

## THE ROLE OF STUDENT ORGANIZATIONS IN THE DEVELOPMENT OF MANAGERIAL SKILLS AMONG STUDENTS AT THE FACULTY OF ECONOMICS AND BUSINESS, MAKASSAR STATE UNIVERSITY

Uhud Darmawan Natsir

Faculty of Economics and business, Makassar State University

Correspondensi author email: [uhud.darmawan@unm.ac.id](mailto:uhud.darmawan@unm.ac.id)

### Abstract

*The objective of this research is to determine the role of student organizations in enhancing the managerial skills of students at the Faculty of Economics and Business, Makassar State University. This research is a qualitative study with a case study approach. This research is geographically located in the Gunungsari village, Rappocini district, Makassar City, specifically at the Faculty of Economics and Business, Makassar State University, the higher education institution where the researcher is pursuing their studies. This research began in February-March 2024. The data obtained through interviews with 13 informants were divided into three categories: key informants, expert informants, and additional informants. Next, the collected data were analyzed using the source triangulation method. The research results show that student organizations play a role in the development of students' managerial skills. Operational activities within student organizations indirectly develop students' managerial skills in terms of conceptual, interpersonal, and technical aspects.*

**Keywords:** student organization; managerial skills; human resource management; qualitative; triangulation method.

### INTRODUCTION

Campus Management is an environment that has its own uniqueness with its community called the academic community. (masyarakat akademis). Students are part of the academic community with a broader dimension. Because, in addition to being part of the academic civitas (scientific dimension), they are also part of the youth community (social dimension) that has tasks and challenges in the future. With an awareness of their obligations and rights, students will be able to develop their potential in all dimensions that are inherent to them. (Diktis, 2012).

In the global and post-reform era like now, students are not only required to excel in academics but also to excel in non-academic fields. Especially when they eventually become university alumni and enter the workforce. The workforce should be able to absorb labor from competent university graduates, but in Indonesia, the absorption of university graduates into the workforce is still low.

**Table 1. Open Unemployment Rate Based on Education Level**

Level of Education	Open Unemployment Rate Based on Education Level		
	2020	2021	2022
Never/Not Yet Attended School/Not Yet Completed & Completed Elementary	3.61	3.61	3.59

School			
Junior High School	6.46	6.45	5.95
General High School	9.86	9.09	8.57
Vocational High School	13.55	11.13	9.42
Diploma I/II/III	4.59	5.87	8.08
University	4.80	5.98	7.35

Source: BPS (2024)

Based on data from the Central Statistics Agency (BPS), regarding the open unemployment rate (TPT) in Table 1, it can be clearly seen that the unemployment rate among college graduates still high. In Table 1, the unemployment rate of higher education institutions has increased over the past three years. This fact is quite surprising considering that graduates are university alumni who should be able to become quality workforce since universities have equipped their students with knowledge appropriate to their respective fields of study.

Universities must be able to prepare graduates to work globally and become individuals who excel in various competencies needed in the workforce, as these competencies can assess a person's role in the workplace or organization. (Crossman & Clarke, 2010; Akbar et al., 2024). Previous research conducted by Yanto (2018) indicates that students indeed require various skills to become competent graduates and possess a range of applicable skills. One of the important skills for working at both local and international levels is managerial skills.

Managerial skills are defined as a specific type of individual competence, namely activities, knowledge, expertise or attitudes, and also personal characteristics needed to improve management performance. Managerial skills for graduates are considered very important so that they have high employability. (Kaciuba, 2012). Managerial skills are very important for students to possess because if students can acquire and develop these skills, they will be well-prepared to enter the workforce. Managerial skills are related to activities, people, resources, and information. (Wulandari, 2018). A person's managerial ability can be determined from their daily activities in carrying out the functions and roles assigned to them. (Ng & Daromes, 2016; Akbar et al., 2023). Katz and Starrat (1979) state that there are three types of managerial skills that a leader must master, namely conceptual skills, technical skills, and human relations skills. Conceptual skills are related to the ability to analyze a problem. Social skills relate to a person's ability to interact in social environments or with other people. Technical skills pertain to the specific skills possessed by each individual.

In relation to this, there must be a place, facility, or institution that universities need to prepare to develop students' managerial skills. The availability of student organizations is one of the answers to that issue. Student organizations serve as a platform for students to develop their student capacities in the form of aspirations, initiatives, or positive and creative ideas through various activities that are relevant to the national education goals as well as the vision and mission of the higher education institution itself, which operates organizationally. The existence of student organizations is further reinforced in the Republic of Indonesia Law Number 12 of 2012 concerning Higher Education, article 77 regarding Student Organizations. Students can choose student organizations to develop managerial skills.

## **RESEARCH METHOD**

In this study, a methodology with a qualitative approach is used, which has natural characteristics (natural setting) as the primary source of data, is descriptive, prioritizes the process over the outcome, tends to use inductive analysis in qualitative research, and meaning is essential. (Abadi et al., 2024).

In line with what was expressed by Mustafa et al. (2023), Haeruddin et al. (2017), and Sugiyono (2018: 9), the qualitative research method is a method used to consider the state of natural objects, with the main tool being the researcher. The data collection techniques are studied, conducted through triangulation (combination), data analysis is inductive in nature, and the results of qualitative research emphasize significance rather than generalization. Then according to Sugiyono (2018: 86), descriptive research is research conducted with the aim of finding the value of independent variables, one or more independent variables, without comparing or relating them to other variables.

After the data is obtained, it is then presented using qualitative descriptive analysis techniques, which is an analytical technique that describes or reveals the characteristics of the variables that are the focus of the researcher, in this case, to study intensively the role of student organizations in developing students' managerial skills.

## **RESULT AND DISCUSSION**

The researcher will present data from field research conducted on several students from the Faculty of Economics and Business, both those who are members and those who are not members of student organizations. In qualitative research, researchers are required to delve into data based on what is said, felt, and done by the data sources. In qualitative research, it is not about what the researcher thinks should be, but rather about what actually happens in the field, what is experienced, felt, and thought by the data sources. Furthermore, it is expected to provide a deeper understanding of the role of student organizations in the development of students' managerial skills. The existence of student organizations has generated many responses from various circles, but in this study, the researcher places more emphasis on students' assessments.

### **1. Developing Conceptual Skills**

The researcher conducted interviews with students who have previously been involved and those currently involved in student organizations. The researcher asked about the methods of problem analysis and the search for solutions to these problems. Based on the interview results, students are able to analyze problems and find solutions to the issues they encounter. This is in line with what the informant with the initials FHA said: "In an organization, there are certainly many heads involved, so there are sometimes differences of opinion. Additionally, a common issue is how to

unify the vision of the organization and the management in running the administration, which can also be an obstacle in the organization. Usually, in the administration, discussions are held to resolve the issues."

The next informant, A, who is currently active in the organization, revealed the issues that often arise and the way he analyzes problems and finds solutions to the issues he faces: "The problem is the lack of understanding among the administrators in carrying out their main duties and functions as administrators, and usually, the administrators are less active in the management." The solution is usually to clarify again how the main tasks and functions are, it's like sharing, so the approach is more about sharing with them. Next, the informant who is active in the MU organization also stated that: "One of the most serious issues, in my opinion, is the lack of seriousness among the student organization administrators in carrying out their duties, which hinders the administration or organization from developing further." If we look at the issue, we need to emphasize to the less active administrators to keep working because it should be viewed from the perspective of their professionalism in managing the organization and instilling knowledge related to the organization's performance.

From the several statements above, it is proven that by being part of a student organization, students are able to analyze problems and find solutions to the issues encountered within the student organization. Student organizations can serve as a platform to develop these skills through various phenomena and problems encountered, so that students not only grow academically but also in harmony with their non-academic abilities.

## **2. Developing Interpersonal Skills**

The researcher conducted interviews with students who are members of student organizations as well as those who are not. In this case, the researcher asked about ways to interact, build cooperative relationships, and maintain them. Based on the interview results, it can be said that those who join student organizations can start interacting and building cooperative relationships with people they just met. This is in line with the opinion of informant MRA, who is currently active in the organization, stating: "If it's among men, usually we start by borrowing a lighter, then we can introduce ourselves and ask which organization they belong to, what direction their organization is heading, so the conversation can continue." If I personally, from the first step of the identification process, we look for commonalities, for example, in my organization, which is in the field of entrepreneurship, if this person has an entrepreneurship background or is in the organization, then I can start developing the conversation further/longer.

Next, the following informant, who is currently a former official of the student organization, initial R, stated that: "How we, in the student organization, have our own characteristics to develop a sense of mutual need because we have a common goal to elevate the name of the organization, so when I see one or more of the student

organization's officials, I won't hesitate to start talking to that person."

Next, the researcher also interviewed a student who is not part of the student organization but has acquaintances who are part of the student organization, ZPM stated that: "In my opinion, my acquaintance has good communication skills both internally and externally." Then, he can familiarize himself with the situation or the place where he joins the organization, and he can open communication with people as well as with the organization itself.

From the several statements above, it can be said that students who join or have joined student organizations can interact easily through their own various ways and methods. They also tend to be able to convince people to collaborate with them in achieving the organization's goals and are capable of maintaining and even improving them.

### **3. Developing Technical Skills**

The researcher conducted interviews with students who have been and are still members of student organizations, asking about the specific skills they have been tasked with and the methods they used to carry them out. Based on the interview results, students were able to perform these specific tasks according to their methods. This aligns with what ANA, an informant who has served as an officer in a student organization, stated: "As for me, I was mostly in charge before and was briefly on the steering committee. In the previous administration, I was entrusted as the general treasurer, then as the general chairperson, then as a staff member of the finance commission, and finally as the secretary general." More referring to the constitution because it can serve as a guideline in running the organization, then a sense of responsibility because even though we are entrusted with a position, if we don't have a sense of responsibility, it's useless.

Next, the researcher also conducted interviews with informants who had been active in student organizations. S stated that: "If I learn from the tasks that were given to me as the head of the committee, even though they were small in scope, there was a moral responsibility there." Then we can also learn to carry out something that is our responsibility. If we talk about the committee chairperson earlier, there is certainly a steering committee that can guide if something goes wrong, and also senior members who have experience. The point is, don't be shy to ask questions."

The researcher also conducted an interview with informant MF, who is currently active as an organization administrator, and he stated: "Personally, I am the head of a division where there are major work programs that must be accounted for during work meetings."

From the results of the interview above, it can be said that students who were once active and those who are currently active in student organizations have been assigned special tasks. From these special tasks, they will indirectly develop their skills, particularly as seen in the way they carry them out. Based on the results of the interviews conducted, it can be concluded that student organizations play a role in the

development of students' skills. Students, in addition to being equipped with academic skills, are also given the freedom to develop their non-academic skills, one of which is through the provision of student organizations. Student organizations have various roles, such as training students' cognitive, affective, and psychomotor skills. On the other hand, there are certainly students who decide not to join student organizations. Regardless, students who join student organizations certainly gain character development, understanding, and certain skills that can later become valuable assets for their future after no longer holding the title of student.

#### **4. The Role of Student Organizations in the Development of Students' Conceptual Skills**

Based on the results of interviews and data obtained by the researcher, student organizations play a role in the development of students' conceptual skills. According to Paul Hersey (1982) Conceptual skills are the ability to understand the complexity of an organization and to adjust the scope of each work unit into the overall operational field. This ability enables someone to act in alignment with the overall goals of the organization according to the organization's needs rather than merely based on the needs of their group or personal interests. In this case, a student must be able to diagnose and analyze problems.

Daily activities in student organizations will inevitably encounter several obstacles that require the management to analyze the problems and seek solutions to those issues. According to the results of the interviews conducted by the researcher, individuals who have joined and have previously joined student organizations possess the ability to diagnose and analyze problems, and even solve those problems.

Conceptual skills are very useful for students and can serve as a foundation for the future. These skills are particularly useful if they decide to become a leader or an entrepreneur, where the ability to diagnose and solve problems is integral to the work of a leader and an entrepreneur. Therefore, student organizations, as a platform capable of developing students' conceptual skills, can be a solution if students want to enhance their conceptual skills.

#### **5. The Role of Student Organizations in the Development of Students' Interpersonal Skills**

Based on the results of the researcher's interview with the informant, student organizations play a role in the development of students' interpersonal skills. According to Gardner (2003), interpersonal intelligence is the ability to understand, respond to, and interact with others appropriately, considering their character, temperament, motivation, and tendencies. Interpersonal ability is the skill or competence possessed by an individual in interacting with others or forming harmonious relationships with others and understanding their desires.

Students who are part of student organizations will certainly encounter new people or perhaps those they have just met, and find themselves in a new environment that requires them to familiarize themselves with their surroundings in order to interact

and adapt. According to the findings from interviews with several sources, students who join or have joined student organizations are able to interact and initiate cooperative relationships with people they have just met.

Interpersonal skills are one of the skills needed by students, both while they are still students and after they have graduated and are entering the workforce. Because through this skill, they will understand how to interact and adapt in any environment. They will also understand how to build cooperative relationships. Therefore, student organizations, as a platform capable of developing students' interpersonal skills, can be an option for students interested in practicing and enhancing their interpersonal skills.

#### **6. The Role of Student Organizations in the Development of Students' Technical Skills**

Based on the results of the researcher's interviews with several informants who are currently or have previously been members of student organizations, student organizations play a role in the development of students' technical skills. According to (Robert L. Katz in Hutahaeen 2021), technical ability encompasses knowledge and expertise in a specific field. Technical skills are the skills in completing specific tasks assigned to them, which include work knowledge and skills.

Students who join student organizations will certainly be assigned tasks related to the continuity of the organization. According to several sources interviewed by the researcher, on average, they have been assigned specific skills, such as correspondence, training, finance, and so on.

Technical skills can be an asset for students in the future. Some job fields are looking for someone who possesses technical and specialized skills. Therefore, these skills are highly needed, so student organizations can serve as a platform or medium for developing the technical skills of students who are interested in training and enhancing their technical abilities.

#### **CONCLUSION**

The role of student organizations in the development of students' managerial skills, as seen from the 13 informants who are the data sources for this research, has a beneficial role for the students' future. Therefore, it can be concluded that:

1. The role of student organizations is very helpful in developing students' interpersonal skills; students can analyze problems and find solutions to the issues they face.
2. Student organizations play a role in developing students' interpersonal skills; students find it easier to interact and build cooperative relationships, especially with new people they meet.
3. Student organizations play a role in developing students' technical skills; students can develop specific or specialized skills from the responsibilities they are given or acquire while serving as members of the student organization.

## BIBLIOGRAPHY

- Abadi, R. R., Haeruddin, M. I. M., Mustafa, M. Y., Data, M. U., & Nurjannah, N. (2024). Literature Review: Personal Selling Strategies Through Relationship Marketing Post-COVID-19 Pandemic. *Journal of Business, Management, and Economic Sciences Research*, 1(1), 1-7. <https://dailymakassar.id/ejournal/index.php/jrbme/article/view/47>.
- Akbar, A., Haeruddin, M. I. M., Mustafa, F., Aslam, A. P., Mustafa, R., Aswar, N. F., Mustafa, M. Y., & Nurgraha SD, W. (2023). Training and Development of Human Resources from the Perspective of Management Science: A Literature Review. *Southeast Asia Journal of Business, Accounting, and Entrepreneurship*, 1(1), 1-7. <https://dailymakassar.id/ejournal/index.php/sains/article/view/39/15>.
- Akbar, A., Mustafa, M. Y., Haeruddin, M. I. M., Mariñas-Acosta, C., Hasbiyadi, H., Alam, S., & Darmawinata, W. N. S. (2024). Days of Future Past: Scrutinising the Artificial Intelligence Impact on the Leadership of Internationalising SMEs. *Asian Journal of Economics, Business and Accounting*, 24(5), 53–59. <https://doi.org/10.9734/ajeba/2024/v24i51292>.
- Gardner, H. (2003) *Multiple Intelligences*, trans. Alexander Sindoro. Batam: Interaksara.
- Haeruddin, M. (2017). Fusiones y Adquisiciones: ¿Quo Vadis? *Gestión*, 7(2), 84-88. <http://article.sapub.org/10.5923.j.mm.20170702.02.html>
- Hutahaean, W. S., & SE, M. T. (2021). *Fundamentals of Management*. Malang: Ahlimedia Book.
- Kaciuba, G. (2012). Una tarea instructiva para la participación estudiantil en la clase de auditoría: Películas estudiantiles y el Marco de Competencias Básicas de la AICPA. *Revista de educación contable*, 30(2), 248-266.
- Katz, R., y Starrat R.J., (1979), *La psicología social de las organizaciones*, Nueva Delhi: Wiley Eqstern Private Limited. (Kencana 2006), 19
- Mustafa, M. Y., Abdi, A., Nurlaely, R., Dewi, A., Riwayat, A., y Nurjannah, N. (2023). El ascenso de Skywalker: La vehemencia crítica de la lealtad del cliente dentro de la plataforma de comercio electrónico. *Revista Asiática de Educación y Estudios Sociales*, 41(2), 57-67. <https://doi.org/10.9734/ajess/2023/v41i2893>.
- Ng, S., & Daromes, F. E. (2016). The role of managerial ability as a mechanism for improving profit quality and company value. *Indonesian Journal of Accounting and Finance*, 13(2), 4.
- Paul Hersey and Ken Blanchard, *Organizational Behavior Management: Utilization of Human Resources*, trans. (Jakarta: Erlangga, 1982), 6
- Sugiyono. (2018). *Combination Research Method (Mixed Mrthods)*. Bandung: CV. Alfabeta.
- Wulandari, J. (2018). Identification of managerial competencies at the middle management level in the Indonesian banking industry. *Jurnal Siasat Bisnis*, 22(1), 20.



- Farida, E. A., Fitria, T. D., & Kususmo, S. H. (2024). Brand Management. CV Rey Media Grafika.
- Hadiyati, E. (2011). Creativity and Innovation Influence Small Business Entrepreneurship. *Journal of Management and Entrepreneurship*, 13.
- Hastuti, P., Nurofik, A., Purnomo, A., Hasibuan, A., Aribowo, H., Ilmi Faried, A., Sudarso, A., Kurniawan Soetijono, I., Hadi Saputra, D., & Simarmata Publisher Yayasan Kita Menulis, J. (2020). *Entrepreneurship and MSMEs* (1st ed.). Yayasan Kita Menulis.
- Hussein, A. S. (2018). *Design Thinking Method for Business Innovation*. UB Press.
- Januariyansah, S. (2018). *Logo Design Analysis Based on Theory: Effective and Efficient*. Yogyakarta: Yogyakarta State University.
- <https://doi.org/10.13140/RG.2.2.20543.97448>
- Julyaningsih, A. H., & Hamdani, M. (2023). Socialization of the Importance of Packaging Design on the Increase in the Selling Value of Food Products. *Dalam Abdimas Singkerru* (Vol. 3, Issue 2).
- <https://jurnal.atidewantara.ac.id/index.php/singkerru/workflow/index/189/4>
- Kadeni, & Srijani, N. (2020). The Role of MSMEs (Micro, Small, and Medium Enterprises) in Improving Community Welfare. *Equilibrium*, 8.
- Keller, K. L., & Swaminathan, V. (2019). *Gestión Estratégica de Marcas: Construcción, Medición y Gestión del Valor de Marca*, Edición Global. Pearson Educación.
- Kelley, D., & Brown, T. (2018). *Una introducción al Design Thinking*. Instituto de Diseño de Stanford. Doi: <https://doi.org/10.1027/2151-2604/a000142>.
- Lazuardi, M. L., & Sukoco, I. (2019). Design Thinking David Kelley & Tim Brown: The Brains Behind the Creation of the Gojek Application. *Organum: Journal of Scientific Management and Accounting*, 2. <https://doi.org/10.35138/organu>
- Lidyasuwanti, A., Rinuastuti, H., & Furkan, L. M. (2017). The Influence of Packaging, Brand Image, and Brand Trust on Consumer Purchase Intentions for Sharie Radjanya Durian Pancakes in Mataram City. *Journal of Master's in Management, University of Mataram*, 6, 1–17.
- Marvelyn, C. (2020). The Influence of Brand Identity on Brand Loyalty through Brand Image and Brand Trust of Yamaha Motor. *Kwik Kian Gie Business and Informatics Institute*. Mashadi, & Munawar, A. (2021). Assistance in Product Packaging Development for MSMEs in Bogor City. *Journal of Abdimas Dedikasi Kesatuan*, 2.
- Oscario, A. (2013). The Importance of Logo Role in Building a Brand. *Humaniora*, 4.
- Pondaag, V. I., Octavia, J. R., & Theresia, C. (2023). The Application of Design Thinking in Generating Proposals for Eco-Friendly Packaging Designs for Food and Beverage SMEs. *Journal of Integrated System*, 6(1), 103–124.
- <https://doi.org/10.28932/jis.v6i1.6440>
- Pratiwi, W. A., & Sulistyowati, R. (2020). The Influence of Product Innovation and Social Media Marketing on Sales Performance at IKM Batik Gedog, Tuban Regency. *Journal of Business Education*, 8, 681–687.

- Putra, S. J., & Hartini, Y. (2021). Designing Branding for Mr & Mrs Cake Shop Lombok MSMEs. *Journal of Community Service*, 12(2), 297–304. <http://journal.upgris.ac.id/index.php/e-dimas>
- Putriani, E., & Arifin, I. (2022). Visual Design of Product Packaging for UMKM Tengge Makassar. *Eprints Repository Universitas Negeri Makassar*.
- Qhibtia, M. (2022). The Influence of Brand Identity on the Brand Image of Crystallin among Consumers (Survey of Instagram followers @crystallinewaterid). Muhammadiyah University Jakarta.
- Rahardjo, S. T. (2019). *Gradis Design for MSME Packaging*. Deepublish.
- Resmi, N., & Wismiarsi, T. (2015). The Influence of Packaging and Price on the Purchase Decision of Isotonic Drinks. *Sriwijaya Journal of Management and Business*, 13.
- Rifqi, T. J., Widyasari, & Masnuna. (2023). Design of Packaging for Market Snacks of UKM Waroeng Kue Surabaya. *Proceedings of SNADES 2023*.
- Sari, I. P., Kartina, A. H., Pratiwi, A. M., Oktariana, F., Nasrulloh, M. F., & Zain, S. A. (2020). Implementation of the Design Thinking Approach Method in the Development of the Happy Class Application at UPI Cibiru Campus. *Edsence: Journal of Multimedia Education*, 2(1), 45–55. <https://doi.org/10.17509/edsence.v2i1.25131>
- Satriadi, Wanawir, Hendrayani, E., Siwiyanti, L., & Nursaidah. (2021). *Marketing Management* (M. Suardi, Ed.). Samudra Biru Publisher (Anggota IKAPI).
- Saud, udin. (2015). *Educational Innovation*. Alfabeta.
- Setiyaningrum, A., Udaya, J., & Efendi. (2015). *Principles of Marketing* (Maya, Ed.). ANDI Publisher.
- Sugiyono. (2017). *Research and Development Methodology* (S. Y. Suryandari, Ed.; 3rd ed.). Alfabeta.
- Sutarti, T., & Irawan, E. (2017). *Tips for Successfully Securing Research and Development Grants* (Mulyadi, Ed.). Deepublish.
- Zaka, A. Q., & Mustofa, T. A. (2023). School Innovations to Improve the Professional Competence of Islamic Religious Education Teachers. *Jurnal PAI Raden Fatah*, 5.
- Zharandont, P. (2015). *The Influence of Color on a Product and Human Psychology*. Bandung. Telkom University, 7.