Personal Attributes As Indicators Of Students Leading Competence: A Conceptual Analysis In The Context Of Higher Education

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Abstrak: Penelitian ini bertujuan untuk merumuskan profil atribut pribadi sebagai indikator kompetensi unggulan mahasiswa Universitas Sriwijaya. Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis isi dan analisis tematik literatur akademis, dokumen kebijakan nasional, visi dan misi universitas, serta masukan dari pemangku kepentingan. Berdasarkan hasil sintesa, empat profil atribut pribadi dalam penelitian ini adalah growth mindset, Academic Integrity, Critical Thinking Disposition, dan Academic Buoyancy. Profil-profil tersebut diharapkan dapat diintegrasikan dalam kurikulum dan berbagai kegiatan akademik dan non-akademik, serta menjadi langkah strategis untuk mewujudkan visi pendidikan tinggi nasional, mencapai maksud dan tujuan Universitas Sriwijaya, serta memenuhi tuntutan kompetensi dunia kerja dan masyarakat global di masa depan..
Kata Kunci: Kompetensi Unggulan, Profil Siswa, Atribut Pribadi

Abstract: This research aims to formulate a personal attribute profile as an indicator of leading competence for Sriwijaya University students. This research uses a qualitative approach with content analysis and thematic analysis methods of academic literature, national policy documents, university vision and mission, and feedback from stakeholders. Based on the synthesis results, the four personal attribute profiles in this study are growth mindset, academic integrity, critical thinking disposition, and academic buoyancy. These profiles are expected to be integrated in the curriculum and various academic and non-academic activities, and become a strategic step to realize the vision of national higher education, achieve the goals and objectives of Sriwijaya University, and meet the competency demands of the world of work and the global community in the future

Keywords Leading Competence, Student Profile, Personal Attributes

Introduction

Higher education has a strategic role in encouraging the development of a nation. In the face of rapid transformations, particularly within the contexts of the Industrial Revolution 4.0 and Society 5.0, universities are expected to adapt and cultivate high-quality human resources. These human resources should have the ability to responding the dynamic changes and competing on a global scale (Ministry of Education and Culture, 2021).

The Industrial 4.0 era is characterized by the integration of digital technologies into production and service processes, while Society 5.0 emphasizes a balanced approach between technological advancements and the well-being of society. In the educational landscape, these challenges necessitate the mastery of 21st century skills, commonly referred to as the 4Cs: Creativity, Critical Thinking, Communication, and Collaboration (Ministry of Education and Culture, 2021).

The Directorate General of Higher Education of the Ministry of Education and Culture (2020) emphasizes the importance of students having superior competencies to face global challenges. These competencies include critical and creative thinking, adaptability, and the capacity to thrive in both academic and professional settings (Jiwandono, 2019). The ability of students to respond effectively in academic contexts significantly influences their capacity for lifelong learning (Collie, Ginn, Malmberg, Hall, & Ginns, 2017).

Sriwijaya University, as one of the institution in Indonesia, has prioritized the development of future-ready graduates over the next five years. This involves a comprehensive approach encompassing academic guidance, learning enrichment, and character formation. The overarching aim is to enhance graduate quality in line with the evolving demands of science and technology (Career Development Center UNSRI, 2020). As stated in its vision and mission, Sriwijaya University is committed to producing graduates who can meaningfully contribute to national progress. The Minister of Education and Culture similarly emphasizes the crucial role of universities in preparing graduates to meet workforce challenges immediately upon earning their degrees (Ministry of Education and Culture, 2021).

To achieve an optimal learning process aligned with these objectives, it is essential to map the characteristics of incoming students. Such profiling serves as a foundational reference for academic planning and facilitates the development of educational programs that are attuned to the needs of both industry and society (Career Development Center UNSRI, 2020).

Moreover, national policy frameworks—such as the Ministry of Education and Culture Regulation No. 3 of 2020 on National Higher Education Standards, and the Merdeka Belajar Kampus Merdeka initiative, underscore the importance of strengthening character, fostering independent learning, cultivating critical thinking, and nurturing integrity as core graduate learning outcomes. This underlines the relevance of this study in examining how personal attributes can function as key indicators of superior competence that must be integrated into the higher education framework.

The identification of leading competencies is anchored in the strategic priorities of universities, the vision and mission of Sriwijaya University, student development goals, graduate competency needs, and user feedback and satisfaction. These elements coalesce around the concept of personal attributes as integral components of a holistic success profile.

Personal attributes refer to enduring personality traits that influence an individual's effectiveness in academic and professional contexts. They are one of four core elements of success, alongside knowledge, experience, and competence (Development Dimensions International, 2014). Recognizing and nurturing these attributes is therefore critical to developing superior student competencies.

Ultimately, personal attributes that contribute to competency development are expected to provide a comprehensive profile of student excellence. This profile will offer insights into the characteristics of students across programs, faculties, and the university as a whole, enabling the design of sustainable initiatives tailored to the needs of each cohort.

Against this backdrop, the present study seeks to explore personal attributes as strategic indicators in building the superior competencies of Sriwijaya University students. Using content and thematic analysis of academic documents, scholarly literature, and stakeholder feedback, this research aims to contribute to a nuanced understanding of student development.

By positioning personal attributes as indicators of leading competence, this study aspires to inform the formulation of innovative approaches to character assessment and development. Such approaches are not only aligned with institutional and national educational goals but also responsive to the evolving expectations of the global workforce, which increasingly values personal integrity, emotional resilience, and critical thinking across interdisciplinary contexts. Each section of this research is therefore structured to substantiate the central argument that personal attributes form the strategic foundation for cultivating graduates who are not only highly competent but also capable of becoming resilient and principled agents of change across diverse sectors.

Methods

This study employs a qualitative research design by critically reviewing and analyzing relevant concepts and theoretical frameworks. The analysis focuses on official documents from the Ministry of Education and Culture, as well as the vision, mission, goals, and objectives of Sriwijaya University, particularly in the domain of student development. Additional sources include graduate competency frameworks, user feedback and satisfaction reports, and a comprehensive review of the literature concerning personal attributes as components of holistic success profiles.

The data analysis process integrates both content and thematic analysis approaches. Content analysis was employed to identify recurring patterns, themes, and meanings within the textual data derived from institutional and academic sources (Neuendorf, 2017). Concurrently, thematic analysis was applied to each literature source to extract key concepts, theoretical perspectives, and empirical findings relevant to the research focus (Braun & Clarke, 2006). Ultimately, the researcher synthesized insights from these multiple sources to construct a cohesive understanding of personal attributes as strategic indicators of superior competencies among students at Sriwijaya University.

Result and Discussion

Personal Attribute As An Indicator Of Leading Competence

A leading competency profile encompasses a structured set of skills, knowledge, and personal attributes deemed essential for achieving success in specific contexts, including higher education and the professional world. These competencies serve not only as benchmarks for academic and career readiness but also as foundational elements for holistic student development. The analytical classification in this study follows several key stages:
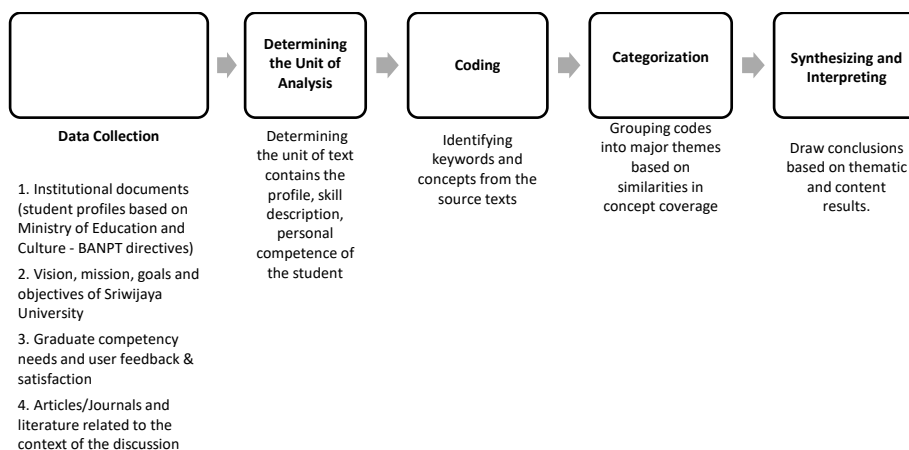

Figure 1: Stages of Analysis

After collecting the relevant data, the researcher proceeded to determine the units of analysis by closely examining the content and identifying recurring themes through thematic analysis of the qualitative data. This process enabled the classification of findings into two main categories: hard skills and soft skills (Robles, 2012; Balcar, 2016).

Hard skills refer to technical and discipline-specific abilities that can be systematically taught, objectively measured, and formally assessed. These skills are typically acquired through structured educational pathways, professional training, or hands-on practical experience. Examples of hard skills emerging from the qualitative analysis include communication proficiency (e.g., English language skills), computational logic, physical and mental health awareness, as well as reading and writing competencies aligned with academic standards.

In contrast, soft skills encompass a range of non-technical competencies that relate to interpersonal and intrapersonal capacities, including ethical behavior, moral reasoning, personal integrity, critical thinking, motivation for lifelong learning, teamwork, and emotional and mental resilience. Unlike hard skills, soft skills are not always explicitly embedded in formal curricula, yet they are indispensable for achieving success in both professional and social spheres.

In the present study, the classification of soft skills was intentionally prioritized as the foundational layer in assessing students' leading competencies. This emphasis is grounded in the recognition that soft skills are central to holistic student development. They not only enhance academic performance but also significantly influence students' preparedness to navigate the complexities of the workplace, engage with social transformations, and respond adaptively to dynamic global contexts.

The classification of data derived from the content analysis is presented as follows:

Communication	1. Open to self development, have the ability to learn continuously
Logic of Calculation	2. Ethical, moral, high integrity
Health Lifestyle (e.g. physical-mental health)	3. Able to think critically in solving work problems
Reading - Writing Skills	4. Reslilients in facing pressure in the world of work

Figure 2: Classification of Hard Skills & Soft Skills

The classification of soft skills presented in Figure 1 represents the overarching thematic content and is further elaborated using the Success Profile model developed by Development Dimensions International (2014), with a particular focus on the personal attribute component. Within this framework, personal attributes are regarded as critical drivers that initiate and sustain the activation of other competency domains. When aligned with skill sets and domain-specific knowledge, personal attributes function as intrinsic capital assets that contribute significantly to an individual's potential for future career success (Clarke, 2018). Moreover, they are widely recognized as integral components of employability (Yorke, 2006).

To deepen the analysis, the researcher conducted a secondary thematic synthesis by grouping the identified attributes into broader thematic categories based on conceptual similarities. This step allowed for a comprehensive integration of content and thematic analysis results, leading to a refined framework of soft skills classification. The synthesis is illustrated as follows:

Table 1. Categorization of Analysis Results

Ministry of EducaMinistry of Education tion	Directive National MBKM	Goals and Objectives University	User Expectation	Theme	Profile Conclusion
Improving the quality of graduates who are globally competitive, adaptive, flexible	Self development and readiness to enter the community	Creating an academic atmosphere to encourage students to be creative, adaptive and have characters that are in accordance with the demands of globalization	Able to develop themselves, willingness to grow	Open to self development, have the ability to learn continuously	Adaptability and motivation for lifelong learning
Enforcement of ethics and academic culture	Integrity (ethics and morals)		Ethics, morals, professionalism	Ethical, moral, high integrity	Academic redibility and professionalis h of graduates
4C: Creativity, Critical Thinking, Communicatio	Users of information technology, able to see opportunitie	The creation of an academic atmosphere that fosters character,	Responsive, able to solve work problems	Able to think critically in solving	Ability to make decisions based on evidence

n, Collaboration	s for entrepreneurs	creativity, soft and life skills, and student entrepreneurship	logically and rationally	problems in the academic journey	and rationality
Strengthening the spirit of lifelong learning	Expertise based on field of knowledge	p	Resilient, not easily giving up under pressure	Resilient in the face of academic pressure	Academic resilience and consistent performance under pressure

Furthermore, from a theoretical perspective, personal attributes can be classified into four key domains, encompassing both intrapersonal and interpersonal elements (which are part of the soft skills framework as reflected in the four major themes in Figure 2), as well as leadership and management skills (typically associated with the hard skills domain).

Intrapersonal skills relate to an individual's ability to effectively demonstrate what are often called personal qualities on the job, while interpersonal skills relate to a person's behavior in developing and maintaining productive interpersonal relationships (Development Dimensions International, 2021).

Building upon these conceptual distinctions, the researcher conducted a synthesis to align the identified profiles with relevant personal attributes. The results of this synthesis are presented in the table below:

Table 2. Synthesis Based on Profile and Personal Attribute Conclusions

Summary Profile	Description Coverage	Personal Attribute
Adaptability and motivation for lifelong learning	Focus on learning, effort, and continuous self-development	Interpersonal elements; represented by the concept of Growth Minset
Academic credibility and professionalism of graduates	Commitment to honesty, trust, fairness, respect, and responsibility	Intrapersonal elements; represented by the concept of Academic Integrity
Evidence-based decision-making ability and rationality	Tendency to think critically, reflectively, openly, analytically, and systematically	Interpersonal elements; represented with Critical Thinking Disposition concept
Academic resilience and consistent performance under pressure	Capacity to withstand daily academic pressures and recover from failure	Intrapersonal element; represented by Academic Buoyancy

A review of the literature identifies four core personal attributes : growth mindset, academic integrity, critical thinking disposition, and academic buoyancy, which have been empirically shown to support both academic achievement and professional preparedness (Dweck, 2006; International Center for Academic Integrity, 2014; Facione & Facione, 1997; Martin & Marsh, 2009). Each of these attributes contributes meaningfully to students' holistic development and their capacity to meet the demands of contemporary academic and workplace environments.

Growth Mindset

The first identified attribute is the growth mindset, conceptualized as the belief that intelligence, talents, and abilities are not fixed traits but can be developed over time through effort, learning, and perseverance (Yeager & Dweck, 2012; 2020). This mindset is characterized by the pursuit of clear learning goals, a strong belief in the value of effort, and the tendency to interpret success and failure as opportunities for growth (Dweck & Yeager, 2019).

A growth mindset enables individuals to welcome challenges, persist in the face of setbacks, learn from criticism, and find inspiration in others' successes. It shifts the narrative of failure from being a cause for discouragement to becoming a crucial source of learning. Moreover, it fosters habits of ongoing self reflection regarding one's thoughts and actions (Dweck, 2015).

Empirical studies consistently highlight the growth mindset as a foundational attribute that supports students' long-term academic success. Students who embody this mindset tend to demonstrate greater adaptability, higher perseverance, and increased self efficacy factors that are instrumental not only in achieving academic goals but also in navigating complex life and professional challenges (Yeager & Dweck, 2012).

In the broader context of educational transformation, the growth mindset directly aligns with the goals of the Industrial Revolution 4.0 and Society 5.0, both of which demand adaptive, innovative, and resilient human resources. Accordingly, the incorporation of the growth mindset into higher education curricula represents a strategic and essential component of the Merdeka Belajar Kampus Merdeka policy framework. This attribute is considered crucial in cultivating graduates who are globally competitive, capable of lifelong learning, and prepared to lead and innovate in an ever changing global environment (Ministry of Education and Culture, 2020).

Academic Integrity

The second personal attribute is academic integrity, defined as a steadfast commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility; even in the face of adversity (International Center for Academic Integrity, 2014; Koehane, 1999). These core values guide the formation of ethical behavior and responsible action within academic environments, allowing individuals to translate academic ideals into meaningful practices.

Individuals who uphold academic integrity demonstrate behaviors aligned with moral and academic norms, including avoiding plagiarism, falsification, or any form of academic dishonesty (International Center for Academic Integrity, 2021). Academic integrity nurtures a culture of respect toward self, peers, and educators, as well as a genuine appreciation for the learning process (Ramdani, 2018). It promotes the development of character traits and professional ethics that extend beyond academic life, equipping students with the values necessary for responsible citizenship and career success.

The importance of academic integrity is further reinforced in national policy frameworks, such as Permendikbud No. 3 Tahun 2020 concerning National Higher Education Standards. This regulation mandates that graduate learning outcomes include ethical conduct in both academic and professional activities. It also supports the cultivation of student character to emphasizing honesty, responsibility, and ethical reasoning as essential capacities for future professionals (Ministry of Education and Culture, 2020).

Critical Thinking Disposition

The third personal attribute is critical thinking disposition, defined as a persistent internal motivation to approach problems and make decisions through reflective and reasoned thinking processes (Facione & Facione, 1997). Unlike critical thinking skills, which focus on cognitive abilities, critical thinking disposition reflects the attitudinal willingness and personal inclination to engage in thoughtful analysis, open minded evaluation, logical reasoning, and trying to "get it right" to the extent possible or feasible (Ennis, 2015).

Facione (1990) posits that critical thinking disposition is one of five key dimensions essential for fostering comprehensive critical thinking competence. Students who develop this disposition tend to be more successful academically, as they are better equipped to assess evidence, challenge assumptions, and apply logical processes in both academic and real world settings.

Recent literature (e.g., Kules, 2016) highlights the interplay between computational thinking and critical thinking, advocating for their integration in higher education curricula to enhance students' problem solving capacities. This is especially relevant in preparing graduates for an increasingly complex and data driven society.

Furthermore, critical thinking disposition aligns with the strategic vision of higher education reform in Indonesia, particularly in producing graduates who are superior, reflective, and globally competitive (Directorate General of Higher Education, 2020). It supports the development of agile

thinkers who can respond effectively to the multifaceted challenges posed by the Industrial Revolution 4.0 and the Society 5.0 era (Ministry of Education and Culture, 2020).

Academic Buoyancy

The fourth personal attribute is academic buoyancy, defined as students' capacity to effectively respond to typical academic stressors such as receiving poor grades, meeting tight assignment deadlines, coping with examination pressure, or handling difficult coursework (Martin & Marsh, 2008). Unlike clinical resilience, which addresses major life adversities, academic buoyancy pertains to the everyday academic challenges that students regularly encounter.

Students lacking in academic buoyancy may become more susceptible to academic burnout, declining motivation, and increased dropout risk due to their inability to manage routine stressors. In contrast, students with strong academic buoyancy are more likely to recover swiftly from academic disappointments, regulate stress adaptively, and sustain their learning engagement amidst obstacles (Martin & Marsh, 2009).

The cultivation of academic buoyancy should be viewed as an essential component of student character development and well-being initiatives in higher education. This aligns with national education priorities that emphasize psychological preparedness and mental strength in the face of 21st-century challenges. Permendikbud No. 3 Tahun 2020 on National Higher Education Standards explicitly outlines the necessity for graduates to possess logical thinking, emotional resilience, and the ability to manage stress while navigating global uncertainties.

In support of this, the Merdeka Belajar Kampus Merdeka (MBKM) initiative (Ministry of Education and Culture, 2021) encourages experiential learning opportunities that expose students to real-world conditions. Through these experiences, students can enhance their independence, emotional regulation, and adaptability as key indicators of academic buoyancy that are essential for academic and career success.

Conclusion

Personal attributes represent core internal capacities that influence students' ability to navigate academic, professional, and social challenges (Knight & Yorke, 2003). The synthesis of findings in this study identifies four key personal attributes: growth mindset, academic integrity, critical thinking disposition, and academic buoyancy, as foundational to the formation of students' leading competencies in higher education settings.

These attributes contribute not only to immediate academic achievement but also to long-term preparedness for unpredictable demands of the professional world. Students who possess these personal attributes tend to exhibit greater resilience, critical and reflective thinking, ethical conduct, and lifelong learning commitment. Such qualities are essential for developing well-rounded, capable, and adaptive graduates (Robles, 2012).

The relevance of these attributes is strongly aligned with the vision of Sriwijaya University, which aspires to become a world-class institution grounded in moral and cultural values. Specifically:

1. A growth mindset encourages students' willingness to try new things, take initiative, and develop their potential

2. Academic integrity ensures honesty and accountability in how students engage in learning

3. Critical thinking disposition strengthens the ability to analyze, question, and apply knowledge in meaningful ways

4. Academic buoyancy supports students' emotional resilience, helping them stay motivated and positive even during difficult times

These findings are also in line with national education policies, such as Permendikbud No. 3 of 2020 and the Merdeka Belajar Kampus Merdeka initiative, both of which highlight the importance of developing graduates who are able to think critically, ethically, and adaptively. These policies encourage higher education institutions to embed personal development into academic and non-academic learning experiences.

Additionally, feedback from industry stakeholders underscores the shifting paradigm in workforce expectations: while hard skills remain important, soft skills grounded in personal attributes are

increasingly regarded as critical to employability. Employers seek graduates who demonstrate ethical judgment, decision-making capacity, emotional endurance, and a strong orientation toward continuous improvement (World Economic Forum, 2020).

Thus, the strategic integration of personal attributes within academic programs is not merely advisable but imperative. It constitutes a necessary response to both national education goals and global workforce demands. Embedding these attributes in curriculum design, student development programs, and institutional culture represents a progressive step toward producing high-quality graduates who are academically capable, morally grounded, and professionally resilient (OECD, 2018; Knight & Yorke, 2003; Ministry of Education and Culture, 2020).

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