Analysis of Managerial Competency Knowledge of Management Department Students in Jenderal Achmad Yani University

Aam Rachmat Mulyana ^{1*},

Khaerul Rizal Abdurahman ²,

^{1,2} Faculty of Economics and Business, Jenderal Achmad Yani University, Indonesia

ARTICLE INFO	ABSTRACT
ISSN: 2723-1097	<i>This research is motivated by the development of increasingly sophisticated technology in the era of the 4.0 industrial revolution which has an impact on the Indonesian millennial generation to enter the era of digital economy, artificial intelligence, big data, robotic, and others. This study aims to analyze the Managerial Competence Knowledge of Students. The method used in this research is descriptive and explanatory methods with data collection techniques through distributing questionnaires to students. The population in this study were all students majoring in management at Ahmad Yani University, totaling 192 students. Based on calculations using the Slovin formula obtained a sample of 95 students with a purposive sampling technique. To measure the level of Knowledge for Student Managerial Competence, refer to the generic competency model of managers of Spencer & Spencer (1993). The collected data were analyzed descriptively and semi-structured interviews. The results of this study indicate that the highest order of Managerial Competence Knowledge is Analytical Thinking while the lowest order is occupied by Developing Other.</i>
Keywords:	
<i>Analysis; Managerial Competency Knowledge; Management Departement Students</i>	

Introduction

The development of increasingly sophisticated technology encourages the era of industrial revolution 4.0, impacting the Indonesian millennial generation to enter the era of digital economy, artificial intelligence, big data, robotic, and so on or known as the phenomenon of disruptive innovation ([Muljani, & Ellitan, 2019](#)). Facing these challenges, teaching in higher education is also required to change, including in producing quality students for future generations ([Alba, 2011](#)).

Research results from the World Economic Forum conducted by [Schwab \(2018\)](#) in The Global Competitiveness Report 2017-2018 which were attended by 137 countries, Indonesia was ranked 36th in 2018 while in 2017 Indonesia was ranked 41st. ranked 3rd in 2018, this is the highest ranking compared to Malaysia and Thailand. Based on the results of the research above, the level of state competition in ASEAN is very pronounced, it is hoped that universities in Indonesia will be able to produce superior human resources and can compete according to current needs.

[Tong & Waltermann \(2013\)](#) in *Growing Pains, Lasting Advantage: Takling Indonesia's Tallent Challages*, explained that a big obstacle is a lack of managerial, leadership experience, education, skills, and training. The graph of the development of the first-level managers (entry level) shows that in 2011, company demand was smaller than the availability of first-level managers. Meanwhile, it is estimated that in 2020, company demand will be greater than the availability of first-level managers. This causes Indonesia to experience a gap between the need and availability of managers, both in quality and quantity, which is 40 to 60 percent. The Indonesian government has implemented the KKNI (Indonesian National Qualifications Framework) which is expected to improve the quality of human resources who are superior and competitive with other countries. Managerial competence knowledge is very important for human resources in achieving the goals expected by the company. Managerial competence helps humans to focus on self-development, and the quality of work that supports the mission, values, and strategic goals ([Qadeer & Hussain, 2016](#); [Hijazeh, 2011](#); [Sanghi, 2007](#); [Dubois & Rothwell, 2004](#)). Manager's competency knowledge is also in achieving competitive advantage ([Martina, Hana, & Jiri, 2012](#)).

General Achmad Yani University especially, the Department of Management has established a graduate profile that students who have completed their studies and graduated are expected to become First Level Managers, independent young entrepreneurs, and consultant analysts. This research focuses on the first-level manager candidates who will be in the company, namely management students.

Literature Review

[Suriasumantri \(1999\)](#) revealed that knowledge is a product of thinking activities which are the torch and cement of civilization in which humans find themselves and live a more perfect life. The definition of knowledge according to Gazalba in [Bahtiar \(2012\)](#) and [Suriasumantri \(1999\)](#) illustrates that knowledge lies in a person's (cognitive) mind and is one of the factors that can motivate human behavior. Meanwhile, [Alnasser et al. \(2018\)](#) defines knowledge as information that a person has related to an object, in this case information that a prospective mother has related to breastfeeding using breast milk. Some authors suggest that cognitive behavior will influence a person's behavior, such as the writings of [Ward et al. \(2009\)](#), besides the research of [Greenlund et al. \(1997\)](#) also illustrates that knowledge, namely knowledge about health, has an effect on changing attitudes or behavior. Both studies provide an overview of the relationship between knowledge as a cognitive variable and behavioral variables.

Competency-based HR management is an approach to managing people in an organization through competence as the basis of the overall HR management function ([Dubois & Rothwell, 2004](#)). Competence, in this case, assists forward-looking HR decisions, by explaining the knowledge, skills and behaviors needed in the future and as a foundation for building a process of selection, training, professional development, performance appraisal and succession planning ([Stone & Bieber, 1997](#)). The use of

competence arises because it allows the HR management system to concentrate on the factors that directly contribute to organizational success ([Dubois & Rothwell, 2004](#)).

The emergence of competence is scientifically studied in the literature written by [White \(1959\)](#) which identifies human nature as competence ([Dubois & Rothwell, 2004](#)). [McClelland \(1973\)](#) further crystallized the concept of competency measurement based on testing critical incidents associated with performance. In his article, McClelland suggests that testing of behavioral traits and characteristics is more effective than talent in determining performance success. These traits and characteristics can differentiate between those with superior and average performers ([Itika, 2011](#)).

Managerial competence is defined as a specific type of individual competence, namely activities, knowledge, skills or attitudes as well as personal characteristics needed to improve management performance ([Martina et al., 2012](#)). Boyatzis (1982) defines managerial competence as “characteristics that are causally related to effective and / or superior performance”. Performance effectiveness is the achievement of specific results (outcomes) required in the work through specific actions that are consistent with the organization's policies, procedures, and environmental conditions.

Managerial competencies can also be called role competencies, because role competencies are only relevant for employees holding managerial positions. Role competencies are categorized into competencies related to activities, people, resources, and information. "Role competency contributes to the plug and play competency model because it does not have a significant difference within the organization" ([Palan, 2007](#)). This view is in line with what [Spencer & Spencer \(1993\)](#) stated that "managerial competence is a special part of impact and influence, expressing the intention to have a certain specific influence". These specific intentions (to develop others, lead others, improve teamwork and cooperation) are of particular importance to managers. This was further developed by [Spencer & Spencer \(1993\)](#) in the generic competency model for managers, because these competencies are so common among managers. These competencies consist of impact and influence competencies, drive for achievement, cooperation, analytical thinking, initiative, develop others, self-confidence, understanding others, direction/assertiveness, information seeking, team leadership, conceptual thinking, organizational awareness and relationship building, and specific knowledge competencies.

In addition, there is also no agreement on how to develop the best and most appropriate managerial competence ([Bakanauskiene & Bartnikaite, 2006](#)). Although identifying managerial competencies is contextual, at least in understanding managerial competencies, there are four pillars of competence, namely understanding the organization, leading and managing people, managing resources, and communicating effectively ([Krajcovicova, Caganova, & Cambal, 2012](#)).

Method

This study emphasizes the identification of knowledge of general managerial competencies, competence seen from the frequency of knowledge of managerial competencies. Identification of managerial competences is carried out using a semi-open questionnaire, in the form of an assessment of 14 manager competencies contained in the generic competency model of managers from [Spencer & Spencer \(1993\)](#) as list of competency assessment references. Competence is then ranked by looking at the aggregate mean of the frequency of use managerial competence knowledge based on real conditions in carrying out managerial roles. Respondents gave an assessment using a Likert scale consisting of choices 1) Strongly Disagree, 2) Disagree, 3) Simply Agree, 4) Agree and 5) Strongly Agree in measuring the frequency of knowledge of managerial competence. In addition, the respondent's answer is classified as not knowing that it has a value of 1 to 3 while the respondent's answer knows that it has a value of 3.1 to 5. The results of the 14 managerial competences assessment become a description of the knowledge of student managerial competencies in general to be able to perform effectively as a manager level first in a company in Indonesia. The sampling technique used purposive sampling with the number of respondents in each sample of at least 95 subjects selected from individuals who have a good understanding of the research question and have a good performance appraisal and are very good at their studies. This number makes it possible to test hypotheses through simple statistical tests such as t-test, chi-square, ANOVA, or discriminant function analysis to determine the average difference in competence shown at various levels of management ([Spencer & Spencer, 1993](#)). Therefore, the sample in this study was determined as many as 192 samples of 7th semester students majoring in management. However, from the expected number of research samples, only 95 respondents gave feedback within three months of distributing questionnaires.

The next stage, the data were analyzed using semi-structured interviews with six students who were selected purposively based on the results of their good and excellent performance appraisals in the management department. This informant consisted of one Head of the Association, the Deputy Chair of the Association, 1 member of the BEM. And 2 class leaders. The data were analyzed through several steps: 1) Conducting interview transcriptions, scanning material, typing in field data, or sorting and compiling data into different types depending on the source of the information; 2) Build a general sense of the information obtained and reflect on its overall meaning; 3) Analyze in more detail by coding the data; 4) Implementing a coding process to describe the settings, categories and themes to be analyzed. Categorization of competency results from interviews is guided by a competency dictionary.

Result and Discussion

The results of the study based on the respondent's data collected by the researcher are as follows:

Table 1. Respondent Gender

No	Gender	Percent
1	Male	40.00
2	Female	60.00
Total		100.00

Based on Table 1, of the 95 respondents studied, 38 respondents (40.00%) were known to have male gender and the remaining 57 respondents (60.00%) were known to have female gender. This means that those who answer are more dominated by women than men.

Table 2 Respondent Age

No	Age	Percent
1	≤ 20	7.00
2	≥ 21	93.00
Total		100.00

Table 2 shows that of the 95 respondents studied, there were 88 respondents or (93%) who were known to be more than 21 years old, while 7 respondents or (7%) were known to have the same age as and under 20 years. This means that more people over 21 years of age answered the questionnaire.

Table 3. Origin

No	Origin	Percent
1	Cimahi and Bandung areas	65.00
2	Outside Cimahi and Bandung	35.00
Total		100.00

Table 3 explains that of the 95 respondents studied, it was found that 65 respondents (65%) were known to come from Cimahi and Bandung areas, while the remaining 35 respondents (35%) were outside Cimahi and Bandung. Respondents from outside Cimahi are known to come from Purwakarta, Cianjur, Cilegon, Bekasi, Garut, Kuningan, Karawang, Jakarta, Padalarang, Sumedang, West Bandung.

Table 4 Campus Internal Organization

No	Campus Internal Organization	Percent
1	Not Participate in Student Organizations	45.00
2	Participated in Campus Internal Organizations	55.00
Total		100.00

Table 4 shows that of the 95 respondents studied, it was found that 43 respondents (45%) did not participate in student organizations and 52 respondents (55%) participated in campus internal organizations, respondents who participated in campus internal organizations, namely BEM, HIMA, DPM, DPM KM FEB, ORMAWA, MARS, UKM KM SENI, INKOM.

Table 5. Campus External Organization

No	Campus External Organization	Percent
1	Not Participate in Campus External Organizations	71.00
2	Participate in Campus External Organizations	29.00
	Total	100.00

Table 5 illustrates the total percentage of Campus External Organizations. Based on the picture of the 95 respondents studied, it turns out that 67 respondents (71%) are known to not participate in student organizations and 29 respondents (29%) participate in campus external organizations, respondents who participate in campus external organizations, namely school teachers, Business, Bobotoh, Fiskawati Cimahi, Karang. Taruna, Islamic student association, Employee Association, ISEI, Dayeuh noble student association, Masjid al Amin youth forum, PLTD, sports gym, Youth Care, Sports Gym.

The existence of student managerial competence knowledge is analyzed through the comparison method between the average respondent's answer which indicates knowing about the student's managerial competence knowledge with the average respondent's answer which indicates that he does not know about the student's knowledge of managerial competence.

Table 6. Ranking Managerial Competence Knowledge

No	Managerial Competence	Average		Ranking
		1 - 3 (Do Not Know)	3.1 - 5 (Knowing)	
1	<i>Impact and influence</i>	21%	79%	6
2	<i>Achievement orientation</i>	20%	80%	4
3	<i>Teamwork and corporation</i>	19%	81%	3
4	<i>Analytical Thinking</i>	17%	83%	1
5	<i>Initiative</i>	21%	79%	7
6	<i>Developing Others</i>	24%	76%	10
7	<i>Self-Confidence</i>	22%	78%	9
8	<i>Directiveness</i>	20%	80%	5

No	Managerial Competence	Average		Ranking
		1 - 3 (Do Not Know)	3.1 - 5 (Knowing)	
9	<i>Information Seeking</i>	22%	78%	8
10	<i>Team Leadership</i>	18%	82%	2

Based on Table 6, it can be seen that the highest managerial competence for those who know is Analytical Thinking or analytical thinking at 83%. This identifies students being able to see the implications or consequences of a situation or information, analyze the situation systematically to determine causes or consequences, anticipate obstacles realistically and plan ways to control them, think ahead the steps in the process, analyze what is needed to complete a task or achieve a goal. This ability is considered important for students in the future to become a manager, this is supported by the results of field observations that students get this ability due to frequent case studies given by lecturers where students are sharpened their analytical power to solve problems that will be happened in the company.

Then followed by Team Leadership or group leadership, meaning that students are able to ensure that other people enter into the leadership's mission, goals and policies, stand for the group in conjunction with a larger organization, get the resources needed for the group. Mindset and communicate high standards for group performance. This ability is considered important for students in the future who will become managers, this is supported by the results of field observations that students get this ability because they often divide groups in each task, and divide their respective roles to carry out their duties so that so you can get good grades. Then it is supported in each class having a class leader and many students who have participated in organizational activities such as BEM, HIMA, DPM, DPM KM FEB, ORMAWA, MARS, UKM KM SENI, INKOM. These activities gradually form the ability to lead the group (Team Leadership).

At the 3rd rank Teamwork and Cooperation. This shows that students are able to invite all members to contribute in gathering ideas and opinions for making decisions or plans, publishing those that are performing well, encouraging and empowering others, making them feel capable and needed, acting to present a familiar, moral atmosphere. good and cooperative, resolving conflicts openly depends also on the situation. This ability is considered important for students in the future, who will become a manager, this is supported by the results of observations in the field that students get this ability because they often divide groups in each task, and divide their respective roles to carry out their duties. in order to get good grades.

The fourth ranking position is Achievement Orientation, meaning that students are able to create their own measure of success by thinking about and discussing these measurements, improving performance by finding better, faster and more efficient

ways of doing things, mindset and acting to achieve challenging results. yourself or others, do a cost-benefit analysis, take into account entrepreneurialism, keep doing entrepreneurial endeavors.

Rank 5 is Directiveness / Assertiveness (Ability to direct assertiveness) which means that students are able to speak assertively and are able to say no to unreasonable requests, set standards and quality, face others openly and directly on performance issues.

Rank 6 is Impact and influence, which means that students are able to use data or other information. Show benefits to others. Using reason, facts, and demonstrations. Use a variety of unique influencing techniques, for example conducting political coalitions and providing information to gain particular influence. Anticipating the effect of an action on the views of others.

Rank 7 is the Initiative (Initiative), which means that students are able to seize opportunities that arise, handle crises appropriately / agile and effectively, Exceed the limits of other formal authorities, Work beyond the working hours needed to complete work when it is not needed in profession.

Rank 8 is Information Seeking (Information Gathering), which means that students are able to do research, to get the necessary information / data or feedback systematically Seeking information from various sources Physically going out to see and feel the situation.

Rank 9 is Self Confidence, which means that students are able to present a confident person, have confidence in their own judgment and abilities, take action despite being opposed by others, put themselves in challenging extreme situations, take responsibility against failure or trouble.

The last ranking to be 10 is Developing Other, which means that students are capable, giving directions or demonstrations for rational reasons including as an exercise strategy or providing practical support or assistance, to make work easier, giving positive or mixed feedback. challenging for development, Doing training in the long term, This ability is considered important for students in the future, who will become a manager, this is supported by the results of field observations that some students who participate in organizations are able to provide direction, provide good feedback. positive for the assignment given by the lecturer.

Conclusion

Referring to the discussion above, it can be concluded that the highest order regarding Managerial Competence Knowledge is Analytical Thinking (critical thinking) while the lowest order is occupied by Developing Other (Developing other people), then there is still low competency knowledge of impact influence, initiative, and information seeking on student majoring in management study program.

Based on the research findings, the authors provide recommendations for improving the ability of developing other (developing other people) by encouraging the learning process and development of others who focus on the intention for development, not just formal training. In addition, increasing the knowledge of impact influence competencies, initiative, and information seeking, which is still low by means of training and development for students related to Managerial Competency Knowledge.

Acknowledgment

This research is an internal grant program from Jenderal Achmad Yani University which has been implemented by lecturers in the faculty of economics and business.

References

- Alba, C. (2011). Strategi Peningkatan Mutu Pendidikan Di Perguruan Tinggi. *Jurnal Sosioteknologi*, 10(24), 1184-1190.
- Alnasser, Y., Almasoud, N., Aljohni, D., Almisned, R., Alsuwaine, B., Alohal, R., ... & Alhezayen, R. (2018). Impact of attitude and knowledge on intention to breastfeed: Can mHealth based education influence decision to breastfeed exclusively?. *Annals of medicine and surgery*, 35, 6-12.
- Bakanauskienė, I., & Bartnikaitė, E. (2006). Managerial competence: The attitude of Lithuanian managers. *Problems and perspectives in management. Ukraine: Publishing Company" Business Perspectives"*, 2006, iss. 2.
- Dubois, D. D., & Rothwell, W. J. (2004). *Competency-based human resource management: Discover a new system for unleashing the productive power of exemplary performers*. Nicholas Brealey.
- Greenlund, K. J., Johnson, C. C., Webber, L. S., & Berenson, G. S. (1997). Cigarette smoking attitudes and first use among third-through sixth-grade students: the Bogalusa Heart Study. *American journal of public health*, 87(8), 1345-1348.
- Hijazeh, E. H. M. (2011). *Adopting a competency based human resource management system in Palestine cellular communication LTD JAWWAL*. Thesis, Faculty of Graduate Studies. Nablus, Palestine; An-Najah National University.
- Itika, J. S. (2011). *Fundamentals of human resource management*. Ipskamp Drukkers, Enschede.
- Krajcovicova, K., Caganova, D., & Cambal, M. (2012). Key managerial competencies and competency models in industrial enterprises. In *Annals of DAAAM for 2012 & Proceedings of the 23rd International DAAAM Symposium* (Vol. 23, No. 1, pp. 1119-1122).
- Martina, K., Hana, U., & Jiri, F. (2012). Identification of managerial competencies in knowledge-based organizations. *Journal of competitiveness*, 4(1), 129-142.
- McClelland, D. C. (1973). Testing for competence rather than for "intelligence.". *American psychologist*, 28(1), 1.

- Muljani, N., & Ellitan, L. (2019). Developing competitiveness in industrial revolution 4.0. *International Journal of Trend in Research and Development.*, 6(1), 1-3.
- Palan, R. (2007). Competency management. *Jakarta: PPM*, 30-41.
- Qadeer, F., & Hussain, S. (2016). *Antecedents of transition toward strategic HRM in developing countries*. *Asian Management Research Journal*, 1 (1), 4-21.
- Sanghi, S. (2007). *The handbook of competency mapping*. New Delhi: Sage Publications India Pvt. Ltd.
- Schwab, K., & Forum, W. E. (2018). *The Global Competitiveness Report*.
- Spencer & Spencer. (1993). *Competence at work*. John Wiley & Sons, Inc.
- Stone, B. B., & Bieber, S. (1997). Competencies: A new language for our work. *Journal of extension*, 35(1), 1-3.
- Suriasumantri, J. S. (1999). *Ilmu dalam perspektif*. Yayasan Obor Indonesia.
- Sunhaji. (2017). Berbasis Kkni Program Studi Manajemen Pendidikan. *Jpa*, Vol. 18 No.1, Januari-Juni 2017
- Tong, Dean; Waltermann, B. (2013). Growing pains, lasting advantage: Tackling Indonesia's talent challenges. *The Boston Consulting Group*.
- Ward, V., House, A., & Hamer, S. (2009). Knowledge brokering: the missing link in the evidence to action chain?. *Evidence & policy: a journal of research, debate and practice*, 5(3), 267-279.
- White, R. W. (1959). Motivation reconsidered: The concept of competence. *Psychological review*, 66(5), 297.