

Health Education Teachers Pedagogic and Personality Competencies in Guiding Practical Clinical Training of Nursing Students

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Abstract—This study aims to describe the pedagogic and personality of health education teacher in guiding practical clinical training of nursing students. The type of this research is correlational research with the population is all health education teachers and nursing students in Padang city who take the practical clinical training in the academic year 2017/2018. Sample of this research is taken by using purposive sampling technique where there are 9 health education teachers from three health education in Padang city and 24 nursing students who take practical clinical training and each also came from three health education in Padang city. Data were collected by using observation, questionnaire and interview. The result of the research shows that the pedagogic and personality competence of the health education teachers give influence to the nursing student's performance and achievement in the practical clinical training. The average score of health education teachers pedagogic competence is 101.1 and health education teachers personality competence is 61.66 and the average score of nursing students in the practical clinical training is 70.32. From the results of the descriptive analysis, it can be stated that the three variables used are in enough categories. The result of inferential analysis shows the value of F_{observed} is bigger than F_{table} , it can be concluded that there is significant influence between pedagogic competence and personality competence of health education teachers toward nursing students' achievement and performance in practical clinical training.

Keywords—pedagogic competence, personality competence, practical clinical training of nursing students

I. INTRODUCTION

One of the pillars in the process of education is teacher/educator. The quality of education is something that is influenced by educators, lecturers, and teachers. The role of the educator in the process of improving human resources covers the whole aspect of education because educators play an important role as dynamicators, facilitators, innovators, motivators and mediators so that in carrying out their duties a good ability and skill is needed. This is consistent with what [1] emphasized that lecturers / teachers should play many roles; as a figure who became an example, leaders, teachers, directors, managers, counselors, guides and even acting as friends, people of trust, and parents. In short, [2] states that

teachers have an important role to improve the quality of education which are required to have the expertise, competence and high professionalism for their duty. Hence, educators, lecturers / teachers have an important role in the education process, especially to answer the challenges of globalization era and their professionalism is one factor that greatly influences their success in carrying out their duties as educators.

The professionalism of educators includes everything that is in themselves both in the aspects of knowledge and personality because the process of education is not only aimed at improving students' knowledge but also forming the overall character of students. As a result they are able to become good human resources who are knowledgeable and have good personality. As explained by [3] that effective teachers are those who achieve the goals they set for themselves or have set for them by others. Specifically, educators are adult people who are responsible to give helps to learners in both the learners' bodies and soul in order that they can reach their maturity, can be independent and fulfill their maturity, can be able to stand alone for doing their duties as the Khalifa of Allah, the Almighty God, can be capable as social and independent human beings [4]. Therefore, educators/teachers/lecturers is the most vital factors in applying all educational level.

In order to answer the challenge in this technological era, an educator is required not only to be knowledgeable but also to have strong skills and personality so that he can manage the learning process and be able to improve human resources both in terms of knowledge and personality. As expressed by [5], the competence of teachers is a combination of personal, scientific, technological, social, and spiritual abilities that automatically form the competence of the teacher's professional standards, which includes, mastering the material, understanding of students, educating learning, personal development and professionalism. Therefore, there is a need for educators who have high qualifications, competence and dedication in carrying out their professional duties. As stated in Law No. 14 of 2005 Article 10 on Teachers and Lecturers there are 4 competencies that must be

mastered by lecturers. Lecturer/ teacher competence includes pedagogic competence, personality competence, social competence, and professional competence. Pedagogic competence is the ability to manage learners' learning. Personality competence is the ability of a solid personality, noble character, wise, and authoritative and can be an example of learners. Social competence is the ability of a teacher or lecturer to communicate and interact effectively and efficiently with students, fellow teachers, parents / guardians of students, and the surrounding community. Professional competence is the ability of subject mastery widely and deeply. In connection with the description above, every educator must have an adequate competence. In this case educators are not only required to be able to interpret learning, but more important is how he makes the learning process as an arena for the character formation and personality of the learners as a result they are able to become knowledgeable and virtuous generations.

Higher education is one of the educational institutions that are expected to achieve national education goal set forth in Law Number 20 of 2003 Article 3 concerning the National Education System, that:

National Education serves to develop the ability and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Thus, universities are institutions that inflate mandate that is very necessary in the framework of national development. There are two main tasks carried out by universities, namely to educate generations of the nation to master science and technology and promote national and regional development, including preparing prospective leaders of high moral and democratic cultures [6].

One of the most important things to be considered for achieving the goals of national education is the competence of the teacher itself. The four competencies above, must be understood and mastered by the teacher. Pedagogic competence and personality competence becomes concern to researcher because they are the main competencies in education. Lecturers are not only required for knowledgeable, capable in managing the learning process, but also has a strong character as an educator, for that reason they should also have a good personality competence. The personality of an educator's competence includes at least a personality of faith and cautious, noble, wise and prudent, democratic, steady, authoritative, stable, mature, honest, sportive, an example for learners and society, objectively evaluating their own performance, and develop themselves independently and sustainably (Government Regulation No. 74 of 2008 on Teachers and Lecturers, Article 3). According to the National Education Standards Agency (BSNP) a pedagogical competencies are: The ability in the management of learners that includes (a) understanding of insight or educational foundation; (b) an understanding of

learners; (c) the development of the curriculum / syllabus; (d) the design instructional; (e) the implementation of learning that educates and dialogue; (f) evaluation of learning outcomes; and (g) the development of learners to apply various potentials. On the other hands, pedagogical competencies are the teachers ability in organizing the process of teaching and learning. Meanwhile, personal competence is personal competence with regard to self-understanding, self-acceptance, self-direction and self-realization [7]. Particularly, personality competence includes steady, noble, wise and prudent, dignified, stable, mature, honest, becoming role models for students and the community, to objectively evaluate their own performance, and develop themselves independently and sustainably [8]. Therefore, personality competence is the ability of teachers to manage their personalities, attitudes and characters so that they can be imitated figures by students.

In addition, in the world of education in Indonesia currently are rampant socialize about character education to learners. Likewise in college made various attempts to the establishment of student characters as a preparation to become a generation of knowledgeable and virtuous. The role of lecturers is very important in this case because the lecturer becomes one of the figures that become an example for the learners. In other words, a competent lecturer is needed in the education world today.

Universities in Indonesia are also continuously improving, especially in selecting lecturers at universities, as well as raising lecturers' education standards, for example with the minimum level of lecturer education, and also conducting a series of tests to see the competence of the lecturer. However, in fact there are still many cases that occur in the world of education related to the competence of this lecturer. The most issue that can be found recently is students who violate lecturers and even kill them because of the process of guiding their final duties face many obstacles. There are even students who commit suicide because of their unfinished final assignment. This phenomenon is certainly very tarnished education in Indonesia.

In addition, the phenomenon of relationship between lecturers and learners in the teaching and learning process, especially in guiding students in the final project or practical clinical training for health education has become an old study that never ends. Problems like this look down from generation to generation. This kind of thing also happens in Padang health education, especially in practical clinical training prcess of nursing students . Based on the results of observations and brief interviews with nursing students who are doing the practical clinical training in several hospitals in the city of Padang note that the guidance of this training is still facing some problems, such as lecturers who are difficult to be contacted, guidance time is too short so that students can not discuss problems they encountered in the field, some are afraid of their practicing supervisors. This is certainly unfortunate because practical clinical training is a compulsory subject and is important for the development of cognitive abilities of nursing students. This will also provide an experience that is important for them when they enter the workforce later, because their education greatly affects their

work in the world of work. This has been emphasized by previous research conducted by [9], in which there is a correlation of nurse education level to the performance of nurses at Pandan Arang General Hospital Boyolali District. The result of this research shows that education level which is one of the indicators of ability that have a positive and significant direction relationship between ability and performance variables. Furthermore, related to the facts above the lecturers' service to students is also an important factor in the success of a learning process. As revealed by [10] that the competence of a lecturer is the most important ability in providing services to various parties who need it, especially to the students who always interact with him. The competence of a lecturer who is able to work is always ready to adapt to the standardization of services required by the students so that they are able to contribute towards the achievement of vision and mission from a university or at least the competence of this lecturer can dismiss the "quality crisis" which is the problem of education in Indonesia .

Based on the description above, this study was conducted to analyze the influence of pedagogic and personality competence of health education teacher in guidance the practical clinical training of nursing students in Padang city.

II. METHODS

This research is a correlational research method which aimed to analyze and interpret the influence of pedagogic and personality competence of health education teacher in guidance nursing students' practical clinical training in Padang. The population of this study were health education teachers at three health colleges in the city of Padang and nursing students who took practical clinical training which also came from three health colleges. Sample is taken using purposive sampling technique where the teachers taken as sample has more than 5 years teaching experience and having an experience as a supervisor in guidance nursing students. Based on this, there are 9 health education teachers have been chose and 24 students who are running practical clinical training in several hospitals in Padang city. This research consist of two independent variable that is pedagogic competence and personality competence and one dependent variable that is learning achievement of nursing student. In this study there are three instruments, namely observation, questionnaires, and interviews. Data were analyzed using simple and plural regression techniques, simple and plural correlations and partial correlations. Prior to testing hypothesis, first test requirement analysis in the form of normality test and homogeneity test.

III. RESULTS AND DISCUSSION

Based on the results of data analysis using descriptive statistics, it can be stated that the level of pedagogical competence of health education teachers in guiding practical clinical training of students nursing is 101.1 and the deviation standard is 7.06, with the lowest value of 72 with the highest score of 116, so that the score obtained is sufficient. This means that the pedagogic competence of the health education teachers in guiding practical clinical training of students nursing is sufficient and has the proper

ability to guide the students. This is also supported by observations where students who experience problems in dealing with a patient's illness, discuss it with the supervisor and the result they seem more confident in the next time of facing the similar problem because the explanation given by the teacher is very clear, coherent and structured. In order to see the percentage of pedagogic competence of health education teachers in guiding practical clinical training of students nursing, described in table 1 below:

TABLE I. THE PERCENTAGE OF PEDAGOGIC COMPETENCE OF HEALTH EDUCATION TEACHERS IN GUIDING PRACTICAL CLINICAL TRAINING OF NURSING STUDENTS IN PADANG CITY

Indicator	Persentase			
	Very Good	Good	Acceptable	Poor
1. Mastery of the characteristics of students	15.30%	70.60%	14.10%	-
2. Mastery of Learning theory	10.50%	60.13%	15.37%	14.00%
3. Curriculum development	11.90%	65.70%	10.01%	12.39%
4. Organizing Learning educationally	8.90%	55.05%	23.4%	12.06%
5. Information technology utilization	65.01%	34.99%	-	-
6. Facilitate the development of potential learners	8.19%	50.46%	41.35%	-
7. Communication methods with learners effectively, empathically and courteously	2.70%	68.07%	29.23%	-
8. Organizing assessment and evaluation of learning processes and results	40.35%	59.65%	-	-
9. Utilization of assessment and evaluation results for the benefit of learning	25.67%	66.50%	7.83%	-
10. Efforts for reflective action to improve the quality of learning	9.87%	49.34%	40.79%	-

THE INDICATOR OF PEDAGOGIC COMPETENCE IS ADAPTED FROM Kemdikbud, 2010

Based on the results from the questionnaire above, the percentage of health education teachers pedagogic competence carried out on nursing students in practical clinical training, it can be seen that there are some pedagogic competencies of the health education teachers in a low category, such as mastery of learning theory, curriculum development, educational learning. Furthermore, there are still pedagogic competencies that also need to be improved such as facilitating the development of potential learners and efforts of reflective actions to improve the quality of learning. In conclusion, the pedagogic competence of the health education teachers of nursing students is in the sufficient category and needs improvement because the pedagogical ability of the lecturers will certainly influence the cognitive abilities of their students. As stated

by [11], ability is the most important determinant of performance and its effect is stable over time.

In addition, the results of data analysis also revealed the teachers personality competencies in guiding practical clinical training of nursing students. The level of personality competence of teachers is 61.66 with standard deviation is 7.41 This score is in the category quite precisely in the interval 49-64. This shows that the level of health education teachers personality competence in guiding practical clinical training of nursing student in Padang is quite sufficient. The data obtained in accordance with the attitude of the teacher in providing practical guidance to nursing students, teachers communicate in good language, respect each other, and provide clear warnings if students are negligent in carrying out their duties. The percentage of health education teacher personality competence can be seen in the following table;

TABLE II. THE PERCENTAGE OF PERSONALITY COMPETENCE OF HEALTH EDUCATION TEACHERS IN GUIDING PRACTICAL CLINICAL TRAINING OF NURSING STUDENTS IN PADANG CITY

Indicator	Persentase			
	Very Good	Good	Acceptable	Poor
1. Authority as a person	78.15%	21.85%	-	-
2. Being an example in behaving	35%	61.32%	3.68%	-
3. Innovative work ethos	2.09%	45.03%	35.55%	22.33%
4. Being able to control yourself	10.56%	56.70%	12.74%	-

THE INDICATOR OF PEDAGOGIC COMPETENCE IS ADAPTED FROM MUYASA & DJAMARAH, 2007

The result of the percentage of health education teachers personality competencies above shows that there is still personality competence in enough categories such as innovative work ethic, self control ability and being an example in behavior. It is also based on the facts in the field that there are still students who are afraid to communicate and consult with their teachers because they are afraid of their teachers become angry. Although the teacher has been good but the anxiety and fear is still felt by the students. Personality is actually an element that determines the familiarity of the lecturer relationship with his students. It is emphasized by [12] that no one can be a true educator unless he makes himself a part of their students who seeks to understand all his students and his words. Besides, personal characteristic is the deciding factor in the success or failure of a person doing a job in a given situation [13] and the results of previous study state that personal competence has a significant influence on the performance of teachers [14]. Therefore, the personality competence is significant factor in process of education and this study found that the competence of teachers' personality on the practical clinical training of nursing students in Padang is sufficient and still needs improvement.

The results of data analysis with simple regression indicate the positive influence of pedagogic and personal competence of health education teacher on the achievement of nursing students in practical clinical training in Padang

city with line equation is $\hat{Y} = 14.922 + 0.714X_1 + 0.709X_2 + e$. Regression coefficient of pedagogic competence variable (X_1) is 0.714, it means each variable of pedagogic competence increases by one point, while personal competence (X_2) variable remains, it will cause an increase in nursing students achievement in the process of practical clinical training by 0.714. Whereas the regression coefficient of personal competence variable (X_2) is 0.709, it states that each health education teacher personal competence variable has increased by one point, while the pedagogic competence variable (X_1) is fixed, it will cause an increase in the practical ability of nursing students by 0.709. The results of the t test for the variable pedagogic competence (X_1) obtained sig value 0.001. The sig value is smaller than the probability value (0.05), or the 0.001 pedagogic competence of the supervisor teacher on the achievement of the nursing student in carrying out the practical clinical training is accepted. In addition, for personal competence variables (X_2) obtained sig 0.002. The sig value is smaller than the probability value (0.05), or the value of 0.002. Based on the calculation of the F test shows that $F_{observed} = 12.336 > F_{table} = 6.95$ with a significance of $0.001 < 0.05$. This result shows a significant $F_{observed}$, hence H_0 is rejected and H_a is accepted. In conclusion, the working hypothesis (H_a) in this study is "There is a significant influence of pedagogic competence and personal competence on the academic abilities of nursing students in the process of practical clinical training in Padang city. The value of Adjusted $R^2 = 0.119 = 11.9\%$. These results indicate that the independent variables of pedagogic competence and personal competence of health education teacher influence the dependent variable of the academic ability of nursing students in practical clinical training process by 11.9% and the remaining 88.1% are influenced by other causes that not included in this study. These findings enrich the results of previous studies which state that pedagogical competence affects lecturer performance [15]. This finding also supported by another studies done by [14], personal competence has a significant influence on the performance of teachers, and it is in line with opinions of [16], the competence of the performance has a very close relationship at all. Based on explanation above, health education teachers pedagogic and personal competence guidance affect nursing students achievement in the process of practical clinical training in Padang city. Therefore, these things are needed for health education teachers to improve their competencies in many aspects because their existence give significance value to the human resources that is the future of the nation.

IV. CONCLUSION

The professionalism of an educator is vital in the learning process at every level of education. Pedagogic and personality competence are two things that cannot be separated from the professionalism of a educator, teacher/lecturer. Teachers are not only required knowledgeable and skilled in the field but also has a strong personality and character because they also plays an important role in the character formation of learners. Health education in the city of Padang also continue to improve the

quality of education to answer the challenges of this XXI century and one of them is improving the quality of lecturers/teachers, especially on practical clinical training of nursing students. The results of this study indicate that pedagogic and personality competence of health education teachers in guiding the practical clinical training of nursing students is quite sufficient, but this certainly need improvement in the future. Based on the data analysis found that there is a significant influence between pedagogic competence and personality competencies of health education teachers toward the achievement of nursing students on practical clinical training in Padang city. This is certainly a concern for all educational actors because the ability to manage learning alone is not enough to make a true educator but the personality of an educator who will become exemplary figure of students also affect the process of student education itself.

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