

Administrative Leadership Managerial Competencies in Higher Educations (Study on Planning Aspect)

Lusi Susanti^{1,*}, Nurhizrah Gistituati², Yasri³, Hadiyanto⁴

^{1,2,3,4} *Doctoral Program of Education, Universitas Negeri Padang*

^{*} *Corresponding author. Email: lususanti_mp@fip.unp.ac.id*

ABSTRACT

institutions as seen from the ability to plan. This research is descriptive quantitative. The study population consisted of all university administrative leaders. The study population consisted of all Kasubang, amounting to 25 people. This study uses total sampling, but when the research data collection process/. The research sample consisted of 20 heads and sub-division heads. The research instrument consisted of a questionnaire with 5 alternative answers. The research data were processed using averages and percentages. The results showed that the managerial competence of higher education administrative leaders, seen from the aspect of planning ability, was owned by each leader with a percentage of 69,39% in the "able category". This achievement still needs improvement. This research implies that a concrete step is needed to improve the managerial competence of administrative leaders in higher education that can be implemented by giving some training to administrative leaders.

Keywords: *Ability to plan, Managerial Competence, Administrative Leaders, Higher Education Institution.*

1. INTRODUCTION

What is necessary for higher education to be able to compete in the global arena is professionalism in the management of higher education to realize the tri dharma of higher education. Today's universities must be managed by people who truly master the complex problems faced by universities, such as student affairs, learning, infrastructure, planning, finance, fundraising, and cooperation; if the college wants to advance [1], [2], [3]. Research in several universities in America shows that universities that are professionally managed by people who truly master university problems will quickly grow and develop into research universities [4]. Furthermore, the results of research show that the ability of the President of the University to carry out his leadership greatly influences the effectiveness of the university [5].

One of the important components in the management of higher education is the administrator or better known as administrative personnel. Administrative personnel is structural personnel who are tasked with providing technical and administrative service support for higher education related to planning, student affairs, finance, facilities and infrastructure,

learning, staffing, research, service, quality assurance, and cooperation.

In higher education, administrative affairs are carried out by administrative executives consisting of the head of the bureau, heads of subdivisions and subdivisions as well as administrative staff. The Head of Bureau, Head of Division, and Head of Subdivision are the administrative leaders in higher education. For the sake of running administrative activities smoothly and helping the process of implementing higher education effectively and efficiently, the Head of Division and Head of Subdivision must meet the qualifications and have a set of competencies and abilities in carrying out their duties and foster their staff to be more skilled and professional in providing administrative services to all existing elements. at University. One of the competencies and abilities that an administrative operator must have is managerial competence. The managerial abilities of higher education include technical, interpersonal, conceptual, and administrative skills related to higher education management [6]. Organizations, both public and private, demand results. Organizational success often depends on specific managerial techniques [7]. Likewise in success at a college.

Managerial competencies are related to competencies regarding the management of all aspects of higher education, namely academic, staffing, financial, general, student affairs, planning and information systems, as well as cooperation and public relations. All these aspects must be managed properly by the Head of Division and the Head of Sub-Division so that they can provide satisfying and appropriate services to all academicians who need administrative services. So for that the managerial competence possessed by the Head of Division and the Head of Sub Division will greatly affect their performance for the smooth running of higher education management and the quality of administrative services. Because the mastery of proper and good managerial competence by the Head of Division and Head of Subdivision as well as administrative staff will greatly assist higher education leaders in higher education management so that the university's vision and mission can be achieved properly. Quality is determined by management, not workers. Because management and leadership abilities are management tools used by managers that can influence the behavior of their employees to achieve organizational goals [8].

The managerial competence of the Head of Department is not optimal enough to support the leadership in the management of higher education. One phenomenon shows that the head of the student affairs subdivision has a work plan that has not changed with regard to student affairs. The work plan is more of a work plan that is not passed down from generation to generation and there is no update on further work plans. This work plan is based solely on experiences in previous years.

Experts have indeed researched a lot about the managerial competence of a leader. Such as examining individual and contextual influences on managerial competency needs [9]; managerial competence and managerial performance appraisal processes [10], Strategic Management Development: Using Experiential Learning Theory to Assess and Develop Managerial Competencies [11] Higher Education Administrators' Managerial Competency in Turkey [12]. From several studies that have been conducted by previous researchers, there has been no research that examines the managerial competence of administrative leaders, especially in planning abilities as seen from the perception of the Head of Subdivision. Therefore, this study aims to describe the managerial ability of higher education administrative leaders in the aspect of carrying out the ability to plan.

2. METHODS

This research is a quantitative descriptive study that describes the real condition of the administrative

leadership's ability to make plans based on the perceptions of the sub-division head.

The population is defined as a group of individuals who have the same characteristics [13] (which is the focus of the researcher's attention where the results of the research will be generalized [14]. A sample is a group of individuals who are determined by the researcher to be studied who are selected from members of the population. The research population consisted of all the heads of the UNP faculty and postgraduate departments, totaling 25 people. The sample was taken by total sampling so that the number of samples was 25 people, however, when collecting the questionnaire, 20 questionnaires were collected so that these 20 questionnaires were used as the research sample.

This study consisted of one variable, namely managerial competence in the aspect of planning. The research data were collected using a Likert scale questionnaire. The questionnaire consists of 5 alternative answers, namely very capable, capable, capable enough, less capable, and incapable.

The research data were processed by taking several steps, namely 1) data tabulation, 2) finding the average score, and 3) determining the criteria. Data descriptions were carried out by calculating the average score for each question item. The calculation results were then analyzed by comparing the criteria guidelines. The guidelines for this criterion are processed in the following steps:

- The highest number of scores for each answer
- The lowest total score for each answer
- Number of answer choices: 5 (the number of interval classes)
- Class length intervals

$$\frac{\text{Sum of Highest Scores} - \text{Sum of Lowest Scores}}{5} = \frac{100 - 20}{5} = 16$$

Table 1. Classification of Research Results

Grade	Criteria of Classification
100 – 84	Very Capable
83 – 69	Able
68 – 52	Enough Capable
51 – 35	Underprivileged
34 – 18	Not Capable

Source: Data processing by researchers (2020)

3. RESULT AND DISCUSSION

The results of research on managerial competence of higher education administrative leaders, especially in the planning aspect as perceived by the head of subdivision, can be seen in the following table 2 below.

From table 2 describes the results of data processing from the study that based on the perception of the head of subdivision, on average, the ability of higher education administrative leaders in planning was at an average score of 69.39 with an achievement percentage of 69.39%. of the 18 items measured in this study, 7 statements are in the "quite capable" category, namely 1) ability to analyze problems before compiling a work plan, 2) ability to prepare work plans based on the needs of work units/faculties/institutions, 3) ability to arrange employee/staff career development and guidance plans, 4) ability to prepare a proportional budget plan and use of organizational unit funds according to procedures, 5) ability to develop cooperation development plans with other units or agencies to improve the quality of faculties/institutions, 6) ability to design better information systems in faculties/work units/institutions and 7) ability to plan a forum for research and community service for lecturers in the faculty. meanwhile, the remaining 11 statements are in the capable category.

The aspect with the lowest score is found in the statement "ability to prepare work plans based on the needs of work units/faculties/institutions" with an

achievement percentage of 63%. a leader must be able to compile a work plan based on needs. this is important to do because compiling a work plan according to needs will certainly be able to produce something more efficient and efficient. developing a work plan according to your needs will also place great emphasis on the effectiveness and efficiency of the work being done. as we know that planning means determining what to achieve. planning is the determination of how to achieve an objective - deciding what is to be done and when to do it [15]. determining a work plan based on needs can also be an an effective tool for clarifying problems and identifying appropriate steps or solutions to the problems at hand. By clearly identifying the problem, limited resources can be directed to develop and implement feasible and appropriate solutions [16].

The aspect that gets the highest score is found in the statement "Ability to draft correspondence" with an achievement percentage of 77% being in the capable category. An administrative leader must also have the ability to plan various letters, including drafting letters. This aspect is the indicator with the highest achievement. This means that administrative leadership has good skills in drafting the various letters needed.

Table 2. Results of research on managerial competence in the planning aspect

No	Statement	Amount	%	Criteria
3	The ability to determine priorities in preparing work plans for problem solving in work units/faculties/institutions	72	72%	Able
4	The ability to collect data from subordinates in compiling a specific work plan	74	74%	Able
5	Ability to socialize work plans to subordinates	71	71%	Able
6	The ability to involve subordinates in planning according to work units.	73	73%	Able
7	Ability to plan according to the work unit's vision and mission.	73	73%	Able
8	Ability to plan quality improvement based on the demands of organizational change	70	70%	Able
9	Ability to analyze existing and required facilities and infrastructure.	72	72%	Able
10	Ability in drafting correspondence	77	77%	Able
11	Ability to plan coaching and career development for employees/staff	66	66%	Quite capable
12	Ability to prepare a budget plan and use of organizational unit funds proportionally and according to procedures	64	64%	Quite capable
13	Ability to develop cooperation development plans with other units or agencies to improve the quality of faculties/institutions.	68	68%	Quite capable
14	Ability to design better information systems in faculties/work units/institutions	66	66%	Quite capable
15	Ability to prepare all components that support the smooth learning process academically and non-academically	69	69%	Able
16	The ability to plan a forum for research and community service for lecturers at the faculty.	67	67%	Quite capable
17	Ability to design information systems that are more precise and secure in work units.	69	69%	Able
18	Ability in designing a forum for developing scientific publications by lecturers.	71	71%	Able
Total		1249		
Average		69,39	69,39%	Able

4. CONCLUSION

The administrative leadership managerial competence in terms of the ability to prepare planning

according to the opinion of the sub-division head is generally owned by the higher education leadership. The results showed that administrative leadership was able to make plans. However, the ability to formulate

these plans still needs to be improved because the statements measured in the study show that in several aspects, the capabilities of the administrative leadership are still not optimal so that a real step is needed to improve these competencies. Therefore, this study provides recommendations for conducting various kinds of training to improve the ability of administrative leaders in planning.

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