

The Role of Core Marketing Capability in the Relationship between Marketing Competitive Curriculum and Marketing Employability Performance

Andi Setiawan^{1*}

Semarang State Polytechnic, Indonesia

Riyadi²

Semarang State Polytechnic, Indonesia

Sri Wahyuni³

Semarang State Polytechnic, Indonesia

Saptianing⁴

Semarang State Polytechnic, Indonesia

*Corresponding Author: andisetiawan@polines.ac.id

Abstract

This study aims to deepen understanding of the practice of core marketing capability by exploring the impact of marketing competitive curriculum and marketing employability performance for vocational high education graduates in carrying out multiplier tasks. Core marketing capability is proposed to bridge the relationship between competitive marketing curriculum and marketing employability performance. The study is a survey design approach, data collected from 225 respondents were analyzed through structural equation modeling using AMOS 26.0. The findings of this study reveal a significant relationship between marketing competitive curriculum directly with marketing employability performance, and indirectly through Core Marketing Capability.

Keywords: Marketing Competitive Curriculum Marketing Employability Performance, Core Marketing Capability



INTRODUCTION

The measure of success of a tertiary education process is determined by the career success of their graduates (Blokker, Akkermans, Tims, Jansen, & Khapova, 2019). The labor market demands have led to a change in the demand for qualifications for alumni who wish to join leading multinational companies. The employability of graduates becomes a parameter for companies to be willing to recruit them (Budworth, Halinski, & Harrison, 2021). Changes in labor demand by users do not synergize with the improvement of universities, so the employment opportunities of their graduates are limited. This study argues that the existence of a serious gap between the employability of graduates in working with the demand for certain employability of companies is the main problem of universities that must be found solutions. Not to mention the labor market gap caused by job shifts with technology. The emergence of the phenomenon of artificial intelligence makes it more difficult for universities to prove that their learning performance can increase the employability of graduates (Bennett, Ananthram, Lindsay, Benati, & Jevons, 2022; Sollosy & McInerney, 2022).

Similarly, with changes in the field of the labor market, the field of marketing became a university issue. Marketing digitalization is the basis of the marketing world revolution in companies today. Mastery of new Internet-based technology makes companies must be able to adapt in building relationships and retention with their customers and suppliers. The digitization of marketing is causing companies to reorganize their marketing plans and strategies. Companies need a professional marketing personnel profile not only capable of carrying out marketing activities, but also they must master the technology that supports their main activities (Breen, Acosta-Gómez, Tomlinson, Medlinskiene, & Elies-Gomez, 2020) Because a company that performs well must be supported by a marketing employability workforce that performs well too (Di Gregorio, Maggioni, Mauri, & Mazzucchelli, 2019). This adds to the list of problems that must be immediately found a solution, especially for universities to improve the marketing employability performance of graduates.

Several studies show the low marketing employability performance of graduates in universities causes dissatisfaction from both industry and graduates. For graduates, low marketing employability performance encourages failure in work which leads to the psychological condition of graduates (Carrein-Lerouge, Lo Presti, Rioux, & Scrima, 2021). The serious impact of marketing employability performance is that graduates lose their jobs. For companies, low marketing employability performance has the risk of losing their trust in the



quality of Higher Education(Herbert, Rothwell, Glover, & Lambert, 2020). Because the superior achievement value of higher education is the recognition of graduate users and graduates themselves. Therefore, our study raises the issue of marketing employability performance as the main channel that directs universities to improve their performance.

Several studies identify low employability performance due to uncompetitive college curricula, thus failing to produce capable graduates who have employability performance by the expectations of many parties (Kemper, Ballantine, & Hall, 2020; Khan & Ali, 2022). Several studies report curriculum has a significant influence on employability performance (Iwu et al., 2021). However, some researchers argue that the low employability performance of university graduates is due to the low quality of the curriculum, quality of facilities, and quality of teachers (Espinoza, González, McGinn, Sandoval, & Castillo, 2020; Fakoya-Michael & Fakoya, 2020). Several studies highlight the presence of core marketing capability as an output of a competitive curriculum of a university. A competitive curriculum should produce a distinctiveness or uniqueness of marketing capability that can make their graduates able to adapt and complete their workload according to company expectations. Core marketing capability for universities can be a resource that directs them to become universities that excel in the education market and labor market. Our study believes the concept of core marketing capability to be a theoretical bridge to this research problem. This study considers it important to re-measure the relationship between curriculum and employability performance which is still unclear. Research contribution exploring the role of marketing competitive curriculum in improving marketing employability performance with core marketing capability as a theoretical bridge in higher education.

LITERATURE REVIEW

Marketing Competitive Curriculum

The curriculum is an obstacle as well as the key to the success of a university in improving marketing employability performance. The curriculum is the key to the success of higher education, the first step that universities must take is to rearrange the content, content, and achievements of the curriculum that is oriented to the competitive value desired by the market (Dzogbenuku, Doe, & Amoako, 2021). The concept of marketing competitive curriculum results from the ability of universities to understand the employability needed in the industry. The concept of marketing competitive curriculum is realized with synergies that complement each



other in building shared values between universities and industry, and both jointly take a role in developing graduate skills that have superior marketing employability values according to industry wishes (Ganbold, Park, & Hong, 2022).

The marketing competitive curriculum must demonstrate the values of competitive skills that support the profession in the marketing field of work. Universities must be able to identify what skills are important in the field of marketing in today's industry. Such is the case with various competitive characters who are very helpful in solving their profession's problems in the future (Gleim, McCullough, Sreen, & Pant, 2023) One of the competitive characteristics that must be present in the content of the marketing competitive curriculum is the ability of graduates to manage work conflicts in multidisciplinary and cross-cultural environments (Espinoza et al., 2020; Esser, Sys, Vanelslander, & Verhetsel, 2020) Other competitive characteristics that must be possessed include adaptability, teamwork, and relational communication skills. Marketing competitive curriculum must show competitive values in the novelty of responding to the era of information and communication technology in the future. Marketing competitive curriculum must show practice patterns that train and shape competitive characteristics and skills for future graduates (Chou, Shen, Shen, (Chuenyindee, Torres, Prasetyo, Nadlifatin, & Persada, 2022; Claudia, 2022).

The marketing competitive curriculum is a resource for universities that can mobilize and facilitate them to achieve the first goal, namely marketing capability that is distinctive and comparatively superior. Universities that can manage competitive marketing curriculum are universities that have an educational strategy that is directed at their main goals. The competitive curriculum is the university's answer to the dynamics of changes desired by the labor market, in this case, industry (Chiang & Chen, 2022). The competitive curriculum is also considered as the ability of universities to face a competition between universities in producing graduates who have the best employability in their fields. Marketing competitive curriculum is believed to be able to increase satisfaction for industry and graduates. This is because the competitive curriculum is the answer to graduates' anxiety about their career future. A competitive curriculum is a solution for companies in building their competitive advantages (Bauman & Lucy, 2021).

Core Marketing Capability



For marketing graduates, mastery of core marketing capability is measured by their ability to complete all marketing tasks and activities with results that satisfy all parties. Marketing digitalization encourages marketing graduates to master technology and social media marketing as part of the current core marketing capability (Thoumrungroje & Racela, 2022). Mastery of marketing graduates over core marketing capability will be able to make them to mobilize digital capabilities efficiently, including the ability of graduates to access market intelligence, but also be able to process data needed by the company more accurately. This ability is needed by companies to ensure that the company's marketing strategy design is more responsive (Zhang, Yang, & Liu, 2022). In addition, marketing graduates will greatly help companies provide competitive direction and adjust value offerings to customers in various markets by having limited resources (Tolstoy, Nordman, & Vu, 2022).

Adaptability is a core marketing capability element that is very useful for graduates to be able to adapt to their various markets with varying demands and be able to identify new market opportunities. Core marketing capability is not only aimed at forming a professional employee profile but also a superior entrepreneurial profile. The excellence of graduate entrepreneurial profiles is measured by their ability to identify new business opportunities. The core marketing capability element forms the ability of graduates who are agile to complete work quickly and complete various things. This flexibility allows graduates the ability to obtain critical information from the market, capture, and reconfigure all marketing resources and strategies to be more comparative (Colombo, Piva, Quas, & Rossi-Lamastra, 2020). Flexibility and creativity are inherent components of core marketing capability as a result of an agile structure and creativity for graduates in work and entrepreneurship, which allows adaptation to a variety of unfavorable conditions to support all marketing tasks and activities (Tanner, Prayag, & Coelho Kuntz, 2022).

In essence, core marketing capability, which is the process by which universities can manage old resources, acquire new resources, and transform all resources owned by universities to produce graduates who are of value to the market, is one of the main factors that can explain differences in performance when universities compete with each other (Nath & Siepong, 2022). Another definition explains the benefits of core marketing capabilities to understand how they should develop and coordinate resources to produce superior graduate output. Core marketing capability refers to an organization's ability to perform a coordinated set of marketing tasks and activities, utilizing all the resources of the college, to achieve certain results that have been planned by the college (Chatterjee, Feng, Nakata, & Sivakumar, 2023). Core marketing capability



in various studies has a major impact on graduates carrying out their marketing activities in a dynamic market environment. Core marketing capability is considered an ideal employability element that must be present in a competitive curriculum so that marketing employability performance can be improved (Manis & Madhavaram, 2023; Morimura & Sakagawa, 2023). Therefore, marketing capability must be enforced from time to time and embedded in college processes and routines, to enable universities to achieve sustainable marketing employability performance.

Marketing Employability Performance

Marketing employability performance is an output expected by all parties. Universities with limited teaching, learning, and laboratory facilities, as well as libraries, still expect their graduates to be accepted by the labor market. Similarly, if universities do not receive educational services based on graduate needs and the labor market, do not choose effective teaching methods, and are exacerbated by teachers not skilled enough to deliver lessons that are easy for students to understand, still universities have a dream that they want to be recognized as universities that excel in producing graduates who are ready to work and become start-up businesses (Kurent & Avsec, 2023). The final estuary of college quality and achievement is that graduates have and are recognized by the labor market for marketing employability performance (Donovan et al., 2023). Marketing employability performance is measured by how graduates can solve the challenges they face in the real world of work, not just a learning simulation. Several studies state that students' perceptions of the quality of the learning curriculum and their satisfaction with the skills obtained are evaluations of institutional and educational effectiveness in ensuring the achievement of marketing employability performance in the future. Marketing employability performance in education has evolved to be more evidence-based. The achievement of marketing employability performance by graduates, not only academic performance where they complete educational programs on time, the desire to continue their studies at the same college, and willingness to promote the college to others (Ratanasiripong et al., 2021).

Marketing employability performance is formed from elements that describe the achievement of achievements produced by graduates. The most common form of this achievement is the achievement of work targets imposed by the company. The company assesses that the presence of graduates can generate profits. Graduates themselves socially and



environmentally gain social recognition in their work (Sembiring & Rahayu, 2019). The argument of this study is marketing employability performance is the result of a marketing competitive curriculum and core marketing capability. The logic built in this study is that the marketing competitive curriculum is the antecedent of employability performance. Without a competitive curriculum, it is very difficult for universities to ensure that their graduates have the employability performance desired by the labor market. However, to reach this stage, universities ensure the realization of core marketing capability as the key to their comparative and competitive advantage. Therefore, the marketing competitive curriculum and core marketing capability are believed to be able to produce marketing employability performance in the future that matches market wishes and graduate expectations.

MATERIALS AND METHODS

Instrument

Our study with a quantitative research approach, an online survey design was used in this study to better understand the phenomenon of graduate performance employability in the labor market. Our study used a 10-point semantic scale approach for their measurement with 1 referring to strongly disagree and 10 referring to strongly agree (Pozharliev, De Angelis, Rossi, Bagozzi, & Amatulli, 2023). The data analysis stage is first filtered using SPSS 25.0 for testing instrument validity and reliability. The next stage is testing the model and hypothesis of this study. Testing at this stage confirmatory factor analysis (CFA) using AMOS 25.0. Our study determined the measurements of each variable in this study are outlined in full below.

Table 1. Measures

Measurement Item	Item Loading	Cronbach Alpha (a)
Marketing Competitive Curriculum, Abbas (2020);		0.837
MCC1The marketing curriculum taught in Higher Education shapes our interpersonal skills	0.668	
MCC2The marketing curriculum taught in Higher Education shaped our oral communication and presentation skills	0.675	
MCC3The marketing curriculum taught in Higher Education shapes our Sales knowledge and management skills	0.725	

Measurement Item	Item Loading	Cronbach Alpha (a)
MCC4The marketing curriculum taught in Higher Education shapes our ability to manage multiple marketing tasks	0.605	
Core Marketing Capability, Di Gregorio et al. (2019)		0.762
CMC1I can formulate good conceptual and analytical skills	0.490	
CMC2I can manage knowledge about the company and its customers	0.598	
CMC3I can organize market information into meaningful and actionable reports	0.651	
CMC4I can manage Customer Response Models and relational skills	0.509	
Marketing Employability Performance, Di Gregorio et al. (2019)		0.791
MMA1I has helped the company anticipate new opportunities for market growth	0.554	
MMA2I has helped the company increase sales growth	0.635	
MMA3I has helped companies increase the number of new customers	0.623	
MMA4I has helped companies change their marketing mix quickly in response to changing market opportunities	0.586	

Table 1 shows that Cronbach's alpha and constructs reliability remain above the threshold (> 0.70).

Sample characteristics and data collection

The population studied is graduates of vocational universities, especially marketing study programs in the Central Java region. We received 261 questionnaires, and after eliminating those that could not be used, we used 225 questionnaires for further analysis.

RESULTS AND DISCUSSION

In this study, Marketing Competitive Curriculum is the exogenous (independent) variable. Variable Core Marketing Capability and Marketing Employability Performance as an endogenous (dependent) variable. The test of model fit shows accepted fit ($\chi^2 = 413.732$, $df = 51$, p value = 0.056, GFI = 0.951, AGFI = 0.925, TLI = 0.975, RMSEA = 0.039), as displayed in Figure 1 and Table 2.



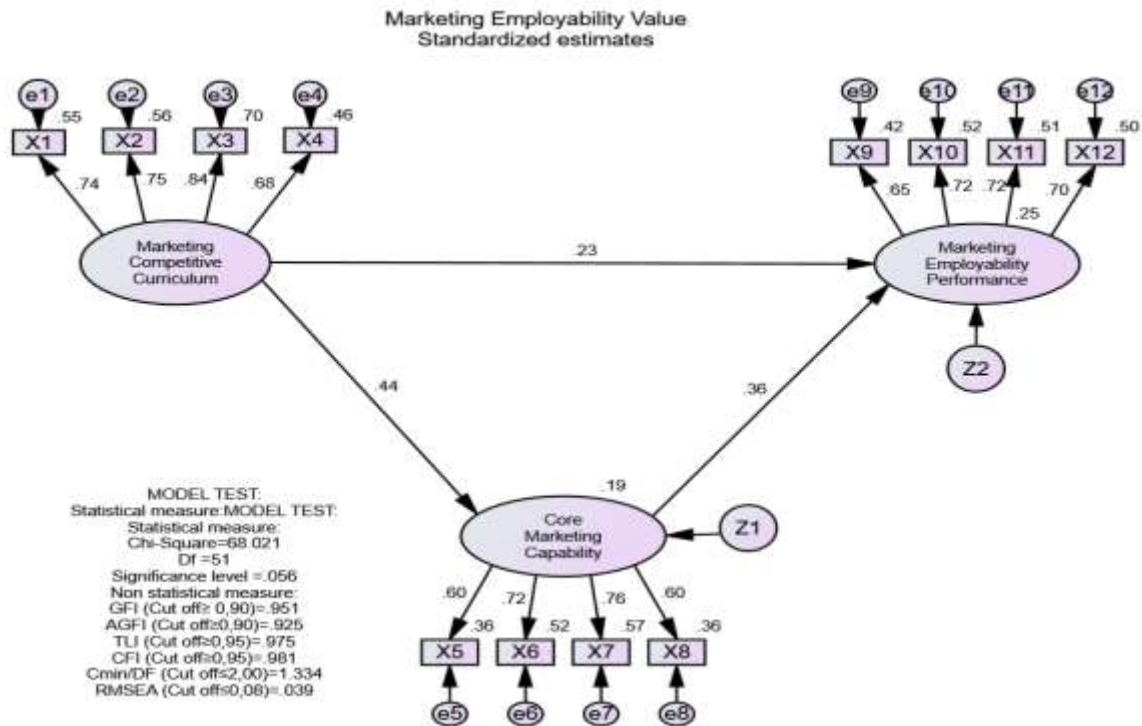


Figure 1 The final model

Table 2. Results of model fit

Model Fit Indices	Value	Threshold	Assessment
Chi-Square (χ)	68.669	68.021	Fit
Probability (p)	0.056	> 0.05	Fit
CMIN/DF	1.334	≤ 2.00	Fit
The Goodness of Fit Index (GFI)	0.951	≥ 0.90	Fit
Adjusted Goodness of Fit Index (AGFI)	0.925	≥ 0.90	Fit
Tucker-Lewis Index (TLI)	0.975	≥ 0.95	Fit
Root Mean Square Error of Approximation (RMSEA)	0.039	< 0.08	Fit

The results of model testing can be concluded that the model is included in good fit models. Test results showed hypotheses 1, 2, and 3 were significantly accepted. The following is an overview of the test results presented in Table 3,

Table 3. Results of hypotheses testing

Path	Estimate	C.R	Assessment
Marketing_Competitive_Curriculum ----> Core_Marketing_Capability	0.359	4.547** *	Supported
Marketing_Competitive_Curriculum ----> Marketing_Employability_Performance	0.203	2.586** *	Supported
Core Marketing Capability ----> Marketing_Employability_Performance	0.203	3.503** *	Supported

*Significant at the 0.001 level (two-tailed)

**Significant at the 0.01 level (two-tailed)

***Significant at the 0.05 level (two-tailed)

CONCLUSION

Our study positions encouraging competitive curriculum marketing practices against the core variables of marketing capability and marketing employability. Graduates assess that universities must be able to manage the marketing competitive curriculum using techniques that can arouse interest and curiosity to become professional marketers in the future. Core Marketing Capability As a consequence, universities must adopt core marketing skills and knowledge that can increase the marketing employability of graduates. This study assumes that the marketing competitive curriculum can motivate and encourage graduates to improve their core marketing capability, so that the better the core marketing capability, the higher the marketing employability performance.

REFERENCES

Abbas, J. (2020). HEISQUAL: A modern approach to measure service quality in higher education institutions. *Studies in Educational Evaluation*, 67. doi:10.1016/j.stueduc.2020.100933



- Bauman, A., & Lucy, C. (2021). Enhancing entrepreneurial education: Developing competencies for success. *The International Journal of Management Education*, 19(1). doi:10.1016/j.ijme.2019.03.005
- Bennett, D., Ananthram, S., Lindsay, S., Benati, K., & Jevons, C. (2022). Employability beliefs of business students by gender and year of study: Implications for higher education. *The International Journal of Management Education*, 20(2). doi:10.1016/j.ijme.2022.100654
- Blokker, R., Akkermans, J., Tims, M., Jansen, P., & Khapova, S. (2019). Building a sustainable start: The role of career competencies, career success, and career shocks in young professionals' employability. *Journal of Vocational Behavior*, 112, 172-184. doi:10.1016/j.jvb.2019.02.013
- Breen, L., Acosta-Gómez, J., Tomlinson, J., Medlinskiene, K., & Elies-Gomez, J. (2020). A preliminary insight into the role and importance of management skills in the prevention of occupational derailment: An exploratory analysis of UK and Spanish pharmacists. *European Management Journal*, 38(3), 492-505. doi:10.1016/j.emj.2020.02.008
- Budworth, M.-H., Halinski, M., & Harrison, J. A. (2021). Trait gratitude and job search: the mediating role of perceived employability. *Career Development International, ahead-of-print*(ahead-of-print). doi:10.1108/CDI-08-2019-0206
- Carrein-Lerouge, C., Lo Presti, A., Rioux, L., & Scrima, F. (2021). Psychometrics properties of the French version of the van Dam's Employability Questionnaire. *European Review of Applied Psychology*, 71(2). doi:10.1016/j.erap.2021.100628
- Chatterjee, L., Feng, C., Nakata, C., & Sivakumar, K. (2023). The environmental turbulence concept in marketing: A look back and a look ahead. *Journal of Business Research*, 161. doi:10.1016/j.jbusres.2023.113775
- Chiang, M., & Chen, P. (2022). Education for sustainable development in the business programme to develop international Chinese college students' sustainability in Thailand. *Journal of Cleaner Production*, 374. doi:10.1016/j.jclepro.2022.134045
- Chuenyindee, T., Torres, R. B., Prasetyo, Y. T., Nadlifatin, R., & Persada, S. F. (2022). Determining Factors Affecting Perceived Quality among Shoe Manufacturing Workers towards Shoe Quality: A Structural Equation Modeling Approach. *Journal of Open Innovation: Technology, Market, and Complexity*, 8(2). doi:10.3390/joitmc8020082



- Claudia, W. M. Y. (2022). The physical education pedagogical approaches in nurturing physical literacy among primary and secondary school students: A scoping review. *International Journal of Educational Research*, 116. doi:10.1016/j.ijer.2022.102080
- Colombo, M. G., Piva, E., Quas, A., & Rossi-Lamastra, C. (2020). Dynamic capabilities and high-tech entrepreneurial ventures' performance in the aftermath of an environmental jolt. *Long Range Plann*, 102026. doi:10.1016/j.lrp.2020.102026
- Di Gregorio, A., Maggioni, I., Mauri, C., & Mazzucchelli, A. (2019). Employability skills for future marketing professionals. *European Management Journal*, 37(3), 251-258. doi:<https://doi.org/10.1016/j.emj.2019.03.004>
- Donovan, S., Maggiulli, L., Aiello, J., Centeno, P., John, S., & Pisani, A. (2023). Evaluation of sustainable, blended learning workforce education for suicide prevention in youth services. *Children and Youth Services Review*, 148. doi:10.1016/j.childyouth.2023.106852
- Dzogbenuku, R. K., Doe, J. K., & Amoako, G. K. (2021). Social media information and student performance: the mediating role of hedonic value (entertainment). *Journal of Research in Innovative Teaching & Learning*, 15(1), 132-146. doi:10.1108/jrit-12-2020-0095
- Espinoza, O., González, L. E., McGinn, N., Sandoval, L., & Castillo, D. (2020). Should universities train teachers for employability or for effectiveness? *Teaching and Teacher Education*, 88. doi:10.1016/j.tate.2019.102960
- Esser, A., Sys, C., Vanelslender, T., & Verhetsel, A. (2020). The labour market for the port of the future. A case study for the port of Antwerp. *Case Studies on Transport Policy*, 8(2), 349-360. doi:10.1016/j.cstp.2019.10.007
- Fakoya-Michael, S. A., & Fakoya, M. B. (2020). Library usage by university accounting students: a comparison of contact and open distance learning institution in South Africa. *The Journal of Academic Librarianship*, 46(1). doi:10.1016/j.acalib.2019.102093
- Ganbold, B., Park, K., & Hong, J. (2022). Study of Educational Service Quality in Mongolian Universities. *Sustainability*, 15(1). doi:10.3390/su15010580
- Gleim, M. R., McCullough, H., Sreen, N., & Pant, L. G. (2023). Is doing right all that matters in sustainability marketing? The role of fit in sustainable marketing strategies. *Journal of Retailing and Consumer Services*, 70. doi:10.1016/j.jretconser.2022.103124
- Herbert, I. P., Rothwell, A. T., Glover, J. L., & Lambert, S. A. (2020). Graduate employability, employment prospects and work-readiness in the changing field of professional work. *The International Journal of Management Education*, 18(2). doi:10.1016/j.ijme.2020.100378



- Iwu, C. G., Opute, P. A., Nchu, R., Eresia-Eke, C., Tengeh, R. K., Jaiyeoba, O., & Aliyu, O. A. (2021). Entrepreneurship education, curriculum and lecturer-competency as antecedents of student entrepreneurial intention. *The International Journal of Management Education*, 19(1). doi:10.1016/j.ijme.2019.03.007
- Kemper, J. A., Ballantine, P. W., & Hall, C. M. (2020). Sustainability worldviews of marketing academics: A segmentation analysis and implications for professional development. *Journal of Cleaner Production*, 271. doi:10.1016/j.jclepro.2020.122568
- Khan, F., & Ali, M. (2022). Exploring the Gap Between Expected and Actual Return on Investment of Business Graduates from employability: Evidence from a Developing Country. *The International Journal of Management Education*, 20(3). doi:10.1016/j.ijme.2022.100717
- Kurent, B., & Avsec, S. (2023). Examining pre-service teachers regulation in distance and traditional preschool design and technology education. *Heliyon*, 9(2), e13738. doi:10.1016/j.heliyon.2023.e13738
- Manis, K. T., & Madhavaram, S. (2023). AI-Enabled marketing capabilities and the hierarchy of capabilities: Conceptualization, proposition development, and research avenues. *Journal of Business Research*, 157. doi:10.1016/j.jbusres.2022.113485
- Morimura, F., & Sakagawa, Y. (2023). The intermediating role of big data analytics capability between responsive and proactive market orientations and firm performance in the retail industry. *Journal of Retailing and Consumer Services*, 71. doi:10.1016/j.jretconser.2022.103193
- Nath, P., & Siepong, A. (2022). Green marketing capability: A configuration approach towards sustainable development. *Journal of Cleaner Production*, 354. doi:10.1016/j.jclepro.2022.131727
- Ratanasiripong, P., Wang, C. D. C., Ratanasiripong, N., Hanklang, S., Kathalae, D., & Chumchai, P. (2021). Impact of psychosocial factors on academic performance of nursing students in Thailand. *Journal of Health Research*, 36(4), 598-606. doi:10.1108/jhr-07-2020-0242
- Sembiring, M. G., & Rahayu, G. (2019). Verifying the moderating role of satisfaction on service quality and students' accomplishment in ODL perspective. *Asian Association of Open Universities Journal*, 15(1), 1-12. doi:10.1108/aaouj-08-2019-0035
- Sollosy, M., & McInerney, M. (2022). Artificial intelligence and business education: What should be taught. *The International Journal of Management Education*, 20(3). doi:10.1016/j.ijme.2022.100720



- Tanner, S., Prayag, D. G., & Coelho Kuntz, D. J. (2022). Psychological capital, social capital and organizational resilience: A Herringbone Model perspective. *International Journal of Disaster Risk Reduction*, 78. doi:10.1016/j.ijdrr.2022.103149
- Thoumrungroje, A., & Racela, O. C. (2022). Innovation and Performance Implications of Customer-Orientation across Different Business Strategy Types. *Journal of Open Innovation: Technology, Market, and Complexity*, 8(4). doi:10.3390/joitmc8040178
- Tolstoy, D., Nordman, E. R., & Vu, U. (2022). The indirect effect of online marketing capabilities on the international performance of e-commerce SMEs. *International Business Review*, 31(3). doi:10.1016/j.ibusrev.2021.101946
- Zhang, Y., Yang, J., & Liu, M. (2022). Enterprises' energy-saving capability: Empirical study from a dynamic capability perspective. *Renewable and Sustainable Energy Reviews*, 162. doi:10.1016/j.rser.2022.112450

