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The Role Of Lecturers In Nursing Education

ABSTRACT

Lecturer has a big role in learning accomplishment of nursing students. The duty of nursing lecturers in the learning are required to have several competencies such as ability of knowledge mastery, ability of skills mastery and ability in the terms of attitude. Those three competencies must be possessed by lecturers in order to make students accomplish competencies in the form of competency of knowledge mastery, competency of skills mastery and competency of attitude. This article aims to describe the nursing lecturers' roles in relation with learning process. This explanation hopefully can enhance lecturer's knowledge in improving quality of learning which affect the accomplishment of nursing students as well. The accomplishment of nursing students' competency can't be separated from lecturers role in learning process, both in academic field and practical field (clinic). Those roles are as an educator, a guide, a leader, a communicator, a role model, an assessor, a counselor, a problem solver, an expertise, a facilitator, a motivator and an inspirator. Twelve roles of nursing lecturers in learning process are the elaboration of lecturers' main role based on the role of nurse in nursing namely assessor, planner, implementer, and evaluators.

Key words : lecturers' role, nursing education

BACKGROUND

Learning activity should be directed for helping nursing students in accomplishing competency and it must be appropriate to the purposes which have been determined. Principles of effective learning which are suitable with learning styles of each students are used because students should be facilitated in accomplishing purposes. Effective learning techniques have to be adapted with student's characters, subject's characters, lecturer's characters, and the condition of available resource. The freedom to choose the learning technique will give lecturers the chance to do innovation to decide learning system which is suitable with student's characters and skills. Lecturers are free to run their roles as a lecturer but they must refer to student's competency accomplishment process. Opportunity for lecturers to bring innovation in running their role practically is not materialize maximally yet. Lecturers tend to implement their role monotonically using old method in learning process and to ignore the different of students' characters and learning styles. It is caused by several conditions which become obstacles for lecturers in implementing their role and they may come from internal and internal factors.

External factors which become obstacles for lecturers in implementing their role are income level, work climate, interpersonal relationship and the available resource. Meanwhile, the internal factors are motivation,

work satisfaction, commitment, and work ethic, unpreparedness and the absence of strong willing from lecturer to implement their role optimally. Sidi (2001) mentioned that lecturer is one strategic and dominant factor which determines level of students' success to do transformation of knowledge and technology along with internalization of ethics and moral.

A big challenge faced by lecturers especially nursing lecturers in performing their role in globalization era is huge amount of flow in information and freedom to exchange among countries. It affects rapid development and advancement of information and communication technology, so people should reponse to it accurately and wisely. It hopefully can maintain the existence of nursing lecturers in performing their role in nursing to accomplish their competencies. The discussion in this article is limited only in exploring how nursing lecturers implement their role to learning process in academic and practical field (clinic). Furthermore, this article aims to describe nursing lecturers role in relation with learning process. The explanation hopefully can increase nursing lecturers' insight in their efforts to enhance the quality of learning process which also affect the competency accomplishment of nursing students.

DEFINITION OF NURSING LECTURER

The nursing professional development educator helps to facilitate adult learning and actively involves the learner (American Nurses Association [ANA], 2010). The educator provides feedback to the learners and the organization on the effectiveness of learning and the learning activity (ANA, 2010). Based on Dikti (2013), lecturer is a professional educator and researcher with main duty to transform, develop, and spread science and technology through education, research, and community service.

According to Djamarah (2006), lecturer is an educator who give knowledge to students. In

the other words, lecturer is an experienced person in his/her profession field who can make students educated with his/her knowledge. To conclude, lecturer is one of components in learning process which forming potential human resources in accomplishing students competency.

CHARACTERISTICS OF NURSING LECTURER

Based on law (UU) No. 14 Year 2005 about Teacher and Lecturer, lecturers of higher education are required to minimally having Master (S2) title as educational background. It is mentioned in Acts that elementary and middle school teachers' requirement is minimally having Bachelor (S1) title. Whereas, to teach in undergraduate level, lecturers at least must have Master (S2) title, besides for postgraduate level should be a doctorate and a professor. In addition, there are competencies should be possessed and developed by lecturers such as pedagogic competency, social competency, personality competency and professional competency which can be implemented in research activity, learning and community service along with preservation of moral value.

The law (UU) of Republic of Indonesia Number 12 Year 2012 about Higher Education Section 1 number 14 and Government Law of Republic of Indonesia Number 37 Year 2009 about Lecturers Section 1 number 1 declares that lecturers are professional educators and researchers with main duty to transform, develop and spread knowledge and technology through education, research, and community service. Section 2 declares that lecturers obligate to have academic qualification, competency, educator's certificate, having healthy body and mind, and to fulfill the other qualification which are required by higher education institution where they work, along with having skill to actualize the purpose of national education. Next, Section 1 number 4 mentions that certificate is a process of giving

certificate of educators to lecturers. Section 1 number 5 states that educators certificate is a formal evidence as acknowledgement given to lecturers as a professional.

Based on Section 12 subsection 1, the next duty of lecturers as the member of academic community is must transforming knowledge and technology which mastered by them to their students. It is followed by actualizing an atmosphere to study and the learning itself that makes students are able actively develop their potential. Subsection 2, lecturers as researchers have the duty to develop a branch of knowledge or technology or both through reasoning and scientific research then they should spread it widely. Subsection 3, lecturers personally or in a group have to write lesson book or textbook which is published by university or scientific publication or both as one of learning resources and to develop the academic culture and cultivation of reading-writing habit to academic community.

The law (UU) of Republic of Indonesia Number 12 Year 2012 about Higher Education Section 44 subsection 1, competency certificate is a competency acknowledgement of graduate's achievements which are in line with his/her expert field or out of his field or both. Subsection 2, certificate of competency as stated by subsection 1 is published by university joining with profession organization, training institute or certification institute accredited to alumni who passed the competency test. Section 46 subsection 1, qualification as said in Section 45, is achieved through taking accredited master program in higher education which is in line with lecturers' field of expertise. Subsection 2, lecturers should have academic qualification minimally graduated from master program for diploma or bachelor degree.

In a study of over 700 teachers at the National Center for Research on Teacher Education, some startling discoveries were made by investigators (Kennedy, 1991). The premise of the study was

built on the beliefs that in order for teachers to learn the craft of teaching, they must have an extensive knowledge of the content, know why and how to teach that content, understand how it is learned and possess the skills needed to incorporate new means of teaching that will maximize the benefit to the student. Meanwhile, according to Reynolds, came to the conclusion that entry-level practitioners should possess five minimal qualifications: (a) subject content knowledge, (b) ability to use resources and skills to learn as much as possible about the school and the students, (c) strategies to develop and sustain learning communities, (d) cognition of pedagogy in their content area, and (e) the ability to reflect on their practice and make changes as needed.

Conclusions relates to nursing lecturers' qualification based on several rules in Indonesia are lecturer obligate to have academic qualification, competency, educators' certificate, maintaining a healthy body and mind along with fulfilling the other qualification which is stated by the university as prerequisite, and having ability to actualize main purpose of national education. Academic qualification is a level of academic education which should be fulfilled by lecturers. It is proven by a graduation certificate which is in line with lecturer's field, level, and unit of formal education. Lecturers should minimally had completed their postgraduate program to guide undergraduate and diploma students, while they should had completed their doctoral program to guide postgraduate students. Academic qualification of lecturers is accomplished through university with accredited postgraduate programs. Certificate of educators for lecturers is given after fulfilling the prerequisite for having work experience as a teacher at higher education at least 2 years, having academic position minimally as an expert assistant and passed the certification test.

Standard of lecturers aims to be national reference for organizer of education providers

institution in the development of lecturer's academic qualification and competency. Specifically, this standard has a purpose to be guidance for education organizer to arrange numerous policies relates to selection, recruitment, placement, founding, appreciation and lecturer career's system, a guidance for lecturer to always harmonize their performance with standard of quality which is applied nationally. Harmonization of lecturer's development with other components in the higher education system becomes the reference for lecturer performance so a valid and reliable instrument and procedure of assesment can be accomplished. It can be a reference to asses lecturers' performances in the unit of health education organizer. The benefits for lecturers and nursing institute are the preservation of education quality, while for society it can keep the quality of education service which will affect to the improvement of health service as well.

The qualifications become both a motivation and a challenge for nursing lecturer because education institution should do extra work relates to the improvement of human resources of lecturers. Furthermore, the prerequisite for accreditation is lecturers should having education qualification minilally Master title. Based on data stated by Hadi as the leader of AIPNI in 2014, the amount of bachelor alumni and nursing profession in 2014 are 11323 and 8099 which come from 124 universities. However, the amount of lecturers having bachelor title of nursing and non-nursing are 980 and 178. For master title, there are 998 lecturers in nursing and 665 in non-nursing. Unfortunately, there are only 55 doctorate of nursing and 10 doctorate of non nursing. The fact that there are still lecturers with bachelor title becoma a problem.

Condition in Indonesia currently, the postgraduate program for nursing can only be found in some state universities, such as University of Indonesia, Padjajaran University, Airlangga University, Brawijaya University, University

of North Sumatra and Hasanudin University. Whereas, doctoral program is only available at University of Indonesia. In the other hand, there are some private institutions which are selected by AIPNI. One of them is Faculty of Medicine and Nursing, University Muhammadiyah of Yogyakarta that opens postgraduate program for nursing. Th cze phenomenon proves that there are still a lot of nursing lecturers who don't meet the qualifications because they don't continue their study to postgraduate program yet.

ROLE OF NURSE EDUCATOR

Several literature had explained the role of nursing lecturers in learning process. Benner (2009) stated that nurse educators are tasked with promoting and fostering intellectual training in education, research, and clinical practice. They must seek new ways to educate the next generation of nurses. The professionals of tomorrow need to be better prepared through a skill-based apprenticeship of practice, including clinical judgment (Benner et al., 2009). While, Barth said that (2003) "*the teacher should be able to plan lessons, develop a professional relationship with the students, treat all students equally, address the environment of learning, present information that builds on the student's prior learning, use effective evaluation strategies and reflect on their own practice to improve their teaching*". The role of nurse educator evolved throughout the years from a skills-based on the job educator to that of the professorate in a university setting (Charron, 1985; Creighton, 1983; Fitzpatrick & Heller, 1980; Ruby, 1999, 2003: Barth).

Happel (2009) points out that a lecturer is someone who teaches, counsels, inspires, serves as a role model, and supports the growth and development of a nursing student for a fixed and limited amount of time with the specific purpose of socializing the student into a new role. The nurse lecturer's role in relation to teaching and assessing the undergraduate student in clinical practice

involved the following concepts; the pastoral role, taking a caseload and support for the preceptor. A concern regarding failure to fail the student in the clinical assessment was voiced (McSharry, 2010). The importance of effective communication cannot be underestimated. Raising awareness about the existence and subsequent dangers of incivility and lateral violence, along with teaching nurses to ask questions and address the problem behavior, can reduce its incidence and effects (Griffin, 2004; Cynthia, 2012).

Sudrajat (2005) revealed that lecturers act as a creator in choosing and arranging method, style and process of learning, a motivator in motivating students to improve the quality of learning, a moderator or facilitator which facilitate students during learning process, a informant/ resource as a place for students to asks, a leader to make students focus during learning process. If we look at theory of nursing called Peplau, the role of nurse for patient are as a teacher, a resource, a counselor, a leader, a technical expert, and a surrogate. This concept can be used to describe the role of lecturers to nursing students. Sujarwo revealed in an article of sustainable lecturer development that lecturers in a professional position to empower students having roles as : a professional educator and teacher, a motivator which give guidelines and motivation to students, a counselor with helping students in their self development, a facilitator with providing a great training program for students' activities, an assesor with assesing students' performance based on a set of certain criteria.

The nurse lecturer's role in relation to teaching and assessing the undergraduate student in clinical practice involved the following concepts; the pastoral role, taking a caseload and support for the preceptor. A concern regarding failure to fail the student in the clinical assessment was voiced (McSharry, 2009). Moreover, McSharry mentioned other role of nursing lecturers while students is having practicum in the clinic "*clinical*

credibility in classroom teaching was identified by nurse lecturers as an area that could be enhanced via a clinical practice role, a flexible, eclectic model that optimizes the expertise of individual nurse lecturers is advocated. Key areas where lecturers can make a positive contribution include faculty practice, clinical research and practice development". Other research planning and guiding student experiences, using formative and summative evaluations, understanding ethical and legal considerations, handling difficult students, and incorporating simulation (Cangelosi et al., 2009; Reid et al., 2013; Schoening, 2013; Grassley et al., 2015).

Based on explanation from various resources, it can be concluded that the role of lecturers to the competency accomplishment of nursing students are :

1. Planner

Curriculum is a set of planning and arrangement about learning content and material along with method used as a guidance to conduct learning activities (Provision of Ministry of Health, Number: 725/Menkes/SK/V/2003). Lecturers as the curriculum planner should be able to plan the curriculum so the purposes and efforts of learning will be clear. They should know whether the purposes are accomplished or not accomplished yet, be able to identify obstacles which appear during the learning process, and avoid the out of planning/ purposes growth and development so the students can accomplish the competencies as wish.

The best curriculum will not be effective if the learning content and material don't have any relationship with necessity in nursing faculty. After arranging the curriculum principles of nursing faculty or major, detail information about the planning should be made in individual course level. This is necessary to design learning program that can accomplish the goals determine by nursing faculty. The program will be actualized in learning modul

about nursing. The role of lecturer as a course planner is needed as a responsible person of specific modul. It is included lecturer as one of curriculum compiler committee members and taking responsibility of one specific modul in curriculum of nursing major in macro, meso, and micro curriculum. Meanwhile, a course planner is relates to instructional design. It is a set of activities that facilitate students in learning process and instruction of the activities are also directed to students as an individu such as mentoring system in every course meetings. The conclusion of planner role is designing strategy and learning environment with providing learning experiences needed by students aiming to accomplish certain competency.

2. Teacher

A person who give knowledge about information that is needed and wanted. The theory of interpersonal relationship of nursing explained by Peplau separate the role of educator into two categories: instructional, lecturers give information and explanation in the scope of education and experiential, lecturers use experience as a basic of improvement of instructions' result. Lecturer as an educator has function as planner and organizer of learning process, assesing the learning outcome, giving guidance and training along with doing research and community service especially for educators and higher education (Section 39 subsection 2 UU Number 20 Year 2003).

3. Resource

A person who gives specific answers, necessary information about unidentified problems or a new situation with explaining generally about material conveyed and addinguncompleted information along with doing correction if there is a mistake during students discussion.

4. Counselor

Depdiknas (2007) explained that the aim of guiding and counseling in the school are in order to make the students are able to understanding, accepting themself and planning their future by their own power. The role of counselor must be performed by the lecturer with using skills and credibility give respond for students who needed. The aim of lecturer's guiding are helping, remembering and understanding students all about what happened with the student's study so that lecturers are able to guide students who has problems, capable to build students confidentiality and strengthened student's nursing competence.

The role will work if the lecturers are able to feel empathy, sympathy and care with their students. The conclusion is effort to developing the students and give solutions for academic problems and also social-individual problems that influence toward students nursing academic development.

5. Leader/ manager

Lecturers as manager, lecturers manage all teaching and learning activities with make dynamic all learning resources. Whereas lecturers as a leader means that lecturers play role to enhance their students. A nursing lecturer drive role as a manager and a leader that should have initiative to help facing the problems by cooperating, by participating, managing physical environment, social and individual to achieve the learning goals, until it can enhance and point it with strong power enough for all things including knowledge, performance and good daily attitude.

6. Technical Expert

Clinical skill is one of students nursing competence that refer to the goverment regulation (PP) No. 37 Year 2009 about lectuters, it explained that lecturers is a profecional educators and pedagogist who

has primary order to transform, involve, and spread their knowledge, technology, and art through education. Furthermore, as a nursing lecturer who has roles as a technical expert should be able to serve physical treatment by showing clinical skills and using the equipment in the that steps.

7. Innovator

The role of lecturers is as an innovator through reconditional effort and developmental knowledge system with the result of teaching is students' high enthusiasm and development teaching and learning process. Lecturers make a serious effort to find innovation and new method to inspire the students in delivering the materials while it materials is difficult to understand. Lecturers should keep their effort to find strategies, methods and techniques by using an appropriate model or best practice to used by students nursing until they are able to achieve their competences.

8. Motivator/ inspirator

Hopefully lecturers are able to give direction and motivation for the students by helping nursing students in self developmental and in achieving competences. Lecturers do not need to give lecture but direct the students to ask questions and find the answer by themselves or in a group from their own questions. Students directed to be able analyze and choose decision in the nursing management context.

9. Facilitator

The role of nursing lecturers is as a facilitator. Those roles are to serve training activities or facilitate students as long as learning process until the students are able to achieve the competences as a nurse. Paradigm about learning (SCL), lecturers only as facilitator by preparing some learning strategies that probably students choose it, find, arrange the knowledge and the ways to develop students' skill by employing the

students by monitoring and keep they discuss in group effectively as long as learning process.

10. Role model

The role of lecturers as role model means that lecturers as a model for the nursing students in doing learning process effectively or in demonstrating step-step to solve their problems. Students need to have a lecturers figure with teaching mastery and good attitude. Be a moral model to show the students how to be a person who has a good moral because it has high effect then talk about morality. Nursing lecturers have a role as a role model ought to have a good attitude and keep their professional attitude because a lecturers is role model or a person to follow by students. It influence nursing students' competence achievement in attitude and score.

11. Communicator

Lecturers should be able to mastery the subjects in their own field and should be able to share their knowledge effectively to their students. Furthermore to achieve it, lecturers need to make an effective communication between students and lecturers. The role of lecturers as communicator is trying to make a same understanding or knowing what students' means. Nursing lecturers ought to have good communication competences until the message accepted by the students. Lecturers with high qualification and expert in their field especially nursing lecturers that should have a communication competence in delivering materials to make the students have high integrity, innovation and skillful. Although teaching system that used is Student Centered Learning that students must be active in the learning process. In the reality student keep need lecturers' direction in the learning process to achieve the competition.

12. Assessor

The role of nursing lecturers is as an assessor has roles to gather, analyze, assess

and then give judgement for the students' success level in the learning process based on criteria that has been prescript. The criteria is including effective process aspect or students qualification, identifaying and choosing an appropriate way to scoring students' learning result that relevance with the competencetion. Therefore an expert lecturer should be able to be an expert examiner.

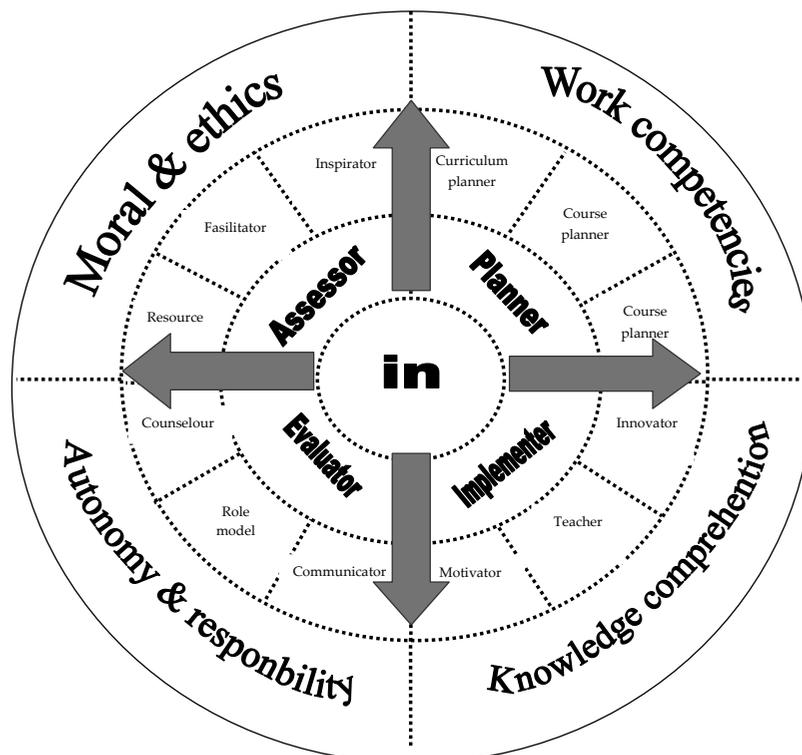
Brawner is a dean from College of Education

and Art of Ifugao State University of Philippines who explained in a lecture (2015) that the role of lecturers in nursing education as a nurse role in nursing process. Brawner revealed that the roles of nursing lecturers in the learning process is as an assessor, planner, implementer and evaluator. For more detail information would be explain in the table below with the comparison of the role of nurse from nursing education.

Table 1 Role of lecture

Nursing process	Role	Education process
Appraise physical and psychological needs	Assessor	Ascertain learning needs, readiness to learn and learning styles
Develop care plan based on mutual goal setting to meet individual needs	Planner	Develop teaching plan based on mutually predetermined behavioral out comes to meet individual needs
Carry out nursing care interventions using standard procedures	Implementer	Perform the act of teaching using specific instructional methods and tools
Determines social outcome physical and psychosocial out comes	Evaluator	Determines behavior changes/ out comes in knowledge, skill, affective and value.

Based on some resources that explained about the roles of lecturers in nursing education, so the writer summarize it in the picture about the roles of lecturers in nursing education with the aim is students of nursing education competences achievement that appropriate with the level from KKNi given.



DISCUSSION

Those are some problems that related to the roles of lecturers such as lack of qualification, low of lecturers competences, lack of lecturers' interest in reading, less hard work and commitment, less of lecturers join in applied research, less of students' research publication and less of professionals lecturers in the process learning. Much improvement has been tried by the government either or AIPNI about the nursing lecturers' profession but these problems keep being the main problems in nursing education.

The main problem in nursing education is there are some lecturers have not qualification in master/master's degree (S2) that used as one of educator regulation in the university. The lecturers have priority duty, that ideally lecturer's qualification is doctor education (S3), not only as technologist. The other problems is that lecturers who have been got master's degree tittle and doctor title that does not a guaranty for more productive and innovative lecturers in doing their work in learning process. Those are some internal factors given occasion to those problems happen such as authoritarian of the lecturers, including: commitment, responsibility, care, discipline, honesty, creativity, interest, intrinsic motivation. Whereas the external factor is stimulus from out lecturers role such as: position, retain, appreciation, prestige and directionary.

Next problem is most of nursing lecturers doing their duty in the learning only for accomplish the target curriculum that has been written on the syllabus with the result in the implementation, so the students implementation only on learn those materials. The definite of science lecture only on the knowledge, not to the understanding the concept, principal and prepositional. Lecturers have less interest in motivating and accustom the students to read books, journals, research or others sources about the subject that they learn. Lecturers give less feedback or reinforcement in students' activities. The dominant role of

lecturers in the learning process looks that there is transfer of knowledge. There is an argument that the duty of nursing lecturers is to convey their knowledge or give science research assignment for the students. It means that they spent their time to teach students' cognitive. Lecturers rare to apply their role as a guide in the learning process planed for students to have a good morality, have high responsibility, honesty, discipline care and solidarity.

The other problems that hamper lecturers' roles of in the teaching and learning process are the lack of lecturers interested with reading, lack of them join in science forum about philosophy and science principle, a little lecturers who has been written books, written summary of lecturers, teaching materials. Lecturers too busy and have a high structural position are lean to lack participate in science activity because lean to bureaucracy activities and administrative so it make the lecturers have definite opportunities to read, write, do research and join in science study that has impact to the prior role realization in the learning process, such as dismissing class activities for their other activity.

This condition showed that there are many nursing lecturers who do not implemented their roles optimally. It influence to the students' nursing competence achievement that the one of indicator achiving the competences is the result of competency achivement. The result of students' nursing competency achievement showed in June 2014 only 57, 81 % students passed the competences with minimum achievement is 46,7. Whereas in November 2014 there are 46,2% with the same minimum achievement. That condition influenced by many factors such as, nursing education management, academic culture, commitment, social reality, etc. Be sides of the lecturers' lack and the lecturers' excess the important thing that should do is creating students who have high competences and also profesional with the society needed and govement regulation.

Therefore lecturers need to apply the roles in nursing education ought to the first step to achieving students nursing competences in the attitude, score, knowledge, skills, authority and responsibility that appropriate with nursing education background. Cooperation with many sides is needed, such as universities, government, society, organisation (AIPNI, PPNI) and stakeholder for optimising the roles of nursing lecturers in learning process and in academic field and practical field (clinic).

CONCLUSION

The students nursing competence achievement is involving the roles of lecturers in the process learning, in the academic learning, in academic field and in the practical field (clinic). Those roles are educator, informant, guide, leader, communicator, role model, assessor, counselor, past master, facilitator, motivator and inspiratory. These twelve nursing lecturers' roles in the learning process. The means of all those twelve roles of priority nursing lecturer roles is based on the nurse's roles in nursing process; those roles are assessor, planner, implementer and evaluator. There are many lecturers' roles that have not undertaken optimally. It influences the students' achievement. Therefore the roles realization in the nursing education ought to begin the steps to achieve students' nursing competences in their attitude, score, knowledge, skills, authority and responsibility based on nursing education background. Cooperation with others sides is needed such as with universities, government, community, organization (AIPNI, PPNI) and stakeholder to optimize roles of nursing lecturers in the learning process, academic field and in practical field (clinic).

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