



## Original Research

# Nursing Lecturers' Transformasional Leadership In Classroom Management At Nursing And Health Faculty Of Muhammadiyah University Of Semarang

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### Abstract

A nursing lecturer is an individual responsible for learning process management of nursing students who are expected to professionally provide health services (care provider) in the forms of biological, psychological, social, and spiritual services to individuals, families, and communities in the future. A nursing lecturer is expected to have competences as a classroom management leader who gives opportunities for students to properly actualize their emotions, the one who effectively utilizes resources, and who does not only focus on the working results (Cummings et al., 2010 and Wong, 2012) known as transformational leadership. Transformational leadership is widely acknowledged as one leadership model which improves human resources. This research aims to figure out the lecturers' transformational leadership in classroom management at Nursing and Health Faculty of Muhammadiyah University of Semarang. This non experimental (descriptive) research is conducted with a survey approach on a population of 24 nursing lecturers fulfilling inclusion criteria. Result of the research showed that 79.2% of nursing lecturers are females with an average of 42 years old. 93.9% are master graduates. 54.2% of lecturers have good transformational leadership while the other 45.8% still have poor transformational leadership. 70% of lecturers have charismatic competence while the other 30% have less charismatic competence. 62.5% of lecturers have idealistic persuasive competence while the other 37.5% have less idealistic persuasive competence. 54.2% of lecturers have good inspirational motivation competence while the other 45.8% have less inspirational motivation competence. Most transformational leadership components in classroom management are classified into the good category. However, 45.5 % of them tend to be poor.

## INTRODUCTION

A nurse is an individual who professionally provides health care (*care provider*), in the forms of biological, psychological, social,

and spiritual services to individuals, families, and communities. A nurse is expected to be professional and has both competences of hard and soft skills. Soft skill is one aspect that a nurse should

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acquire. Soft skills are greatly required to support hard skills known as technical skills that a nurse obtains during his/her educational processes as nursing students. *Soft skills* include an ability to adapt, to communicate, to work together, to solve problems, as well as to be confident, discipline, and accurate (Hartiti, 2012). It can be concluded that *soft skills* are greatly required in the real working environment. Thus, an individual's success is not only based on his/her intellectual quotient but also his/her soft skills which result in his/her working achievements.

Agustian (2007) reports the results of a research conducted by Belt (2001), on respondents of Six Sigma magazine stating that the main problems regarding to *soft skills* include communication by 88%, interpersonal by 72%, and leadership by 56% while technical and analytical or known as *hard skills* are only by 18%. In fact, soft skill trainings are more frequently conducted than the hard skill ones in the real working environment due to the working necessities.

Christian (2008), as quoted by Human Capital magazine, estimates that people with high working complexities require high proportion of soft skill trainings than hard skill ones with a comparison of 70% to 30% or even 80% to 20%. Those are conversely applicable to people with low working complexities. For time allocation, Christian provides a general illustration that those deal with 10-15% working hours per individual per year. It can be concluded that *soft skills* are greatly required in the real working environment in which an individual may face various problems. Ideal learning or training designs are expected to have more portions on *soft skills* including leadership, communication, relationship maintenance, and negotiation.

*Soft skills* have bigger portions to support individual's success in the real working environment. Having sophisticated *hard*

*skills* without having good personality or *soft skills* may result in vain (Ismail, 2007). A study on human resource problems in the last decade is conducted by an *Emotional Quality Inventory (EQI)* institution. Professionals from all over the world are collected as samples. The results show that IQ which is maximally 20% of the brain capacity contributes only 6% for an individual's success, than EQ does. In addition, Carnegie Institute of Teknology finds other proofs that from 10,000 successful persons, 15% of their success are determined by their technical skills, while the other 85% are dominated by personality or soft skill factors. Edward Wiggam also finds that 400 or 10% of 4,000 people lost their jobs due to their technical inability. It means that the other 90% of people are jobless due to their problems on personality (Christian, 2008).

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The objective of this research is to describe the nursing lecturer's transformational competences in classroom management at

faculty of nursing and health of Muhammadiyah University of Semarang.

## METHODS

This non experimental or descriptive research is conducted with a survey approach to figure out the profile of nursing lecturers' transformational competences in classroom management at Faculty of Nursing and Health of Muhammadiyah University of Semarang by using questionnaire as the measuring device. The research samples are the entire lecturers of Nursing Undergraduate Program of Faculty of Nursing and Health of Muhammadiyah University of Semarang fulfilling inclusion criteria with a total of 24 respondents.

## RESULTS

This research has been carried out on 24 lecturers at the University of Muhammadiyah Semarang. The nursing lecturers collected as the research samples, 79.2 % are female. The lecturers' average age is 42. The youngest one of 31 years old and the oldest one is 52 years old, and 93,9% of them is master graduate.

Students' perceptions on the nursing lecturers' leadership competences describe on table 1 that 54.2% of lecturers have good transformational leadership while the other 45.8% have not. Most lecturers have charismatic competence but not many of them have idealistic persuasive competence.

Based on the results above, the researchers provide a training module for lecturers to improve their transformational leadership methods in classroom, laboratory, or clinical management as outcomes to develop this research. This module consists of handout materials, lesson plans, schedules, and assessments. This module is prepared based on literature studies and is supervised by experts which is then used to improve their transformational

leadership for the benefits of nursing students' soft skill improvements. The module is enclosed.

Table 1  
The Nursing Lecturers' Transformational Leadership competences

Nursing Lecturers' Transformational Leadership Component	Good		Poor	
	f	%	f	%
1. Charismatic competence	17	70	7	30
2. Idealistic persuasive competence	9	37.5	15	62.5
3. Inspirational motivation competence	13	54.2	11	45.8
4. Intellectual stimulation competence	13	54.2	11	45.8
5. Individual consideration competence	13	54.2	11	45.8
Overall	65	54.2	55	55

## DISCUSSION

Transformational leadership is a vision achievement-based leadership. Michael (2001), and Eisenbeiss et al., (2008) state that transformational leadership improves a nurse's empathy, understanding, working motivation, applicable values, and interests on jobs that he/she has already chosen. Failla & Stichler (2011) and Stina et al (2008) state that transformational leadership improves a nurse's working satisfaction and working environment. The results of a research conducted by Akerjordet & Severinsson (2008) suggest that transformational leader's emotional quotient and interpersonal competence improve subordinates' knowledge, care, confidence, participation, and communication that a nurse's working satisfaction and patients' satisfaction are also improving. A lecturer's transformational leadership may influence students' competences in improving their soft skills.

A lecturer's charismatic competence enables him/her to provide visions, goals,

and strategies for students to become professional nurses.

A lecturer's idealistic persuasive competence may become a role model and an example to be followed. It may also encourage students to have positive attitudes on nursing profession, give examples of positive attitudes to develop his/her positive values as a nurse as well as an image of a professional nurse, and have a good interpersonal relationship.

A lecturer's inspirational motivation competence has a meaning to direct students to have values that being a nurse is a professional choice, to give acknowledgement of nursing profession, and to motivate students in completing their assignments based on their nursing profession, to proportionally give students rewards, to prepare a conducive learning environment.

A lecturer's intellectual stimulation competence enables him to lead the class, develop teaching materials, improve teaching methods, and assigning techniques which stimulate creativities.

A lecturer's individual consideration competence enables students to have confidence in pursuing a carrier and self actualization, to readily face competitions as professional nurse, and to be motivated in educational development.

## CONCLUSION

The nursing lecturers have good transformational leadership competencies.

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## CONFLICTS OF INTEREST

Neither of the authors have any conflicts of interests that would bias the findings presented here.

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