*Journal of Process Management and New Technologies*
**Vol. 14, Issue 1-2, 2026, pp. 117-132**

# BUSINESS PROCESS ANALYSIS OF STUDENT ACTIVITY FUNDING DISBURSEMENT IN A PRIVATE UNIVERSITY IN INDONESIA

**Imelda JUNITA[1*], Fanny KRISTINE[2], Sri ZANIARTI[3]**

[1]*Universitas Kristen Maranatha, Bandung, Indonesia, imelda.junita@eco.maranatha.edu*
*https://orcid.org/0000-0001-7932-6932*

[2]*Universitas Kristen Maranatha, Bandung, Indonesia, fanny.kristine@eco.maranatha.edu*
*https://orcid.org/0000-0002-5974-7606*

[3]*Universitas Kristen Maranatha, Bandung, Indonesia, sri.zaniarti@eco.maranatha.edu*
*https://orcid.org/0000-0003-2224-1641*

***Abstract:*** *In addition to formal academic activities in university, student activities play an important role in developing students holistically; consequently, an adequate funding process is needed to ensure the smooth running of these activities. A study conducted at a private university in Indonesia showed that the funding disbursement process often involves multiple phases and actors/units and requires complex procedures. This results in inefficiencies, delays, and a lack of transparency. The goal of this study is to analyze the business process of funding disbursement at a private university in Indonesia and propose improvements to the existing business processes. This study used a qualitative approach in which data collection was conducted through semi-structured interviews with people involved in the process. The data was analyzed by mapping the business process based on Standard Operating Procedures (SOPs) and comparing it with the actual process. The findings of this study disclosed several weaknesses in the existing process, including a lack of digital system utilization, no standard processing time, a time-consuming verification phase, and the persistence of manual processes and documents. Business process improvement is then proposed, including a self-verification mechanism using mandatory checklists in a digital platform by student organizations, system automation, real-time status notification, and standardized processing times. To clarify the roles and responsibilities among stakeholders in the process, the Responsible Assignment Matrix (RACI) was developed. Through this process improvement, efficiency and transparency can be increased while a balance between control and operational effectiveness is still maintained.*

***Keywords:*** *Business process, funding disbursement, SOP, RACI.*

Original scientific paper
Received: 11.04.2026
Accepted: 06.06.2026
Available online: 21.06.2026
DOI: 10.5937/jpmnt14-66434

[*] Corresponding author

## 1. Introduction

In university, students are not only involved in academic activities but also need to actively participate in various student activities so that students can develop holistically (Nguyen et al., 2025). Student activities at universities in Indonesia typically consist of student organizations within the faculty or study program as well as extracurricular activities such as sports, arts, outdoor and environmental student activities, photography, public service, and so on within the university. Unlike formal academic activities, which are mandatory and must be based on the applicable curriculum, student activities are usually voluntary and independent (Roy, 2023) and can be participated in and chosen by students according to their interests and talents. Through student activities, students can explore their interests and talents, which will subsequently have several positive impacts, such as improving organizational skills, teamwork, problem-solving, and time management and fostering leadership abilities (Mestarihi, 2019); (Onwuka et al., 2019). These activities can contribute to students' overall personal and professional growth, thus benefiting their future career development (Nigrum & Azalia, 2018). Research conducted by Munir and Zaheer (2021) also found a significant difference in student engagement levels between students who participate in student activities and those who do not (Munir & Zaheer, 2021). Student engagement plays a crucial role in academic and intellectual development, which can improve student performance.

Given the crucial role of student activities in holistic student development and enhancing student engagement, universities need to provide optimal institutional support. Universities not only act as academic facilitators but also provide resources, establish policies, and implement supporting mechanisms to ensure effective and sustainable student activities. In addition to facilities and policies, funding is crucial for the successful implementation of student activities. Adequate funding for student activities enables student organizations to execute planned work programs optimally and on time while achieving the goal of developing students' soft skills. Conversely, complex funding mechanisms have the potential to hinder student activities, reduce student motivation to participate, and negatively impact the student's active experience on campus.

This study focused on the business process for funding disbursement of student activities at a private university in Bandung, Indonesia. In practice, funding disbursement for student activities at this university is often challenging because the process, from proposal application to disbursement, involves multi-level approvals and units within the university. On the one side, this funding disbursement mechanism is designed to ensure accountability and control of university finances. On the other side, the complexity of this funding disbursement process often creates uncertainty for student organizations, particularly regarding time uncertainty for disbursement and the application's status. Student organizations often must wait without clarity about whether their proposals are still being reviewed, require revision, or have been approved and are awaiting disbursement. This situation results in the potential disruption of the implementation of planned student activities. Sometimes, they were forced to reschedule the activities or even cover costs in advance. This phenomenon indicates that the funding disbursement mechanism for student activities is not only related to the availability of funds but also encompasses how the process is designed, coordinated, and communicated. This funding disbursement process is often not viewed as coherent and integrated inter-unit activities. Each phase tends to be viewed as an administrative task for each unit, without a comprehensive understanding of its impact on other departments and end users. This can lead to delays, inefficiencies, and miscommunication.

Thus, an approach is needed that can view the funding mechanism as a business process that can be mapped, examined, and evaluated to identify critical issues and opportunities for improvement. Business processes are formed from a series of interconnected activities,

involving decision-making at specific points along the process flow. The entire sequence leads to a final result that provides value to end users (Fazlagic & Semmingsson, 2022). Business process modelling can impact operational efficiency optimization, improve product and service quality, automate repetitive tasks, manage risks better, enhance team coordination, and adapt quickly to change. Overall, this can enable organizations to move quickly, make better decisions, and remain relevant in a dynamic marketplace (Hindarsah, 2024). Johansson & Nafisi (2020) revealed that the process map will become a self-centred modeler with little attention to the key value objectives without process mapping guidance and competence. The connection between the process objectives and activities became easier to see with value objective-oriented process maps (Johansson & Nafisi, 2020).

Many previous studies have examined business processes, including business process management capabilities significantly impacting the effectiveness of sustainable digital transformation, partially mediated by dynamic decision-making (Huy & Phuc, 2024); a business process map serving as a foundation for bureaucratic operations contributing to improved institutional capacity and greater consistency in administrative practices (Tukiran et al., 2022); a Process Navigation Map, which serves as a way to present process landscapes from a high-level viewpoint while at the same time integrating models and data, proposed by Seifi et al. (2022) (Seifi et al., 2022); and process mapping and management being a useful tool to improve civil registration and vital statistics systems based on experiences from Myanmar, Papua New Guinea, and Rwanda (Muñoz et al., 2020). A study by Asrif et al. (2025) highlighted that process architecture and integration, process data analytics, and adaptive process improvement are critical for reducing digitalization barriers and supporting organizational digital innovation (Asrif et al., 2025). Putra and Mahendrawathi (2024) also argued that digital transformation serves to achieve the organizational goal and Business Process Management serves as the managerial tool that supports the transformation process (Putra & Mahendrawathi, 2024). Research on business processes in higher education has also been conducted. Sujanawati et al. (2020) revealed that studies on the implementation of business processes in the higher education sector are still limited compared to other sectors or case studies, thus opening up opportunities for further research on business processes in the higher education sector (Sujanawati et al., 2020). Recent study from the higher education sector demonstrates that applying a structured Business Process Management approach can significantly improve organizational performance and quality of administrative process, even in bureaucratic environments that are often found in higher education settings (Ammirato et al., 2024).

Although many previous studies have examined the importance of student activities and business processes, specific research examining the funding disbursement business process for student activities within higher education institutions in the Indonesian context has yet to be conducted. Therefore, this study aims to identify key issues in the funding application process and provide a basis for providing recommendations for improving the student activity funding disbursement business process to be more effective, transparent, and accountable and to optimally support student activities.

In this study, the student activity funding disbursement process will be viewed holistically, with each phase not treated as a separate administrative activity. Instead, the process is understood as a series of interconnected processes that form a complete business process. This perspective allows for a deeper exploration of how workflow, decision-making, and coordination between work units influence the effectiveness of services received by student activity administrators. Through this approach, this study is expected to contribute to the limited research on business process analysis in university administrative services, particularly in the context of student activity funding management.

## 2. Methods

A descriptive method with a qualitative approach was implemented in this study to obtain a comprehensive understanding of the business process of student activity funding disbursement at a private university in Bandung City, Indonesia. A qualitative approach was used because this study focused on investigating the funding disbursement mechanism, the decision-making process, and the experiences of the actors involved in the process, not on numerical measurement of the process. Data was collected through semi-structured interviews so that the respondents (student organization administrators, administrative staff of faculty/study programs, representatives of the Directorate of Finance, and the Vice Rector for Finance) could explain their experiences and views more spontaneously but remain within a consistent framework of questions among respondents.

The analysis was conducted by mapping the business process for funding disbursement of student activity visually so that each phase of the process and the interaction among stakeholders in the process can be viewed holistically (Fazlagic & Semmingsson, 2022). This business process mapping helps the researchers to understand how the workflow occurs in practice. Areas of the process that could potentially cause inefficiencies, redundant activities, delays, or miscommunication can be identified simultaneously.

The analysis is also provided with a Responsible Assignment Matrix (RACI) to clarify roles and responsibilities of each actor/unit in the student activity funding disbursement process. Through RACI, it is possible to identify the actors/units who are directly responsible for implementing activities, who hold final accountability, who are involved in the consultation process, and who need to obtain information (Tukiran et al., 2025).

## 3. Results and discussion

### 3.1. Overview of funding disbursement process

At the private university studied in this research, funding management is centralized. Before the start of the fiscal year, each faculty/study program/unit within the university prepares a work program and budget plan in accordance with the university's established budget ceiling. This work program and budget plan covers various activities to be implemented and their associated budget at a general level during the fiscal year. All work program and budget plans are submitted to the university for evaluation and approval at the beginning of the fiscal year. Once the budget plan is approved, the faculty/study program/unit can implement activities according to the established budget. However, even though the budget has been approved annually, funds for each activity cannot be immediately disbursed. For each specific activity to be carried out, the implementing faculty/study program/unit is required to submit a separate activity proposal and a funding request that provides a more detailed breakdown of the activity, including specific implementation plans and a detailed budget allocation to the university for an approval process. In this process, the Vice Rector for Finance plays a primary role as the party approving funding requests. Before granting approval, the vice rector reviews funding requests and coordinates with relevant units. Once the proposal has been approved by the Vice Rector for Finance, the funds will be disbursed to the faculty/study program/unit.

### 3.2. SOP-based business process mapping for funding disbursement

Table 1 shows the process mapping based on the university's Standard Operating Procedures (SOP), while Figure 1 illustrates the corresponding business process model.

**Table 1.** SOP-based business process map of funding disbursement

| Phase | Person/Unit Responsible | Input | Activity Description | Output |
|---|---|---|---|---|
| 1 | Faculty | Program proposal and funding request | Faculty submits a funding request manually and uploads the request data through the internal online platform. | Funding request submitted (manual and online) |
| 2 | Person in Charge (PIC) Maker (Faculty) | Data uploaded in the online system | PIC Maker prepares and submits hard-copy documents generated from the online platform, along with supporting documents signed by the Vice Dean for Finance, to the Rectorate. | Proposal and funding request recorded in the online system. |
| 3 | Vice Rector for Finance | Funding request documents | The Vice Rector for Finance reviews the funding request and decides whether to approve or reject it. | Approval or rejection decision. |
| 4 | Rectorate | Approved Funding Request | The Rectorate forwards the approved Fund Usage Request Form to the Head of Finance Division for payment processing. | Approved form delivered to Head of Finance Division |
| 5 | Head of Finance Division | Approved Fund Usage Request Form | The Head of the Finance Division forwards the approved documents to the designated PIC for payment execution. | Payment instruction to PIC (Directorate of Finance) |
| 6 | PIC (Directorate of Finance) | Approved documents with complete requirements | PIC prepares the payment based on the complete Fund Usage Request Form. | Payment ready to be processed |
| 7 | PIC (Directorate of Finance) | Approved payment request | PIC inputs the payment transaction into the digital banking platform. | Transaction recorded in banking system |
| 8 | Head of Finance Division | Transaction data in the banking system | The Head of the Finance reviews and approves the transaction in the digital banking platform. | Transaction approved (level 1) |
| 9 | Director of Finance | Approved transaction (level 1) | The Director of Finance reviews and approves the transaction in the digital banking platform. | Transaction approved (level 2) |
| 10 | Vice Rector for Finance | Approved transaction (level 2) | The Vice Rector for Finance provides final authorization for fund release in the digital banking platform. | Funds released |

Source: Developed by authors based on university's SOP

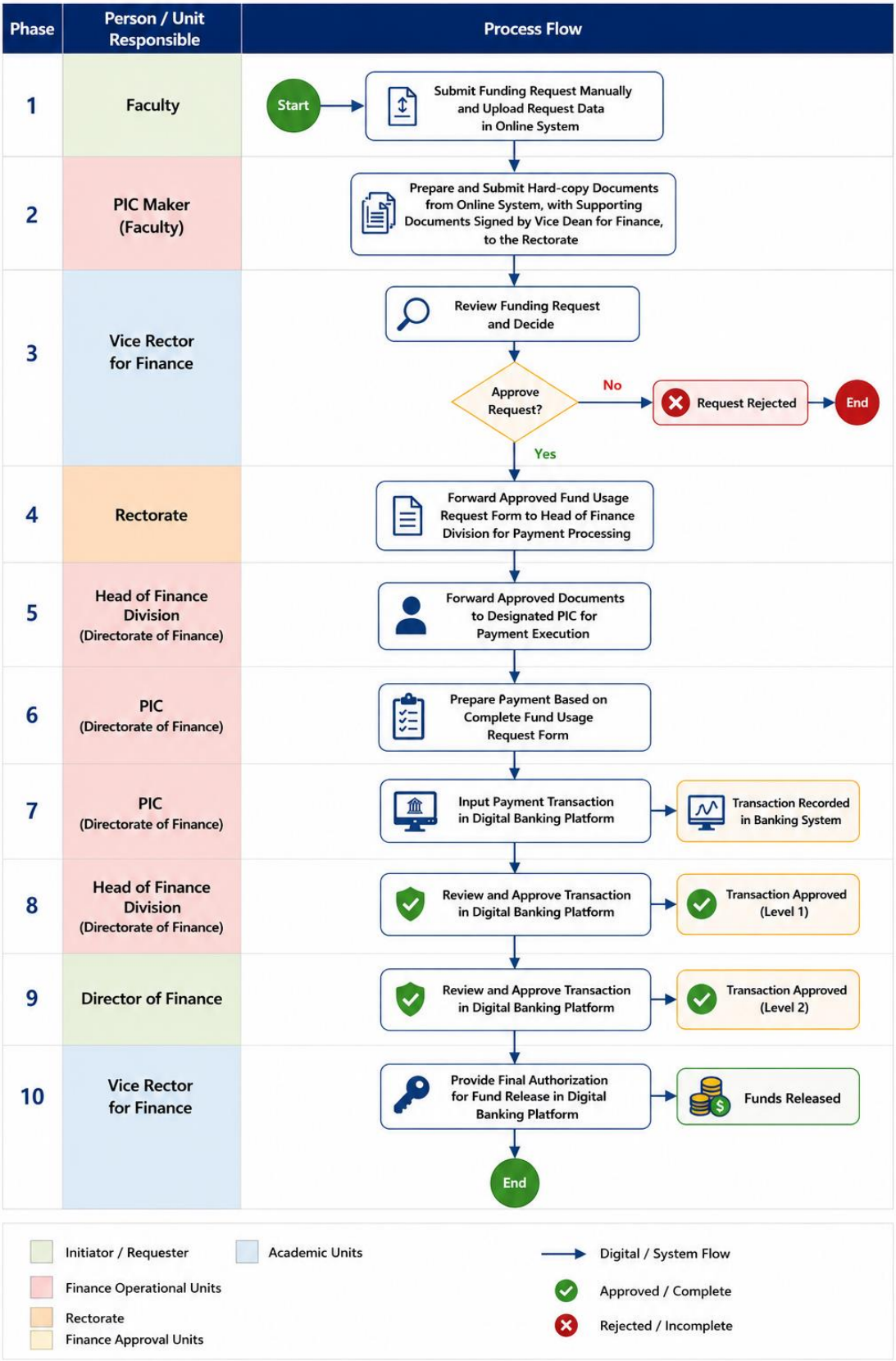


**Figure 1.** SOP-based business process model for funding disbursement
Source: Developed by authors based on university's SOP

### 3.3. As-Is business process mapping for funding disbursement

Based on the results of observations and interviews with related parties, the as-is process is then mapped, which represents the realization of the process currently being implemented. The as-is business process of existing fund request and disbursement can be seen in Table 2, while the as-is model is illustrated in Figure 2.

**Table 2.** As-Is business process map of funding disbursement

| Phase | Person/Unit Responsible | Input | Activity Description | Output |
|---|---|---|---|---|
| 1 | Student Organization | Activity proposal | The student organization submits the student activity proposal by email. | Submitted activity proposal |
| 2 | Faculty Administrative Staff | Submitted activity proposal | Administrative staff verifies the submitted proposal according to the checklist. | Verified activity proposal |
| 3 | Faculty Administrative Staff | Verified activity proposal | Administrative staff prepares a cover letter for the student activity proposal and forwards it to the Vice Dean for Finance. | Cover letter and proposal submitted to the Vice Dean for Finance |
| 4 | Vice Dean for Finance/PIC Maker | Proposal and cover letter | The Vice Dean for Finance reviews the proposal. In practice, the Vice Dean also acts as PIC Maker and inputs the requested budget into the internal online platform. | Funding request recorded in the system |
| 5 | Vice Dean for Finance/Administrative Staff | Data in the system | The Fund Usage Form generated from the system is printed and signed by the Vice Dean for Finance. The administrative staff submits the printed form to the Rectorate, while the cover letter and proposal are submitted online. | Hardcopy documents submitted and online submission completed |
| 6 | Vice Rector for Finance | Proposal, cover letter, and funding request | The Vice Rector reviews the request. For non-routine or new activities, the Vice Rector may consult the Rector or discuss the proposal in a meeting with other vice rectors before deciding. | Approval or rejection decision |
| 7 | Vice Rector for Finance | Decision result | The approval or rejection status is input into the internal digital platform, making it accessible to the Directorate of Finance and the faculty (PIC Maker). | Decision status updated in the system |
| 8 | Rectorate | Approved Fund Usage Form (hardcopy) | The Rectorate forwards the approved printed Fund Usage Form to the Head of Finance Division for payment processing. | Approved documents were delivered to Head of Finance Division |

**Table 2.** (continued)

| Phase | Person/Unit Responsible | Input | Activity Description | Output |
|---|---|---|---|---|
| 9 | Head of Finance Division (Directorate of Finance) | Approved documents | The Head of Finance Division forwards the documents to the designated Person in Charge (PIC) in the Directorate of Finance. | Payment instruction sent to PIC |
| 10 | PIC (Directorate of Finance) | Approved documents | PIC verifies the completeness and clarity of supporting documents. If documents are incomplete or unclear, PIC requests clarification or additional documents from the faculty. | Verified or revised documents |
| 11 | PIC (Directorate of Finance) | Complete and verified documents | PIC processes the payment transaction through the digital banking platform. | Transaction recorded in banking system |
| 12 | Head of Finance Division (Directorate of Finance) | Transaction data in banking system | Head of Finance Division reviews and approves the transaction. | Transaction approved (level 1) |
| 13 | Director of Finance | Approved transaction (level 1) | The Director of Finance reviews and approves the transaction. | Transaction approved (level 2) |
| 14 | Vice Rector for Finance | Approved transaction (level 2) | The Vice Rector for Finance provides final authorization for fund release in the digital banking platform. | |

Source: Developed by authors based on university's SOP

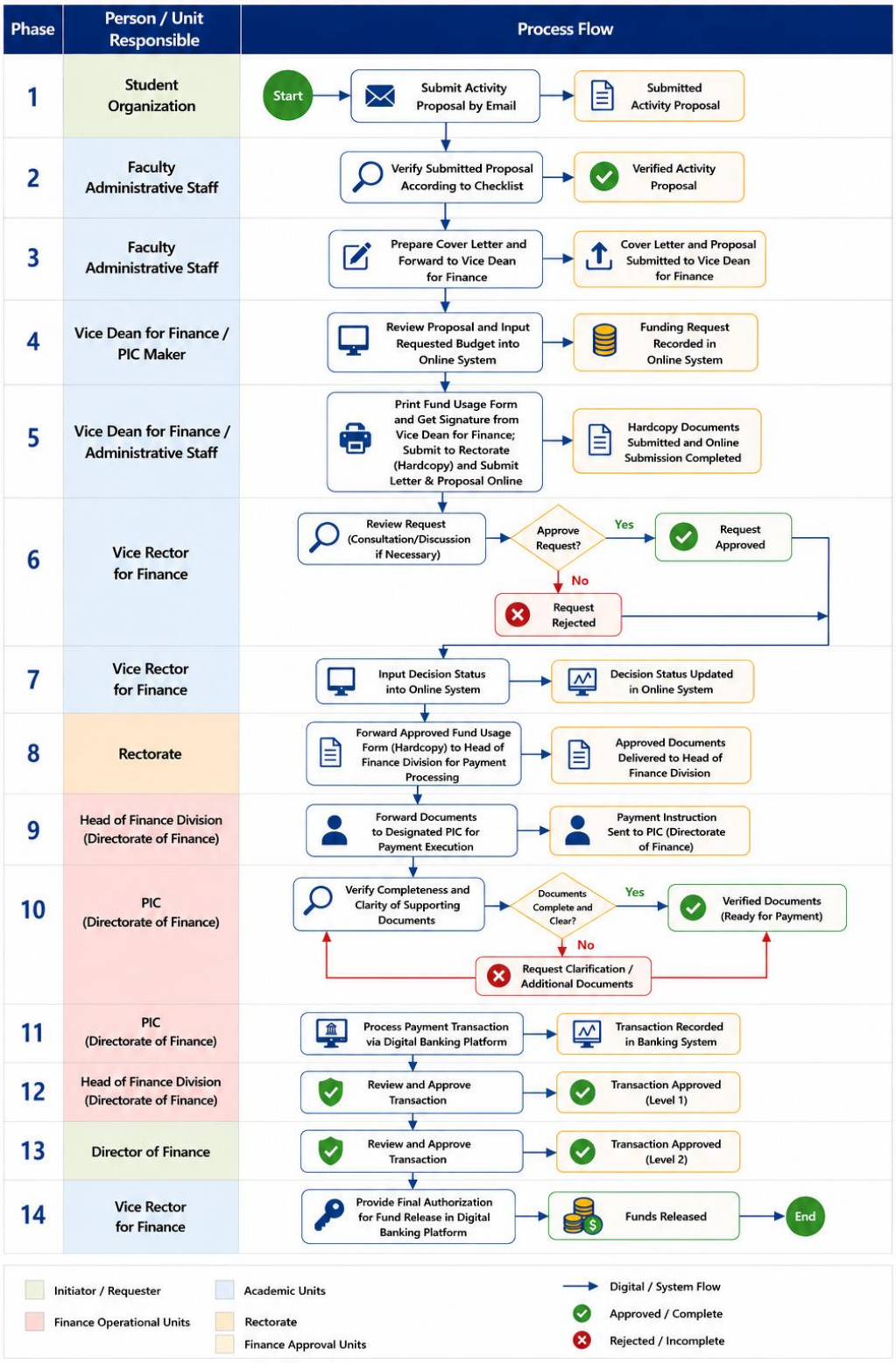


**Figure 2.** As-Is business process model for funding disbursement
Source: Authors

### 3.4. Discussion

By comparing SOP-based business processes and the actual (As-Is) business process, it is revealed that there are some inconsistencies between formal procedures and the practical implementation of the funding disbursement process. In practice, extra activities not explicitly listed in the SOP were found, such as proposal submission by student organizations via email, not via the digital platform, verification by faculty administrative staff and verification at the final phase by the PIC in the Directorate of Finance, and informal consultation at the rectorate level. These extra activities resulted in delays and inefficiencies. Furthermore, the SOP-based business process did not provide a standard processing time for each phase, nor did the actual business process. Manual follow-up also presented uncertainty for student organizations. These findings require further analysis to identify basic issues and formulate business process improvements. Based on the mapping of business processes, both formal (SOP) and actual processes (As-Is), Table 3 outlines several obstacles that can affect the effectiveness and efficiency of the process of submitting and disbursing student activity funds.

**Table 3.** Identified issues in existing funding disbursement process

| No. | Issue | Description | Impact |
|---|---|---|---|
| 1 | Lack of system integration | Double handling of digital platforms and manual hardcopy processes. | Duplication, inefficiency |
| 2 | No processing time standardization | Uncertain processing time at each phase. | Uncertainty, delays |
| 3 | Bottleneck in verification stage | The process stops when documents are incomplete. | Significant delays |
| 4 | Lack of transparency | Unclear process status tracking. | Frequent follow-up, miscommunication |
| 5 | Multi-level approval complexity | Additional consultation/meeting for certain proposals | Slow decision-making |
| 6 | Underutilization of digital systems | System not used end-to-end | Inefficiency, lack of automation |

Source: Authors

To address various issues in the currently implemented business processes that impact inefficiency, the following will propose a redesign of the business process starting from submission to disbursement of funds as described in Table 4 and Figure 3.

**Table 4.** Proposed business process map of funding disbursement

| Phase | Person/Unit Responsible | Input | Activity Description | Output |
|---|---|---|---|---|
| 1 | Student Organization | Proposal document | The applicant (student organization) submits the activity proposal and funding request through the integrated digital platform. | Proposal and funding request recorded in the system |
| 2 | Student Organization | Proposal document | Applicants conduct self-verification by completing a mandatory checklist in the system to ensure the proposal complies with all required components and supporting information. The system will prevent submission if any item on the checklist has not been checked by the proposer. | Verified submission |

**Table 4.** (continued)

| Phase | Person/Unit Responsible | Input | Activity Description | Output |
|---|---|---|---|---|
| 3 | Faculty Administrative Staff | Verified submission | Administrative staff performs initial verification based on a checklist within the system. | Verified proposal ready for review |
| 4 | Vice Dean for Finance | Verified proposal | The Vice Dean for Finance reviews the proposal and confirms budget alignment with the approved work plan. | Approved proposal at the faculty level |
| 5 | System (Digital Platform) | Approved proposal | The system automatically routes the proposal to the Vice Rector for Finance without requiring physical document submission. | Proposal forwarded to Vice Rector for Finance. |
| 6 | Vice Rector for Finance | Proposal and funding request | The Vice Rector for Finance reviews and decides whether to approve or reject the proposal within the system. If needed, consultation or discussion is conducted through a documented digital workflow. | Approval or rejection decision |
| 7 | System (Digital Platform) | Approval decision | The system updates the proposal status and notifies all relevant parties (faculty, finance directorate). | Real-time status update and notification |
| 8 | PIC (Directorate of Finance) | Approved proposal | PIC performs final financial verification using a standardized checklist. | Verified financial documents |
| 9 | PIC and Digital Banking Platform | Verified financial documents | The payment transaction is initiated through the digital banking platform. | Transaction recorded in system |
| 10 | Head of Finance Division | Transaction data | Reviews and approves transactions within defined service times. | Transaction approved (level 1) |
| 11 | Director of Finance | Approved transaction (level 1) | Reviews and approves transactions within defined service times. | Transaction approved (level 2) |
| 12 | Vice Rector for Finance | Approved transaction (level 2) | Provides final authorization for fund release via digital system. | Funds released |
| 13 | Vice Rector for Finance/System (Digital Platform) | Fund release confirmation | After fund release, the Vice Rector for Finance updates the transaction status in the digital platform. The system then automatically notifies the faculty and updates the status as "Completed." | Updated status and notification |

Source: Authors

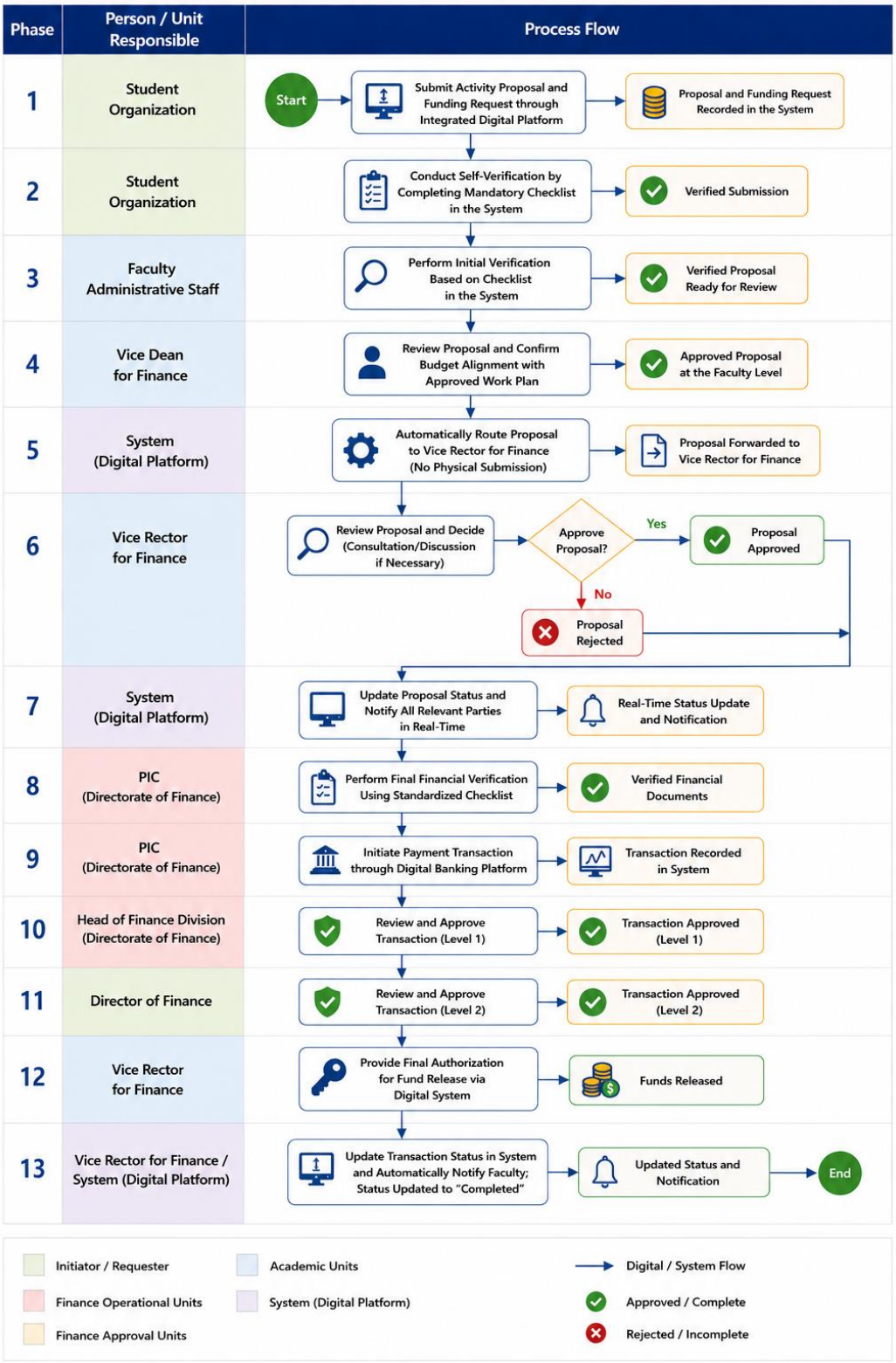


**Figure 3.** Proposed business process model for funding disbursement
Source: Authors

Based on the proposed business process for submitting and disbursing funds, a RACI matrix was developed, as shown in Table 5, to clarify the roles and responsibilities of the parties involved in this process.

**Table 5.** RACI Matrix of Funding Disbursement

| Phase | Activity | Student Organization | Faculty Admin Staff | Vice Dean for Finance | Vice Rector for Finance | System | PIC (Directorate of Finance) | Head of Finance Division | Director of Finance |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Submit proposal & funding request | R/A | I | I | I | C | I | I | I |
| 2 | Self-verification (checklist) | R/A | I | I | I | C | I | I | I |
| 3 | Initial verification | I | R | A | I | C | I | I | I |
| 4 | Faculty-level review & approval | I | C | R/A | I | I | I | I | I |
| 5 | Auto-routing to VR for Finance | I | I | I | I | R/A | I | I | I |
| 6 | Review & decision | I | I | C | R/A | C | I | I | I |
| 7 | Status update & notification | I | I | I | A | R | I | I | I |
| 8 | Final financial verification | I | I | I | I | C | R/A | I | I |
| 9 | Payment initiation | I | I | I | I | C | R | A | I |
| 10 | Approval level 1 | I | I | I | I | I | C | R/A | I |
| 11 | Approval level 2 | I | I | I | I | I | C | I | R/A |
| 12 | Final authorization | I | I | I | R/A | C | I | I | I |
| 13 | Status update (completion) | I | I | I | A | R | I | I | I |

Legend:
R (Responsible) : The party who is responsible for carrying out the activity.
A (Accountable) : The party who is responsible for the outcome and making the final decision.
C (Consulted) : The party who must be consulted before a decision or action is taken.
I (Informed) : The party who must be informed about the progress of the process or decision.

Source: Authors

The proposed business process includes several significant improvements to increase efficiency and transparency. Reliance on manual processes and documents should be eliminated by implementing a fully digital process flow through the internal digital platform, resulting a decrease in work duplication and administrative processes. Furthermore, a self-verification mechanism through a mandatory checklist is added at the beginning of the process, which must be completed by the student organizations as the proposer when submitting the

proposal through the internal digital platform. This stage allows the proposer to ensure that the proposal meets all requirements before further processing so that returns and revisions of the proposals can be reduced in the early stage. The proposed business process is also provided with an automated workflow system and real-time status updates in the internal digital platform so that all stakeholders can monitor the progress of the process without manual follow-up or unnecessary informal consultations. Furthermore, the determination of a standard processing time according to a Service Level Agreement (SLA) at each phase of the process can reduce uncertainty, waiting times, and delays in the decision-making process. In the final phase, it requires status updates or notifications in the internal digital platform, although the fund release is conducted through a digital banking platform that is separate from the internal digital platform to create end-to-end process visibility.

The proposed RACI matrix also shows several improvements to the business process of funding disbursement. The system is empowered to play an active role in the process, such as doing an automatic proposal transfer and providing real-time process status notifications, and not only viewed as a passive support tool. This will reflect a higher level of process automation maturity that supports workflow execution and coordination, without reliance on manual intervention. In the RACI matrix, the responsibility of the proposer is also added by the verification phase in the early process. This initial verification can reduce the probability of inappropriate or incomplete proposals being submitted to the next phase. Hence, the role of the Person in Charge (PIC) in the Directorate of Finance is simplified to focus merely on financial verification at the final stage, minimizing delays and improving process continuity.

Generally, the proposed business process maintains a better balance between control and efficiency. The process is improved to be more organized and system-based but still maintains its multi-level approval to ensure financial accountability and financial governance principles. This enables a more transparent, consistent, and business process of funding disbursement for student activities without compromising control.

The findings of this study are consistent with several previous studies related to Business Process Management (BPM) and digital transformation. Ammirato et al. (2024) demonstrated that applying BPM approach in a structured manner to administrative processes in a public university has improved operational efficiency significantly, reduced administrative workload, increased process transparency, and allowed real-time monitoring through an integrated digital platform (Ammirato et al., 2024). The findings of this study also support the findings of Asrif et al. (2025), who reported that process integration, process data analytics, and adaptive process improvement are essential to reduce digitalization obstructions in organizations (Asrif et al., 2025). These principles were encompassed by this proposed business process through standardized verification procedures, integrated digital workflows, real-time process monitoring, and clearly defined stakeholder responsibilities by the RACI matrix. The proposed business process also aligns with the systematic literature review conducted by Putra and Mahendrawathi (2024), which identified BPM as a key driver, mediator, and enabler of digital innovation and digital transformation. This study provides empirical evidence that BPM principles can be effectively applied to improve administrative processes in higher education institutions while supporting digital transformation initiatives and maintaining good financial governance (Putra & Mahendrawathi, 2024).

## 4. Conclusion

Findings of the study indicate that the existing business processes of funding disbursement of student activities, both in SOPs and in actual implementation, have several weaknesses, such as underutilization of digital system, non-standardized processing time, time-consuming verification phase, and the persistence of manual processes and documents. These weaknesses

create inefficiencies, delays, and uncertainty for stakeholders and a lack of transparency, particularly for student organization in the faculty/study programs.

To overcome these weaknesses, this study suggests a business process that points out digital integration from beginning to the end of the process, processing time standardization, and improved coordination among involved actors/units. This embrace eliminates manual and redundant procedures or documents, implements a self-verification mechanism through a system-based checklist to minimize error or incompleteness in the proposal, and utilizes an internal digital platform to reduce unnecessary informal consultations and manual follow-up and support real-time status notification. Furthermore, developing a RACI matrix can clarify roles and strengthen accountability across stakeholders in the process.

This study has several limitations. This study was conducted in a private university in Indonesia, so that the proposed business process cannot be generalized to other higher education institutions with different organizational structures and governance systems. Furthermore, this study used a qualitative approach and focused on evaluation and redesign business process without examining the impact of the proposed business process quantitatively. The proposed business process has also not yet been implemented and empirically validated in practice.

Future research can be conducted by expanding the scope of this study to examine the effectiveness and efficiency or user satisfaction of the implemented proposed business process quantitatively or across different university contexts to generalize the proposed business process.

## Acknowledgments

We would like to express our gratitude to Universitas Kristen Maranatha for the financial support in conducting this study. We also extended our appreciation to all respondents who participated in the data collection process and ensured the successful completion of this study.

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