DOSEN PEMBIMBING AKADEMIK DAN MOTIVASI BELAJAR MAHASISWA PENDIDIKAN ILMU PENGETAHUAN SOSIAL DI UIN MALANG. *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial*, 1(1), 1–11. Retrieved from <http://urj.uin-malang.ac.id/index.php/dsjpips>
- Marupaey, M. W., & Holle, M. H. (2022). PENGARUH KOMPETENSI, KINERJA DOSEN PEMBIMBING SKRIPSI TERHADAP KUALITAS TUGAS AKHIR MAHASISWA (Studi Kasus Pada Prodi Ekonomi Syariah IAIN Ambon). *Jurnal Tahkim*, 18(1), 91–117.
- Megawati, R., & Damayanti, M. (2021). Peran Dosen Pembimbing Skripsi dalam Proses Penyelesaian Tugas Akhir Mahasiswa. *Journal of Health, Education, Economics, Science, and Technology (J-HEST)*, 4(1), 33–39. Retrieved from <https://www.j-hest.web.id/index.php>
- Olorundami, D. M. (2021). IMPACT OF MANAGEMENT BY OBJECTIVES ON ORGANISATIONAL EFFICIENCY. *World Journal of Management and Business Studies*, 1(4), 248–265.
- Pendidikan dan Kebudayaan, M. (2020). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi*.
- Salama, W. M. E. (2021). Impact of Management by Objectives in Enhancing Sustainable Organisational Performance in Hotels. *African Journal of Hospitality, Tourism and Leisure*, 10(3), 805–820.
<https://doi.org/10.46222/ajhtl.19770720-133>
- Sari, S. M., & Ennimay. (2021). PENILAIAN KINERJA DOSEN DALAM BIMBINGAN SKRIPSI. *Jurnal Ners Indonesia*, 12(1).
- Setiawan, A. D., Yamani, A. Z., & Winati, F. D. (2022). Pengukuran Kepuasan Konsumen Menggunakan Customer Satisfaction Index (CSI) dan Importance Performance Analysis (IPA) (Studi Kasus UMKM Ahul Saleh). *Jurnal Teknologi Dan Manajemen Industri Terapan (JTMIT)*, 1(4), 286–295.
- Silvestri, A., Falcone, D., Bona, G. Di, Forcina, A., & Gemmiti, M. (2021). Global performance index for integrated management system: GPI-IMS. *International Journal of Environmental Research and Public Health*, 18(13).
<https://doi.org/10.3390/ijerph18137156>