

How is the Leadership Behavior of Undergraduate Nursing Students in Aceh? A Cross Sectional Study

Ardia Putra¹, Rijal Maulana², Yuswardi³, Jufrizal^{4*}

^{1,3}Fundamental & Management of Nursing Department, Faculty of Nursing, Universitas Syiah Kuala, Banda Aceh, Indonesia

²Nurse Trainer, Occupational Health and Safety Division, PT. Freeport, Indonesia

⁴Emergency of Nursing Department, Faculty of Nursing, Universitas Syiah Kuala, Banda Aceh, Indonesia

DOI: [10.36348/sjnhc.2021.v04i10.007](https://doi.org/10.36348/sjnhc.2021.v04i10.007)

| Received: 07.09.2021 | Accepted: 13.10.2021 | Published: 29.10.2021

*Corresponding author: Jufrizal

Abstract

Introduction: Leadership is the process of influencing and directing others to be motivated to achieve a goal. Developing leadership in students is part of the authority of higher education institutions and this development program has taken place in almost all universities around the world. **Aims:** The purpose of this study was to determine the extent to which the development of student leadership behavior at the Faculty of Nursing, Universitas Syiah Kuala (FON- USK). **Methods:** This type of research is descriptive with a cross sectional study design. Data was collected in May 2018, with the sampling technique used was purposive sampling. The number of samples is 382 respondents. Data collection was carried out using a questionnaire developed by the researcher. Data were analyzed by calculating frequency, percentage, the mean (mean), and standard deviation. **Results:** The results showed that the student leadership behavior was in the good category as many as 360 respondents (94.2%). With a value of $x = 39.68\%$ and $SD = 45.21$. **Conclusion:** This means that the leadership behavior of FON-USK students is at the upper middle level (\bar{x} /total skor: $39.6/52 = 76.5\%$) and the data are heterogeneous. This leadership behavior is inseparable from the implementation of various learning methods that have been developed by universities that help students to be able to develop self-skills and have a good leadership spirit.

Keywords: Behavior, Leadership, College, Nursing Students, Learning Methods, Softskill.

Copyright © 2021 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

INTRODUCTION

The implementation of higher education in Indonesia aims to produce graduates who are competent and highly competitive in finding, obtaining and creating jobs [1]. A survey by the Ministry of National Education Curriculum Center also revealed that the key to success is 80% mindset and 20% technical skills. These results are supported by research by Tarmidi [2], which reveals that soft skills play a more important role in improving the careers of Association graduates *Master Business Administration* (MBA). However, reality shows that the achievement of the Achievement Index (IP), describes a person's quality in cognitive aspects and not qualifications in the field of soft skills [2].

Nowadays, the change in teaching methods from Teacher Centered Learning (TCL) to Student Centered Learning (SCL) has developed at various

levels of education, especially in universities [3]. Various formal tools are used, one of which is the development of a Competency-Based Curriculum (CBC) to manage the learning and education process comprehensively and completely [4].

In the CBC method, students must actively construct knowledge, with an emphasis on how a task must be completed. The implementation of an effective curriculum will lead students to become competent graduates with mastery of various hard and soft skills [3]. "Leadership" is the main component of soft skills that are important to be honed by students. Leadership can be formed from various activities and behaviors in learning methods in lectures. Some reports call for undergraduate programs to produce graduates who have leadership abilities. Such preparation requires an understanding of how undergraduate education experiences are directly related to student leadership abilities [5].

Developing leadership in students is part of the authority of higher education institutions and this development program has taken place in almost all universities around the world [6]. Leadership behaviors are categorized into five practices: Model the Way, Inspire a Shared Vision, Challenging the Process, Enabling Others to Take Action, and Encouraging the Heart. Identified as a common practice for successful leaders, this practice corresponds to the self-development needed for students [5]. Deng *et al.* states that, academic performance is closely related to human development. In addition, several studies reveal that self-efficacy, learning autonomy, and self-motivation to learn are also closely related to academic results [7].

This study aims to determine the level of application of leadership behavior in FON-USK students who have applied CBC with various learning methods in the implementation process. Since the 2010/2011 academic year, the Faculty of Nursing at Syiah Kuala University (FON-USK) has implemented KBK by sharing learning methods such as Role Play and Simulation (RPS), Collaborative Learning (CbL), Problem Based Learning/Inquiry (PBL/I), and Self Directed Learning (SDL) for each block/course. The application of KBK requires tutors to assess various soft skills of students, one of which is leadership ability. This assessment is carried out through various learning activities, such as face-to-face, laboratory practice, and field practice [8].

A report from the World Economic Forum (WEF) through The Global Competitiveness Report 2016-2017, shows that Indonesia's competitiveness ranking has dropped from 37th to 41st out of 138 countries. Under the other Southeast Asian countries, such as Singapore 3rd, Malaysia 23rd and Thailand 27th (1). The development of the world, especially Indonesia since the era of the Asean Economic Community (AEC) was launched since the end of 2015. Requires graduates who are competent both as leaders of an organization and provide solutions to various problems, especially in the field of the nursing profession [9].

Therefore, it requires policies and attention from various interested parties such as higher nursing education institutions (AIPNI), nursing professional organizations (PPNI) and the government (ministry of education and ministry of health) to be able to produce competent nursing graduates according to the needs of the community. Nursing graduates (Ners) must also be able to master the development of Science and Technology (IPTEK), become agents of change, and professional leaders in developing the nursing profession in the future.

MATERIAL AND METHODS

Study design dan sampling

This type of research is a quantitative study, using a survey study model. The research was

conducted in May 2018 at FKEP-USK. The population in this study amounted to 417 people. The sample is 382 students using purposive sampling technique with several inclusion criteria including: Students who are willing to be respondents and students who are active/non-academic at the time of data collection.

Data was collected using the snowball sampling method through representatives of each force who became direct contact with the researcher.

DATA COLLECTION TOOLS

The data measuring tool is in the form of a questionnaire consisting of: demographic data and a questionnaire namely Pengembangan Perilaku Kepemimpinan Mahasiswa/Student Leadership Behavior Development (PPKM/SLBD). PPKM/SLBD consists of 13 statements, compiled based on McGregor's theory (X and Y), quoted in Weis and Tappen [10]. These statements have 4 answer choices, namely, Always= 4, Often= 3, Rarely= 2, and Never= 1.

The validity test of this questionnaire is carried out in 2 ways: first, face validity by involving experts in their fields. After being declared valid, then the product moment validity test was carried out on 20 students of the Faculty of Medicine, Universitas Syiah Kuala where the calculated *r* value was 0.444. Finally, a reliability test was also carried out, and obtained a Cronbach Alpha of 0.967, so that the statements contained in the questionnaire were considered reliable [11].

STATISTICAL ANALYSIS

The data is processed by the following steps: editing, coding, transferring, and tabulating. Data analysis used descriptive statistical analysis which was carried out using a computer software program. Demographic data processing including age, gender and generation is carried out to describe the frequency and percentage [12]. Student leadership behavior is divided into 2 categories, namely Good and Poor. The data resulting from the categorization is then determined by the percentage.

Ethical consideration

The study was conducted after obtaining a letter of passing the ethical clearance from the Ethics Committee of the FON-USK. The research code was 111011200418. This was aimed at protecting and guaranteeing the confidentiality of the respondent's identity.

Respondents were given informed consent about this study and had the opportunity to fill out a questionnaire or refuse at any time if they felt uncomfortable. We ensure that the confidentiality of the data and the anonymity of the respondents are well maintained.

RESULTS

Based on the results of research that has been conducted on 382 respondents, the following results were obtained:

Table-1: Respondent Demographic Data (N=382)

Demographic Data	f	%
Age (years)		
18	38	9.9
19	104	27.2
20	142	37.2
21	98	25.7
Gender		
Male	24	6.3
Female	358	93.7
Student Level		
2014	98	25.7
2015	83	21.7
2016	82	21.5
2017	119	31.2

Based on Table 1 above, it can be concluded that the age of the most respondents is 20 years as many as 142 respondents (37%), the dominant gender is female,

namely 358 respondents (93.7%), and the largest generation is the 2017 class, which is 119 respondents (31.2%).

Table-2: Student leadership behavior FON-USK (N=382)

Leadership Behavior	F	%	\bar{x}	SD
Good	360	94.2	39.6	4.521
Less	22	5.8		

Based on the data in Table 2, it can be concluded that the leadership behavior of students at the FON-USK, Banda Aceh is in the good category, namely 360 respondents (94.2%).

achievement of tasks so that they can be completed on time ($\bar{x} = 7.9$). And it can be concluded that students when leading must be able to balance between relationship and task orientation.

DISCUSSION

This study was conducted to determine the leadership behavior of FKep-USK students in relation to the implementation of nursing student learning methods in Aceh, Indonesia. The mean score of nursing student leadership behavior was 39.6 (SD= 4.51) which indicates that the leadership behavior of FKep-USK nursing students was at the upper middle level (mean value/total score; $39.6/52 = 76.5\%$).

A study from Komaruddin [13] on leadership skills through small group discussions (buzz-group) in SMA Negeri 1 Pakem students with (N=32). The results showed the average score of students' leadership skills in pre-action was 100, and increased to 126.5 after being given the action. It can be concluded that small group discussions (buzz-group) can improve students' leadership skills with the t-test result is -16,615 and the probability value is 0.000.

Another study conducted by Kurniawan [14], regarding the descriptive analysis of managerial grid leadership in the Maranatha Christian University university environment (N=94), also shows that the role of the leader in a group is very important for the

Leadership is part of the management function. According to experts, leadership requires more complex skills than management and management is part of a leadership role [14]. Effective leaders act with caution. Behaviors that are important in leadership are setting specific goals, thinking critically, solving problems, respecting people, communicating skillfully, communicating a vision for the future, and developing oneself and others [10]. This is in line with McGregor's theory of behavior X and Y which states that every human being is an individual life as a whole that interacts with the world of other individuals. What happens to that person is a result of the behavior of others. Other people's attitudes and emotions affect that person [15].

In other literature, Robbin states that leadership is defined as a way of influencing others to be led. Leaders set direction by developing a vision for the future. Then unite people by communicating that vision and providing solutions to followers to overcome obstacles [16].

As for the "Good" results, the majority of which were obtained from this study, the researchers assumed that the group discussion method through the

implementation of the Competency-Based Curriculum at the USK Medical Faculty, had created student leadership skills such as critical thinking to solve problems, being responsible, public speaking, and respecting others [8]. This leadership behavior will continue to be honed and developed along with the students' habit of conducting tutorial discussions.

Several learning methods that have been applied at the Faculty of Nursing at Syiah Kuala University such as RPS, CbL, PBL/I, and SDL have also contributed to improving abilities and capacities. FKep-USK nursing student leadership [8]. The details will be explained as follows.

First, on the RPS learning method, Craciun [17] stated that this method will increase the ability of students who are more active in problem solving involvement in groups (leadership and communication skills), more active and confident. In addition, the RPS method is currently widely used in various disciplines including health sciences [18]. Political science faculty find that RPS simulations have the complex power of creating dynamic political processes in the classroom, allowing students to examine motivation, behavior, reason, and institutional interactions. RPS is also used to facilitate understanding difficult concepts such as physics, chemistry, and other sciences [19].

Second, the CbL method also has advantages in improving learning achievement, developing leadership skills, and making learning more fun. Learning view more collaborative learning process as, "learner-centered" and not, "teacher-centered [20]. In CbL, the educator or lecturer delegates/transfers all authority to the learning team through collaborative work, empowering and daring to submit all risks of group or class work that may be disapproved or in an unconvincing position or produce a solution that is not in accordance with the educator's or lecturer [21]. Therefore, the development of this learning method for students through various intra-curricular activities is very important. Moreover, if it is applied through extracurricular activities through internal and external campus organizations, such as the Student Executive Board (BEM), Faculty Da'wah Institutions, Student Representative Councils (DPM) and so on. This is deemed necessary in order to develop leadership skills, increase positive attitudes, increase self-esteem, learn inclusively, feel belonging to each other, and develop future skills [22].

Third, the PBL/I learning method is very effective in improving students' leadership and critical thinking skills in solving problems presented by tutors. Optimal application of this method will be able to train analytical thinking, creative, critical thinking and time management [23], stimulate critical thinking skills and problem solving skills [24], team building, communicating effectively, and developing leadership

skills for the development of working relationships [10].

Finally, the SDL method, according to the researcher's view, can also help grow and hone active learning habits in students, a sense of individual responsibility to realize that learning is their own responsibility. In other words, students are encouraged to manage or lead themselves in terms of time management, priority management, conflict management and stress management. A study from Sumbayak [25] regarding the relationship between Self Directed Learning Readiness (SDLR) and student learning approaches in the first year of the Faculty of Medicine, University of Lampung with a sample of 226 respondents, showed that there were 169 (74.8%) people with high SDLR and 57 (25.2%) people have a moderate SDLR. It can be concluded that there is a significant relationship between SDLR scores on the learning approach of first year students at the Faculty of Medicine, University of Lampung (p value = 0.004 < 0.05).

The weakness in this study is that data collection only focuses on Nursing Faculty students and does not cover the wider population, for example, students in the health sector such as medical and dental students. If it can be expanded, a comparison can be made to the extent of the differences in the application of leadership behavior among students in the field of health sciences among Universitas Syiah Kuala health student.

CONCLUSION

From the series of explanations described above, it can be concluded that it is important for a student to have leadership skills in the teaching and learning process, especially in the Student Centered Learning approach. The development of the world, especially Indonesia and the province of Aceh, which continues to improve when the era of the Asean Economic Community (AEC) was launched since the end of 2015. Requires good competent graduates who function as leaders to lead an organization and provide solutions to various problems, especially in the field of the nursing profession. Therefore, nursing higher education institutions and various other interested parties are expected to be able to produce reliable nurses in accordance with the needs of society and the development of science and technology (IPTEK), and are also required to produce professional leaders as a long-term and sustainable change process that has an impact to the future development of the nursing profession.

ACKNOWLEDGEMENT

Thanks to the Faculty of Nursing at Universitas Syiah Kuala who has supported this study. Also, to all student who had participated in the study.

REFERENCES

- Dikti, K. (2016). Laporan Tahunan Kementerian Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia 2016.
- Danta Jaya Ginting, E. (2011). Pengaruh penerapan kurikulum berbasis kompetensi (kbk) terhadap soft skills mahasiswa.
- Sailah, I. (2008). Pengembangan soft skills di perguruan tinggi. *Jakarta: Direktorat Jenderal Pendidikan Tinggi*, 11.
- Sudjarwadi. (2010). Kurikulum Perguruan Tinggi. Yogyakarta: Universitas Gajah Mada.
- Knight, D. B., & Novoselich, B. J. (2017). Curricular and co-curricular influences on undergraduate engineering student leadership. *Journal of Engineering Education*, 106(1), 44-70.
- Skalicky, J., Warr Pedersen, K., van der Meer, J., Fuglsang, S., Dawson, P., & Stewart, S. (2020). A framework for developing and supporting student leadership in higher education. *Studies in Higher Education*, 45(1), 100-116.
- Deng, W., Li, X., Wu, H., & Xu, G. (2020). Student leadership and academic performance. *China Economic Review*, 60, 101389.
- Maulana, R., & Putra, A. (2010). Undergraduate Nursing Students Perception on the Implementation of Curriculum based Competency. *Competency*, 3.
- Ali, Z. (2010). Dasar-Dasar Kepemimpinan Dalam Keperawatan. *CV Trans Info Media, Jakarta*.
- Weiss, S., Tappen, R. (2015). *Essentials of Nursing Leadership and Management*. Sixth. Klim M, editor. Philadelphia: F. A. Davis Company.
- Burns, N., Grove, S.K. (2005). *The Practice of Nursing Research: Conduct, Critique, and Utilization*. 5th ed. St. Louis, Missouri: Elsevier Saunders.
- Notoatmodjo, S. (2012). *Metodologi penelitian kesehatan*. PT. Rhineka Cipta.
- Komaruddin, R. (2016). Improve the leadership skill of students through buzz-group in SMA Negeri 1 Pakem. *J Bimbingan dan Konseling*, 1(5); 1-11.
- Marquis, B.L., Huston, C.J. (2017). *Leadership roles and management functions in nursing: theory and application*. Ninth. Philadelphia: Wolters Kluwer Health.
- Swansburg, R. C., & Swansburg, R. J. (2002). *Introduction to management and leadership for nurse managers*. Jones & Bartlett Learning.
- Sujianto, U. (2021). Patient Safety Round to Improve Patient Safety Goals in Hospital Inpatient Units.
- Craciun, D. (2010). Role-playing as a creative method in science education. *Journal of Science and Arts*, 10(1), 175.
- Manzoor, I., Mukhtar, F., & Hashmi, N. R. (2012). Medical students' perspective about role-plays as a teaching strategy in community medicine. *J Coll Physicians Surg Pak*, 22(4), 222-5.
- Paudi, Z. I. (2019). Penerapan Metode Role Playing pada Pembelajaran Fisika untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan Sains Indonesia*, 7(2), 111-120.
- Suryani, N. (2010). Implementasi model pembelajaran kolaboratif untuk meningkatkan ketrampilan sosial siswa. *Majalah Ilmiah Pembelajaran*, 8(2).
- Apriono, D. (2013). Collaborative learning: A foundation for building togetherness and cooperation skills. *Diklus*, 7(01), 1-4.
- Setyosari, P. (2009). Pembelajaran Kolaborasi Landasan untuk mengembangkan keterampilan sosial, rasa saling menghargai dan tanggung jawab. *Pidato Pengukuhan Pendidik Besar dalam Bidang Ilmu TEP pada FIP UM disampaikan pada sidang terbuka Senat UM*, 14.
- Muhmin, A. H. (2018). Pentingnya Pengembangan Soft Skills Mahasiswa Di Perguruan Tinggi. In *Forum Ilmiah* (Vol. 15, No. 2, p. 9).
- Fitrah, C. J., & Hutapea, N. M. Implementation of cooperative learning model numbered heads together structural approach to improve mathematical learning outcomes in class VIII. 3 MTs MUHAMMADIYAH 02 PEKANBARU. *Jurnal Prinsip Pendidikan Matematika*, 2(2), 9-16.
- Sumbayak, D.G.P.S. (2017). Relationship between score of self-directed learning readiness (SDLR) and learning approach among first year medicalm student at Faculty Medicine University of Lampung. University of Lampung.