

Strategy To Increase The Competence Of Practical Supervisors In The Learning Process Of Midwifery Students

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Abstract.

Higher education has the function of developing the ability in order to educate the life of the nation in accordance with the vision, mission and goals of Higher Education. In producing competent and competitive graduates, every university must adjust to the national standards of education that have been set. The scope of the national standard of education, the standard of educators and Educational Personnel states that, educators must have academic qualifications and competencies as learning agents, be physically and spiritually healthy, and have the ability to realize the goals of National Education. As vocational education, in the core curriculum of Diploma III Midwifery Education, the percentage of practical learning experience is set at 60 %. Competent practice mentors will contribute to producing midwifery graduates who can be used to become midwifery professionals. In order to improve the competence of the practice supervisor, one of them is the development of skills through education and training. This study aims to describe the management of education and training as improving the competence of practice supervisors in the College of Health Sciences. Improvement of the competence of the practice supervisor through the practice supervisor learning training is carried out through several stages, namely 1) analysis of the needs of the practice supervisor Learning Training, 2) design and planning of the practice supervisor Learning Training, 3) curriculum development of the practice supervisor learning training, 4) implementation of the practice supervisor learning training, 5) evaluation of the practice supervisor learning training, 6) obstacles and carrying capacity of the practice supervisor learning training. To achieve this goal, the research was conducted using a qualitative approach with a case study method on STIKes Abdi Nusantara and STIKes BPI. Data were collected using in-depth interviews, observations, and documentation studies. The data of this study were checked for correctness, reliability through triangulation process. The results showed that the process of implementation of the teaching and learning practice supervisor in the College studied went well. Education and training provided to the practice supervisor contributes positively to the competence of the practice supervisor.

Keywords: STIKes Abdi Nusantara and STIKes BPI, Midwifery Education and learning agents.

I. INTRODUCTION

Competence is a fundamental characteristic of an individual, namely causes related to the reference criteria of effective performance. Meaning that underlying characteristics mean that competence is a part of a person's personality that has been ingrained and long-standing and can predict behavior in various tasks and work situations. To improve student competence, university management must make strategic planning that is able to produce outputs that are in accordance with the vision and mission of higher education. In strategic management, every managerial decision and action includes environmental observation, strategy formulation (strategic planning or long-term planning), strategy implementation and evaluation and control. Market competition between companies, the quality of products that are not of quality produced is a threat to the sustainability of the company which affects managerial to find the right strategy formulation, because strategic management emphasizes observation and evaluate environmental opportunities and threats by looking at the company's strengths and weaknesses (David Hunger, 2003). In the world of Education, situation analysis should be followed up with the use of SWOT analysis techniques, including activities to evaluate the strengths and weaknesses of the internal education system as well as opportunities and threats that come from outside the education system. Situation audits are based on existing values, support, and capabilities.

Thus, it will be possible to know the strengths and weaknesses, as well as the needs that have not been met in the implementation of Education. The substance of planning is contained in the four things above, containing the accumulation of information from the analysis of the situation or part of the planning in the form of corporate appraisal, position audit, assessment of current position, and planning premises. In

this case, it is necessary to consider the expectations of people outside the system, the expectations of managers and educational personnel of the organization, a database containing information about past performance, the current situation, and the future, conduct an analysis using the TOWS analysis technique. The next step is to formulate strategic Masters and strategic programs. The strategic Master covers the development activities of the main missions, objectives and policies, while the strategic program concerns the procurement, use and arrangement of resources for the benefit of an activity. His field of study covers all organizational activities. These conditions indicate the need for various improvement efforts to improve the quality of education, through proper management, in accordance with the needs of society and development. For BPI College of health sciences, quality education is one of the pillars of Human Resource Development that is very important for the national development of the nation.

It can be said that the future of the nation can be determined by the education system that exists today, so it needs quality education and quality to prepare the nation's generation of quality and will be achieved if educational institutions are qualified. Therefore, efforts to improve the quality of education through the right strategy is the starting point to create quality education. Efforts to achieve the competence of these graduates and referring to the character of diploma education as vocational education, the core curriculum of Diploma III Midwifery Education set the percentage of practical learning experience of 60 %. Practical learning is the activity of practical learning process in the context of laboratory (P) and clinical practice (K). Field practice learning consists of practicum in the field of Midwifery Practice and Practice (Clinic and community). Practical learning experience in the context of practicum is carried out with full guidance, while practical learning experience in the context of clinical PK I is carried out with full guidance for physiological cases, and PK II uses full guidance for pathology and emergency cases, while physiological cases with current guidance. In PK III, students practice as midwife candidates, carried out with guidance during (supervision) (Ministry of Health, 2013).

A. Problems In the Field

Some of the problems in the field encountered at the time of practice guidance is the number of students more than the patient, the basic facilities are inadequate room, CI room too many responsibilities, lack of guiding skills, cases contained in the curriculum is rarely found, the Target skill 1/3 achieved, the proportion of students and supervisors are not balanced, the lack of role models, the tendency of lecturers only brief supervision. The optimal performance of the practice supervisor will contribute to producing midwifery graduates who can be used to become midwifery professionals. The practice supervisor has various roles and can be an indicator of the performance of the practice supervisor. The role of the practice supervisor includes the role of manager, counselor role, instructor role, observer role, feedback role and evaluator role. The practice supervisor must have a strategic management plan because it has various roles ranging from planning, implementing and evaluating practical learning. When the practice supervisor is able to provide this role, the performance of the practice supervisor will be good and the practical learning will be effective, which means that practical learning can achieve goals, which ultimately improves the quality of graduates.

B. Study Results

Based on research from Dyah Restuning, et al in 2010 with the title efforts to improve the competence of Clinical instructors at Permata Medika hospital Semarang states that : Some of the problems in the field encountered at the time of practice guidance is the number of students more than the patient, the basic facilities are inadequate room, CI room too many responsibilities, lack of guiding skills, cases contained in the curriculum is rarely found, the Target skill 1/3 achieved, the proportion of students and supervisors are not balanced, the lack of role models, the tendency of lecturers only brief supervision. one way to develop the competence of the practice supervisor is through education and training. Education and training is a process of improving work skills both professional and managerial. The implementation of education and training aims to increase the insight and knowledge of the practice supervisors, both related to the disciplines they practice and the expertise of pedagogy and education in general. from the background of the problems that have been raised previously, the researchers saw the phenomenon or issues that have quite an effect on the competence of practice supervisors including: 1) there are still supervisors who are not in

accordance with the qualifications and classification as clinical supervisors in accordance with the required, 2) there are still students who have less competence achievement and one of the factors is the number of inadequate practice supervisors. The ratio between educational mentors and D III midwifery students still uses a ratio of 1: 15, this does not meet the existing provisions, 3) the absence of guidelines or standards such as personal modules used by mentors in guiding practice, 4) the quality of practice mentors still does not meet the standards set, 5) inadequate basic room facilities, 6) there are still monotonous guidance methods, lack, 7) Some of the problems in the field encountered are CI room too many responsibilities, lack of guiding skills, the proportion of students and mentors is not balanced, the lack of role models, the tendency of lecturers only brief supervision.

II. RESULT AND DISCUSSION

A study has been the prevalence of assumptions made to strengthen the underlying foundation in the implementation of research. The assumptions in this study are as follows; Clinical, field, community practice learning is the process of interaction between students and clients under the guidance and supervision of a clinical instructor or clinical teacher. The practice supervisor consists of two elements, namely the practice land supervisor and the institution supervisor. Strategic management is a way to control an organization effectively and efficiently, to the forefront of implementation, in such a way that its goals and objectives are achieved. Education and training is a process of fostering understanding and knowledge of the group of facts, rules and methods are organized with emphasis coaching, honesty and skills. Competence is a set of knowledge, skills, and behaviors that must be owned, lived and mastered by a teacher or lecturer in carrying out professional duties. Competence is a collection of knowledge, behavior, and skills that a lecturer must have to achieve learning and educational goals. Competencies are acquired through education, training and self-learning by utilizing learning resources. The criteria that must be met by a supervisor include: 1) having deep and broad scientific knowledge and at least equivalent to the level of education of students, 2) competent in clinical skills, 3) skilled in clinical teaching, and 4) having a commitment to clinical learning. One way to improve the quality of Mentors is to conduct clinical educator training.

The requirements of the practicum supervisor in the practice area are qualified according to the purpose of the course in question. The prerequisite for the practice land supervisor is a minimum of D III midwifery education, with a minimum of 5 years of work experience and has a registration certificate. While the prerequisite for institutional guidance is S2 education with a background in D III Midwifery and or D4 midwifery education, which already has a registration certificate. Data collection techniques that will be used in this study through interviews to obtain data directly from the research subjects. The interview technique used is a structured interview. In conducting interviews, data collectors have prepared research instruments in the form of written questions whose alternative answers have been prepared. With this structured question each respondent is given the same question and the data collector records it. Researchers collected qualitative data in the form of words in the form of descriptions to gain an understanding of the strategy of increasing the competence of practice mentors in the learning process of midwifery students. In the study of documentation to complete the data obtained through interviews conducted by collecting, reviewing and analyzing the documents that are pleasing to the document competency improvement strategy practice supervisor. With the study of documentation is aimed at complementing and matching the data obtained from the interview.

In addition, the researcher tried to collect documentation data as complete as possible, such as formal documents that are deliberately made and documented in the form of training implementation reports, resource person invitations, reports on the procurement of internship lecturers in practice and syllabus of practical learning in the form of student based learning. Research results from interviews, will be more credible or reliable if supported by documentation studies. Observation is carried out by observing, recording ongoing activities and recording behaviors, attitudes, events, and developments related to the strategy of increasing the competence of the practice supervisor. The main purpose of strategy formulation activities is the creation of rational goals. This rationality in its development is increasingly complex due to the rapid development of the environment in which the organization is located. The development of this

environment requires organizations to be innovative and creative to maintain the existence of the organization. The internal capabilities of the organization and the demands of external change are the two main components that must be considered in the preparation of a strategy. The formulation of a realistic and up-to-date strategy are two demands that must be answered in its formulation. Realistic in the sense of planning can show clearly the capabilities and goals to be achieved, and how the organization wants to achieve these goals.

Up-to-date or recent developments, meaning that although the strategy is made in a certain period of time (long, medium, short) but always effective and appropriate to the development of the environment (anticipatory to environmental changes) so as to maximize competitive advantages and minimize limitations. The preparation of the strategy is closely related to the main functions of the organization which are clearly outlined in the organization's mission statement. The formulated strategy is also practical because it is action-oriented based on the results of testing internal and external factors specifically. Learning or instructional is a conception of two dimensions of activity (learning and teaching) that must be planned and actualized, and directed to the achievement of goals or mastery of a number of competencies and indicators as a picture of learning outcomes. The concept of learning is a process in a person's environment deliberately managed to allow him to participate in certain behaviors under special conditions or produce a response to a particular situation. As expressed by Nana Syaodih S in the book Didi Supriadie states that: teaching (teaching) and instruction (instruction) conceptually have differences, but in this case it is seen as the same. Both teaching and learning are activities or efforts made by teachers so that students or participants learn. Lecturers can do various ways in teaching, such as giving instructions, suggesting, urging, persuading, encouraging, guiding, pointing, speaking, commanding, telling, conveying material, demonstrating, training, testing, researching, criticizing, correcting, directing, honing skills, as well as other things that do not hinder the understanding of students.

Therefore, the various ways above must be owned by lecturers in order to develop the learning process in the classroom. The learning process if done monotonously without creativity, certainly makes students saturated. Lecturers also need to make learning activities fun and purposeful, so that they can take place more effectively and quickly. Lecturers also need to understand the potential that exists in students. The potential is latent in students and is innate in accordance with the hereditary heritage of their parents. Lecturer competence is very instrumental. It is about the actions taken by lecturers to avoid the opportunity for negative actions of students in class. Lecturers can apply educative interaction. In educational interaction between lecturers and students, lecturers act as instructional leaders. Like a plane that is flying high, the educational interaction between lecturers and students is often referred to as a black box to record all the important events that occur in the educational interaction. The teaching process carried out by lecturers in the form of activities known as instructional functions, which will produce instructional effects and nurturant effects. The potential of students is also inseparable from their intelligence. Andrianto (2008) outlines what is meant by individual intelligence. Intelligence is defined as an ability to solve problems that occur in human life. Intelligence is a tool for learning, for solving problems, and for creating all the things that humans can use. Intelligence develops outside the individual and increases through interaction with others. The modern world today defines intelligence as a person's mental ability to respond and solve problems from things that are quantitative and phenomenal, such as mathematics, physics, historical data, and so on.

While the measure of intelligence or IQ is a comparison of abilities between mental age and chronological age. According to Suharsono (2002), equipping children with high IQ alone cannot guarantee a successful life. Because a new high IQ is a good provision to be able to know and respond to the universe. But a high IQ cannot yet accommodate getting to know and understand oneself and one's neighbor. This type of intelligence to be able to know and understand yourself and others is called IE (Intelligence Emotional). IQ and IE are fundamentally different. IQ is more emphasis on objects outside of humans, while IE is more emphasis on objects that are inside humans. Intelligence is no longer measured on a specific time scale and through standardized tests alone. But intelligence is an ongoing process that boils down to achieving targeted goals. Based on its configuration, humans have a full spectrum of intelligence and each individual is able to

realize cognitive traits that can bring out the advantages according to talent and character. Lecturers are expected to be able to develop the creativity of their students, techniques that can be done with small group work techniques, assignments and sponsoring project implementation. Creative children are not necessarily clever and vice versa is not creative is also not necessarily clever. In addition, the conditions created by teachers also do not guarantee to foster good student achievement.

This needs to be understood by teachers so that there are no mistakes in addressing creative learners, as well as those who are clever. To be able to fulfill the role and carry out their duties as clinical mentors in planning, implementing, evaluating and making clinical practice learning reports, certain abilities or competencies are needed, so that they will produce effective clinical practice learning. Many define the competence of which are: a. Competence is the ability or proficiency (Muhibbin Shah, 2004:229). Furthermore Muhibbin Syah stated that competence is a state of authority or qualification according to law. According to Mc Ashan (in Mulyasa, 2004 :38) competence is knowledge, skills and abilities that are mastered by someone who has become a part of himself, so that he can take the best action. According to Ewan, R (1994: 35) competence is the ability of a group of activities that are good according to their role. According to the National Training Board Australia (in Pusdiknakes, 2003: 6), “ competence is the specification of knowledge and skills and the application of knowledge and skills in a job or company or across industries, in accordance with the required performance standards”. According to Johnson (in Uzer Usman, 2004:14) states that: “ competence as a rational performance wich satisfactorily meets the objective for a desired condition.” Competence is a rational behavior to achieve the required goals in accordance with the expected conditions. Furthermore, Uzer Usman stated that teacher competence is the ability and authority of a teacher in carrying out obligations responsibly and properly.

From this definition, it can be concluded that competence is the minimum ability and authority requirements that a person must have to be able to carry out a job in order to produce work according to standards. Relevance to the competence of clinical counselors is the minimum ability requirements and authority that must be possessed by clinical counselors to be able to carry out work as clinical practice counselors in order to produce work results according to clinical practice learning standards. Based on these definitions, when associated with a clinical supervisor in order to be able to perform the work of a clinical supervisor properly and correctly, the clinical supervisor needs to have: (1) knowledge about the task to be performed and how to do it, (2) the skills needed to carry out his duties, (3) the work attitude needed to be able to perform the task properly and correctly, and (4) sufficient physical strength. Competence as a clinical supervisor is obtained by someone not by chance but is obtained through the educational process, namely midwifery professional education and teacher professional education or education. Midwifery professional education to obtain the competence of clinical mentors in providing midwifery services to patients and is a material that will be given in clinical learning. Teacher professional education / education to gain competence regarding learning. With regard to the competencies that must be possessed by clinical supervisors, Pusdiknakes RI (2004:8) stipulates the requirements to be clinical supervisors, namely: Have an appropriate professional educational background, Has work experience providing obstetric services in the clinic for three years.

According to Alspach, Griff (1994: 203) experience working as a clinical midwife for 2-3 years allows the individual to become competent in the field of obstetric services, Have a practice license issued by a professional organization, Have an educational background in education / keguruam (teaching deed, perkerti), Have experience in clinical guidance training. These requirements when observed clinical supervisor competence consists of competence as a lecturer/teacher and competence as a midwife. Competence as a lecturer/teacher includes the ability to plan clinical practice learning, the ability to implement clinical practice learning, the ability to develop clinical practice learning evaluation tools, the ability to implement clinical practice learning evaluation. Competence as a midwife includes knowledge / skills that form the basis of quality care in accordance with culture, the ability to conceptualize family planning and Gynecology, the ability to counsel during pregnancy, the ability to care for newborns, the ability to care for infants and toddlers, the ability in community obstetrics and the ability to care for mothers or women with reproductive disorders. Based on the description, what is meant by the competence of the

clinical supervisor in this study is the minimum ability of the clinical supervisor used to conduct clinical practice learning activities. As an indicator of the competence of clinical supervisors, namely the ability of the midwifery profession and the ability of teacher training/education. The ability of the midwifery profession can be measured by the background of midwifery professional education, experience working in a clinic, special skills development education /training, the validity period of a midwife practice license (SIB), the length of time of practice. The ability to teach or education is measured by the educational background of education or teaching, training or clinical guidance skills courses, experience as a clinical guide.

III. CONCLUSION

In this study, the author, discuss how the strategy of increasing the competence of practice mentors in the learning process of midwifery students at the College of Health Sciences. In order for this research to be more focused, this research needs to be limited by discussing strategies to improve the competence of practice supervisors as lecturers/teachers. Strategies for improving the competence of practice Supervisors, which include: 1. Ability to analyze the needs of learning training supervisor. 2. Ability in determining the design and planning of learning training program supervisor. 3. Ability in the development of curriculum learning training supervisor. 4. Ability in the implementation of learning training supervisor. 5. Ability in learning training evaluation supervisor. The benefits obtained from research conducted on strategies to improve the competence of practice Supervisors on the learning process of midwifery students at the College of Health Sciences, are divided into two parts, namely theoretical benefits and practical benefits. A brief description of the two benefits of the study is as follows:

Theoretical Benefits, this research is expected to contribute in enriching the theory of education management, especially related to education and training management as an effort to improve the competence of practice mentors in the learning process of students, especially in the midwifery study program. Practical Benefits, the expected benefits of research strategies to improve the competence of practice mentors in the learning process of midwifery students at the College of Health Sciences is practically; For the Manager Of The College Of Health Sciences, Adding insight for managers, especially practice supervisors at the College of Health Sciences and as a study material for increasing the competence of practice supervisors on an ongoing basis. For Kemenristek Dikti; Provide input as a source of information about the competence of practice supervisors in the College of Health Sciences. For Researchers; This research is expected to be the provision of experience for researchers themselves as educative personnel in improving the professionalism of educating and adding insight into the practice of research. For The Next Researcher; The results of this study can be used as a study or comparison and support for further research, especially those related to practice guidance. The learning process carried out by educators and educated in general is called the term education, coaching, and training.

The term education refers to communication that is organized and directed to foster learning activities. As for coaching, it refers to efforts, actions, and activities carried out in a more efficient and effective manner, while training refers to efforts, processes, or activities carried out to achieve skills. And the success of learning can be influenced by the three conditions of education, namely consistency, convergence, and continuity. Consistency means that educational activities must be harmonious and balanced in developing the potential of learners. Convergence means that education starts from a clear foundation. And continuity in the sense that education must be pursued and sustainable. The involvement and commitment of all parties will be the key to the success of the training education program. In general, planning takes more time than its implementation, things that need to be considered in planning related to education and training programs, including: (1) Background of activities, (2) training objectives, (3) education and training participants, (4) sources of funds, (5) time and place of training, (6) training schedule (time, materials, and speakers), (7) composition of the organizing committee, (8) Rules of conduct, and (9) and resource persons. In practice, some of the things that need to be considered by education and training providers are related to communication, facilitators, participants and other supporting infrastructure.

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