

# Leadership Style Based on Competency and Talent Management in Higher Education In Responding to “Independent Campus” Policy

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## ABSTRACT

This research is aimed at knowing the effect of leadership style based on competency and talent management in higher education in responding to “Independent Campus” policy as well as the elements of changes that occur in the whole system of the higher education institution. The methods used a systematic secondary data searching, meta analysis and survey. There are 100 respondents are selected using simple random sampling. The analysis procedure is path analysis. The research findings show that there are three main category changes in Indonesian higher education institution concerning with first. learning model and student affairs; second, science and technology; third, higher education institutions and their resources. Further more, leadership style based on competency and talent management affects significantly on response to the “Independent Campus” policy both partially and simultaneously. In conclusion, leadership style based on competency and talent management can contribute in enhancing the capabilities of the leaders among the higher institutions in Indonesia to respond the changes relating to the government policy of Independent Campus.

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## I. Introduction

Big changes are still happening in the world of higher education in Indonesia when the government through the ministry of higher education launched the Merdeka Campus program where the lecture model that had been running so far was changed to be different by giving "freedom" to students and higher education institutions to improvise in how to study in college.

What is Independent Campus? Merdeka Campus, is a policy of the Minister of Education and Culture, which aims to encourage students to master various sciences that are useful for entering the world of work. Merdeka Campus provides an opportunity for students to choose the courses they will take. The Independent Learning Policy - Independent Campus is in accordance with Permendikbud Number 3 of 2020 concerning National Higher Education Standards, in Article 18 it is stated that the fulfillment of the learning period and burden for undergraduate or applied undergraduate students can be carried out: 1) following the entire learning process in the study program at tertiary institutions according to the period and study load; and 2) participate in the learning process in the study program to fulfill part of the time and learning load and the rest follow the learning process outside the study program.

Through Merdeka Learning – Merdeka Campus, students have the opportunity for 1 (one) semester or equivalent to 20 (twenty) credits of studying outside the study program at the same university; and a maximum of 2 (two) semesters or equivalent to 40 (forty) credits

of studying in the same study program at different universities, learning in different study programs at different universities; and/or learning outside of Higher Education.

Learning in the Merdeka Campus provides challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. The Merdeka Learning – Merdeka Campus page system was developed to facilitate the parties involved in the Merdeka Campus learning activities, from registration to reporting activities and learning outcomes. The integration of university and student data with the Higher Education Database ensures that only students who are actively registered in the database and meet the general requirements according to the Merdeka Learning guidebook – Merdeka Campus can register and report learning activities in this system.

Through this page, students can register and take part in the online selection of internships and student exchanges. This page is also equipped with a journal/log book that will be filled out by interns in three categories. This will train students to write down whatever they get in the industry as easy as writing on social media but still meaningful. The contents of this journal / log book will be part of the assessment and will continue to be monitored to show the progress of the interns. With the experience, knowledge, and skills gained during the internship, it is hoped that students will be more prepared and competent in entering the world of work later. In addition, this page will also facilitate student exchange programs between universities in Indonesia and universities abroad, projects in villages, and other off-campus learning opportunities.

Merdeka Learning – Merdeka Campus is one of the policies of the Minister of Education and Culture, Nadiem Makariem. One of the programs of the Independent Learning – Independent Campus policy is the Right to Study for Three Semesters Outside the Study Program. The program is a mandate from various regulations/legal foundations of higher education in order to improve the quality of learning and higher education graduates. The legal basis for the implementation of the Three Semester Learning Rights Policy program outside the Study Program includes the following: 1. Law Number 20 of 2003 concerning the National Education System. 2. Law Number 12 of 2012, concerning Higher Education. 3. Law Number 6 of 2014, concerning Villages. 4. Government Regulation Number 04 of 2014, concerning the Implementation of Higher Education and Management of Higher Education. 5. Presidential Regulation number 8 of 2012, concerning KKN. 6. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 11 of 2019, concerning Priorities for the Use of Village Funds in 2020. 7. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 16 of 2019, concerning Village Deliberations. 8. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 17 of 2019, concerning General Guidelines for Development and Empowerment of Village Communities. 9. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 18 of 2019, concerning General Guidelines for Village Community Assistance

The background for holding the Merdeka Campus is that in order to prepare students to face changes in social, cultural, world of work and rapid technological advances, student competencies must be prepared to be more responsive to the needs of the times. Link and match not only with the world of industry and the world of work but also with a rapidly changing future. Universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally and always relevant.

The Independent Learning Policy - Merdeka Campus is expected to be the answer to these demands. Merdeka Campus is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, unfettered, and in accordance with the needs of students. The main programs are: ease of opening new study programs, changes to the higher education accreditation system, ease of state universities becoming state universities with legal entities, and the right to study for three semesters outside the study program. Students are given the freedom to take credits outside the study program, three semesters which are meant in the form of 1 semester of opportunity to take courses outside the study program and 2 semesters of carrying out learning activities outside the university..

Various forms of learning activities outside of tertiary institutions, including conducting internships/work practices in industry or other workplaces, implementing community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making studies/ independent projects, and following humanitarian programs. All these activities must be carried out with the guidance of the lecturer. Independent campuses are expected to provide field contextual experiences that will improve student competence as a whole, be ready to work, or create new jobs.

The learning process in the Merdeka Campus is one of the most essential manifestations of student centered learning. Learning in the Merdeka Campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. Through a well-designed and well-implemented independent learning program, students' hard and soft skills will be formed strongly.

The Independent Learning Program - Merdeka Campus is expected to be able to answer the challenges of higher education to produce graduates who are in accordance with the times, advances in science and technology, the demands of the business and industrial world, as well as the dynamics of society.

The objective of the Merdeka Learning - Merdeka Campus policy, the program "right to learn three semesters outside the study program" is to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, prepare graduates as future leaders of the nation's excellence and personality. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents

When viewed from the side of universities that run the Merdeka Campus program, what is the response of the current university leaders? Of course, the answer is related to management in the field when it comes to changing substantial things, such as study materials, changes in courses and changes in the weight of activity credit units in this Merdeka Campus. From the background of the problem, the author submits an article with the title "Leadership Style in Competency-Based Higher Education and Talent Management in Responding to Independent Campus" The purpose of this study is to provide an ideal model in managing higher education leadership in running the Merdeka Campus program

## II. Method

This research uses a quantitative approach, a survey method, systematic secondary data search and meta-analysis method. The analysis procedure used is path analysis in which this procedure can calculate the effect of two independent variables that have correlation on one dependent variable

(Narimawati, Umi & Sarwono, Jonathan, 2020). As much as 100 lecturers are selected using a simple random sampling as the respondents of the research. Meta-analysis was used to review the same literature, where in each study explained the error criteria. Meanwhile, another definition says that meta-analysis is research with a quantitative approach using numbers to be analyzed using statistical procedures where the data uses the results of previous studies which are then used to dig up as much information as possible from the data obtained to obtain common goals with research being carried out. The main requirement for using meta-analysis is the review of the results of the same research (Glass, 1981). While the nature of meta-analysis is the use of statistical analysis to obtain information and data from the same previous studies.

Hypothesis for this research is:

H1: Leadership style based on competency and talent management affects significantly on response to the "Independent Campus" policy both partially and simultaneously.

### III. Result and Discussion

#### A. *The Role of Higher Education Institution*

The role of higher education in the Indonesian national education system as stated in the law above is as follows: 1) Higher education as part of the national education system has a strategic role in educating the nation's life and advancing science and technology by paying attention to and applying humanities values and civilizing and sustainable empowerment of the Indonesian nation. 2) Higher education has a strategic role. 3) Higher education is a way to educate the nation. 4) Higher education is a means of advancing science and technology as well as the arts. 5) Higher education is a sustainable national empowerment effort. 6) In the same law, higher education is defined as: "University is an educational unit that organizes Higher Education"

#### B. *The Goals of Higher Education Institution*

While the goals of higher education are: "To increase the nation's competitiveness in facing globalization in all fields, higher education is needed that is able to develop science and technology and produce intellectuals, scientists, and/or professionals who are cultured and creative, tolerant, democratic, with strong character. , and dare to defend the truth for the sake of the nation." The mandate in the sentence above is to imply the goals of higher education as: 1) Ways to increase the nation's competitiveness in the face of globalization. 2) Higher education is a way to develop science and technology. 3) Higher education can produce intellectuals, scientists and professionals. 4) Higher education produces noble cultural values. 5) Higher education can create creative and superior human resources. 6) Higher education can create people who have a high tolerance for differences. 7) Higher education can produce people who have strong character. 8) Higher education will bring up humans who defend the truth for the benefit of the nation and state.

#### C. *Changes Occurred in Higher Education Institution of Indonesia*

##### 1) *Learning and Student Affairs*

The fields of learning and student affairs include: 1) Adjustment of the system and curriculum that is integrated with online learning systems or blended learning without adding credits. These adjustments include flexibility in the application of the semester or quarterly model. 2) Preparation of the needs of higher education graduates who have competence and work ability and work attitude (employability) by providing certification, increasing student achievement, and providing professional experience. 3) Formation of attitudes of students and graduates who are tolerant, empathetic, appreciate cultural diversity, and love the homeland which need to be integrated with anti-corruption and state defense education in curricular, co-curricular, or extra-curricular activities. 4) The application for the opening of innovative study programs for the field of science that is a priority for the state which is currently guaranteed to be easy and fast. Provided that it can meet the requirements as previously determined. 5) Partnership with industry in curriculum formulation, implementation of teaching industry, multi-entry multi-exit system programs, and industrial internships, and quality assurance for quality vocational education.

### *2) Science and Technology and Higher Education Institutions*

The fields of Science and Technology and Higher Education institutions include: 1) Universities must adjust study programs and curriculum by integrating new literacy to respond to the Industrial Revolution 4.0 and prepare themselves to welcome the operation of foreign universities and 2) For vocational universities: Making a detailed revitalization plan and comprehensive; implementation of the multi entry multi exit system program; opening of new contemporary study programs in accordance with the needs of the world of work and industry; R&D institutions to improve their institutional accreditation.

### *3) Science and technology and Higher Education resources*

Science and technology and Higher Education resources include: 1) The relevance of human resource development and development priority needs. 2) Master Plan for the Development of Human Resources for Higher Education to become a reference/guideline for universities in evaluating and developing programs and policies, both through analysis of qualification needs and HR competencies (educators, education staff, researchers, and engineers). Related policies Homebase Lecturers: a) Universities need to evaluate the qualifications and competencies of human resources (educators, education staff, professionals, researchers, and engineers). Especially in monitoring the workload of its human resources on a full time equivalent basis (Equivalence of Full Teaching Time) which will later be applied as a basis for recommendations for opening study programs and sharing human resources, both in higher education and human resources from other institutions; b) An integrated resource information system (Sister) to be used as a means of monitoring and evaluation as well as promotion for lecturers in universities. 3) State-of-the-art Learning Facilities Universities will immediately prepare an online model learning process by utilizing the typical facilities and infrastructure of the 4.0 industrial revolution era (smart class rooms, augmented reality, artificial intelligence, virtual reality, data analytics, and 3D printing) which are not only focused on on improving access and quality, but also on the efficiency of the learning process. Universities must prepare human resources who understand 4 scientific components: first, changing mindsets and talents; second, have an understanding of humanity; third, having a minimum of 4C competencies (communication, collaborative, critical thinking and creativity) who are skilled in the use of facilities and infrastructure in the era of the industrial revolution 4.0, and; fourth, having practical technical competence which is facilitated through various competency improvement programs. 4) Universities need to utilize human resources (experts) at a practical level, such as in the fields of industry, banking, health, and other fields that are in line with the needs of study programs or universities. 5) Universities need to develop resource sharing typical of the Industrial Revolution 4.0 era and higher industrial revolutions, which support learning and research processes that can increase the potential of science. 6) Recruitment of University Lecturers to prepare a multi-recruitment scheme for HR (lecturers, researchers and engineers) whose resources have been prepared by the Ministry of Research, Technology and Higher Education scholarship programs, or other programs.

The goals of changing higher education institutions today are: 1) Responding to the industrial revolution 4.0; 2) Responding to the era of disruption; 3) Responding to the challenges of the development of information and communication technology; 4) Accelerating the study period; 5) Prioritizing online learning; 6) Increase tolerance for existing differences; ) Improving anti-corruption education; 8) Creating innovations based on regional superior products; 9) Implementation of the multi-entry multi-exit system (MEME) program; 10) Increasing the relevance of human resource development and development priority needs; 11) Implementation of resource sharing; 12) Development of Teaching Industry; 13) Incubation of technology to produce excellent start-ups from research and development results; 14) Establishing UNIMART (University Market); 15) Prioritizing Quality Assurance

### *4) Competencies Used in HR Management in Higher Education*

Competence is a management concept introduced by C.K. Prahalad and Gary Hamel in 1990 in the article "The Core Competence of the Corporation" published in the Harvard Business Review. They define competence as "collective learning within the organization, especially for coordinating various production skills and integrating various technological pathways". Core competencies must meet three criteria, namely providing potential access to a wide variety of markets, making a significant contribution to the benefits of the final product received by

customers, and being difficult to imitate by competitors. For example, companies with core competencies in fine mechanics, fine optics, and microelectronics can use these competencies to manufacture cameras and other products that require these competencies.

According to Spencer (2001) there are five types of competency characteristics. 1) Motives, which are things that a person consistently thinks or wants that causes a certain action to occur. Motives encourage and determine behavior towards certain actions or goals. 2) Traits which are physical characteristics and consistent responses to certain situations or information. 3) Self-concept, which is a person's attitudes, values, or self-image. 4) Knowledge, which is information that a person has in a particular content area. 5) Skills which are the ability to perform certain physical or mental tasks.

Meanwhile, the understanding of competence according to Stephen Robbin (2015) is the ability (ability) or a person's capacity to do various tasks in a job, where this ability is determined by two esame intellectual ability and physical ability. Competence is basically needed to deal with rapid environmental changes. Because basically organizational resilience will be maintained by relying on the organization's ability to adapt to changes. That is why higher education organizations must be able to formulate the types of competencies needed by members of the institution organization itself.

The use of competence in higher education is carried out by improving the quality and competence of the lecturers and education staff so as to produce high competitiveness and can create competitive advantages with other universities in Indonesia and abroad. Measurement of competence for lecturers can be achieved through the achievement of credit scores used in managing functional positions, the number of researches and scientific journals published. At the student level, competency-based education approaches allow students to progress based on their ability to master skills or competencies at their own pace regardless of the environment. This method is designed to cater for different learning abilities and can produce more efficient student outcomes.

According to Meirinawati, one of the strategies that universities can take to develop their human resources is by providing education and training for their employees. These activities are carried out through education, research and community service with entrepreneurial nuances. In addition, the strategy that can be carried out by universities for the development of their human resources is to provide competency-based education and training for their employees. Meanwhile, according to Reckman, competence in higher education can be developed through the following things:

First, Universities must be able to create a teaching and learning setting that facilitates: a. Learning organized by the students themselves; b. Experiential learning; c. Active learning; d.

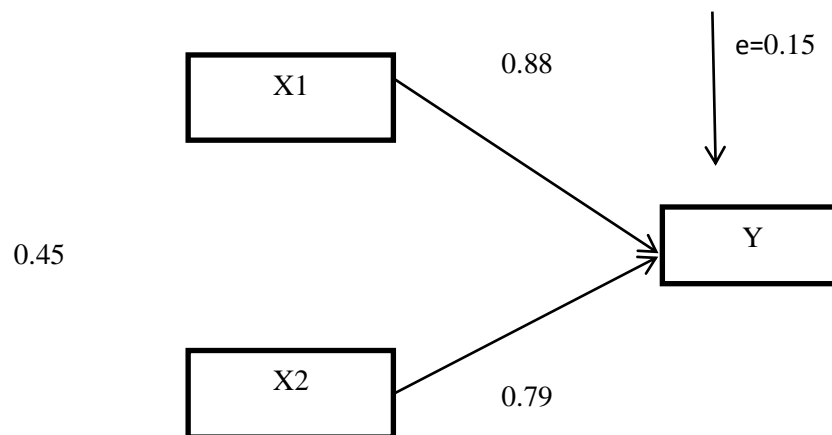
Second, Approaches to learning and teaching as follows: a. Project-based learning; b. Service learning; c. Research-based learning; d. Interdisciplinary learning.

Based on Delphi research there are 12 main competencies that are important for sustainable development, namely: 1) Competence to think systemically and deal with complexity. 2) Competence for anticipatory thinking. 3) Competence for critical thinking. 4) Competence to act fairly and ecologically. 5) Competence for teamwork (heterogeneous). 6) Competence to participate. 7) Competence for empathy and change of perspective. 8) Competence for interdisciplinary work. 9) Competence for communication and use of media. 10) Competence to plan and realize innovative projects. 11) Competence for evaluation. 12) Competence for ambiguity and frustration tolerance.

##### 5) *Statistical Calculation*

Validity and Reliability of Data Collecting Instruments: Pearson correlation coefficient of all items used in the questionnaire  $> 0.325$ , meaning that all questions in the questionnaire are valid. Cronbach's alpha value is 0.869; 0.902 and 0.906  $> 0.7$  indicates that the three variables are reliable. Thus, the data collection instrument is valid and reliable.

The calculation results are as follows:



**R Squared Value (R<sup>2</sup>):** The value of R<sup>2</sup> is 0.85 which means that the proportion of response to campus policy independent variable can be explained by using a leadership style based on competency and talent management. While the remaining as much as 0.15 is affected by others than these two variables.

*6) Beta Value ( $\beta$ ) or (Path Coefficient):*

First: the magnitude of the beta value ( $\beta$ ) of leadership style based on competency management that affects the response to the independent campus policy. The beta value ( $\beta$ ) 0.88 which has a probability (sig) 0.000 less than 0.05 from that variable means the magnitude of the influence of leadership style based on competency on the independent campus policy. This value means that when the value of the competency-based leadership style changes by one unit, the value of response to the independent campus policy also increases by 0.88. Moreover the effect is significant.

Second: the magnitude of the beta value ( $\beta$ ) of leadership style based on talent management that affects the response to the independent campus policy. The value of beta ( $\beta$ ) 0.79 which has a probability (sig) of 0.002 is less than 0.05 from that variable, which means the magnitude of the influence of the leadership style based on talent management on the response of the independent campus policy. This value means that when the value of leadership style based on talent management changes by one unit, the response value to the independent campus policy also increases by 0.79. Moreover the effect is significant.

**Correlation Coefficient Value:** The value of the correlation coefficient between the exogenous variable of leadership style based on competence management and leadership style based on talent management is 0.45 which has a probability value (sig) of 0.003 less than 0.05, thus the correlation between the two exogenous variables is moderate and significant.

**Model Fit:** The model in this research is correct and valid because the data is normally distributed with a probability value (sig) of 0.678 > 0.05. There is no multi-collinearity between exogenous variables of leadership style based on competency management and leadership style based on talent management because the correlation value is 0.45 < 0.7 (Hair, 2010). There is no heteroscedasticity because the probability value (sig) is 0.68 > 0.05.

To determine the model fit of the relationship between variables, hypothesis testing is carried out as follows:

H0: Leadership style based on competency and talent management do not affect significantly on response to the “Independent Campus” policy simultaneously

H1: Leadership style based on competency and talent management affects significantly on response to the “Independent Campus” policy simultaneously

To obtain a decision, use hypothesis testing criteria:

If the probability value (sig) of observation  $<$  alpha value ( $\alpha$ ) 0.05; Reject H0

If the probability value (sig) observation  $>$  alpha value ( $\alpha$ ) 0.05; Accept H0

Based on the calculation results, the probability value (sig) of observation is  $0.000 <$  alpha ( $\alpha$ ) 0.05; thus reject H0 and accept H1. This means that Leadership style based on competency and talent management affects significantly on response to the "Independent Campus" policy simultaneously.

To determine the partial effect of Leadership style based on competency and talent management on response to the "Independent Campus" policy, the hypotheses are conducted as follows:

First hypothesis: Leadership style based on competency management and response to the "Independent Campus" policy

H0: Leadership style based on competency management does not affect significantly on response to the "Independent Campus" policy

H1: Leadership style based on competency management affects significantly on response to the "Independent Campus" policy

Based on the calculation results, the probability value (sig) of observation is  $0.003 <$  alpha ( $\alpha$ ) 0.05; thus reject H0 and accept H1. This means that Leadership style based on competency management affects significantly on response to the "Independent Campus" policy

Second hypothesis: Leadership style based on talent management and response to the "Independent Campus" policy

H0: Leadership style based on talent management does not affect significantly on response to the "Independent Campus" policy.

H1: Leadership style based on talent management affects significantly on response to the "Independent Campus" policy.

Based on the calculation results, the probability value (sig) of observation is  $0.003 <$  alpha ( $\alpha$ ) 0.05; thus reject H0 and accept H1. This means that Leadership style based on competency management affects significantly on response to the "Independent Campus" policy

There have been important changes in Higher Education Institutions of Indonesia in order to respond the era of disruption concerning with 1) learning model and student affairs relating to credit number selection, 2) science and technology and higher education institutions, 3) science and technology and higher education resources.

In order to equip and enhance the quality of human resources in Higher Education Institutions of Indonesia, it is better to use competence and talent management in higher education is carried out by improving the quality and competence of the lecturers and education staff so as to produce high competitiveness and can create competitive advantages with other universities in Indonesia and abroad. Based on the research that has been conducted by Mahdzir, N.M. et.al (2021), competency based management can increase the performance of the higher education institutions. Furthermore, competency based succession planning can be used as a criterion to assess academic leader requirements in Higher Education Institutions (Ghazali, M.T. et.al., 2021). Beside that, research on higher education sector in Africa shows that the role of talent management is very important and one of the key strategy to manage the higher education institution (Musakoro, R.N, 2021). Moreover talent management has been proved to be effective in performance increase in the higher education institution as well (Apau, B.K, 2021). Research done in West Java area of Higher Education Service Institution (L2Dikti) shows that competency has positive affect on performance improvement and accreditation (Rahardja, U. & Lutfiani, N, 2017). Another research done in the same area in West Java also shows that competence can increase lecturers' performance in order to enhance accreditation ((Rahardja, U. et.al., 2020).

From the result of the research it is revealed that Leadership style based on competency and talent management affects significantly on response to the "Independent Campus" policy simultaneously. Furthermore, partially Leadership style based on competency management affects significantly on



response to the “Independent Campus” policy and Leadership style based on talent management affects significantly on response to the “Independent Campus” policy.

#### IV. Conclusion

From the research result and the discussion, the present write, make the following conclusion: First, there are three main category changes that currently occur in Indonesian higher education institutions, namely first, learning activities’ model and student affairs; second, development of science and technology; third, higher education institutions and their resources. Those changes are aimed at encountering the development of technology in the industrial era 4.0 and era of disruption. Further more, leadership style based on competency and talent management affects significantly on response to the “Independent Campus” policy both partially and simultaneously. The present author’ proposed model in leadership is leadership style based on competency and talent management can contribute that can enhance the capabilities of the leaders among the higher institutions in Indonesia to respond the changes relating to the government policy of Independent Campus.

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