



Article

Association Between Psychological Profile and Academic Achievement of Midwifery Students

Rahmatul Ulya¹, Arni Amir², Yaslinda Yaunin³

¹Students of Midwifery Program, Andalas University, Padang, Indonesia

²Department of Biology, Faculty of Medicine, Medical Faculty of Andalas University, Padang, Indonesia

³Department of Psychiatry, DR. M. Djamil Hospital, Medical Faculty of Andalas University, Padang, Indonesia

SUBMISSION TRACK

Received:
Final Revision:
Available Online:

KEYWORDS

Keywords: Psychotest, Learning Achievement, Midwifery Education

CORRESPONDENCE

Phone: +6285263335244
E-mail: rahmatululya354@gmail.com

A B S T R A C T

One way to reduce MMR and IMR is to improve the quality of graduates of midwifery education. The development of students' abilities can be evaluated by seeing the results or learning achievements. Psychological tests will help midwifery education institutions to find out the background, motivation and other environments related to students. This research is a quantitative research design with a cross sectional design to determine the association between psychological profiles with the academic achievement of midwifery students. The study was conducted in November - December 2017 at the West Sumatra Midwifery Academy. The population in this study were all 2nd grade students totaling 40 people. Statistical analysis was conducted using chi square analysis. The results of this study were: 70.0% of the subjects structure of intelligence were in the sufficient category, 62.5% of the subjects work behavior were in the sufficient category, 72.5% of the subjects sociability were in the sufficient category, 50.0% of

subjects leadership were in the less category, 47, 5% of the subjects temperament and emotion were in the sufficient category, 60.0% of the subjects grade point average (GPA) is sufficient. There was a significant relationship between the structure of intelligence, work behavior, type of personality, sociability, leadership, temperament and emotions with the academic achievement of midwifery students.

I. INTRODUCTION

Maternal Mortality Rate (MMR) is an important indicator in determining health status. World Health Organization (WHO) estimates global MMR at 210 / 100,000 live births (WHO, 2014). In Indonesia, the Maternal Mortality Rate and Perinatal Mortality Rate are still very high. Based on the 2012 Indonesia Demographic and Health Survey (IDHS), MMR reaches 359 / 100,000 live births (BPS, BKKBN, Ministry of Health & ICF International, 2013).

Midwives are a very important resources because of its position as the spearhead in an effort to improve human resources through its ability to carry out supervision, assistance and supervision of neonates and maternal labor postpartum (Manuaba, 2008).

One way to reduce MMR and IMR is to improve the quality of midwifery education. Midwifery education is a conscious and planned effort to actualize a learning atmosphere and learning process so that students can actively develop their potential as midwives (Dewi et al, 2016).

The development of education quality must also be evaluated using an indicator. One of them

which illustrates the development of students' abilities was the results or learning achievements. As stated by Laksono (Jufri, 1999) that students' learning progress can be known by seeing the results of the test which is called learning achievement. In university, it is more commonly known as academic achievement.

There are so many factors that influence the process and student learning achievements, which are recognized to be very complex and varied. Experts generally classify them into two factors, namely factors that originate from inside and outside the student. Internal factors are divided into physical and psychological factors. Physical factors include: general health status, certain physiological functions, while psychological factors include self-efficacy, motivation, attitude, talent, intelligence, and interest (Suryabrata and Soemanto, 2003).

Psychological tests are a systematic effort to collect objective information in understanding the needs and character of students (Indrawati, 2012). Psychological tests will help midwifery education institutions to know the background, motivation and other environments related to students. This component is important to

recognize early the character of students both from the cognitive, affective, and psychomotor aspects (Dewi et al, 2016). The negative impact that will develop if psychological tests is not done are poor quality of students, increasing the burden of educational institutions, and poor learning achievement of students. The highly undesirable outcomes is the poor quality individuals who plunge into the community as a midwife profession after the education process.

II. METHODS

This research is a quantitative study with a cross sectional design at the West Sumatra Midwifery Academy, Lubuk Alung which was conducted in November - December 2017. Sampling in this study used Total Sampling technique.

The population in this study were all 2nd grade students at the West Sumatra Midwifery Academy Lubuk Alung totaling 40 people. The inclusion criteria in this study were 2nd grade students who were willing to take part in the study and signing an informed consent.

After signing the informed consent, the students were given questionnaire that has been validated and standardized by a psychologist and also has a license and practice permit from the Indonesian Psychological Association.

Bivariate analysis was performed using Chi-square test.

III. RESULT

The results showed 64.3.% students had enough intelligence structure with sufficient achievement index. In Table 1 the results of statistical tests

showed that there was a significant association between the structure of intelligence with the academic achievement of midwifery students. Table 2 shows a significant association between work behavior and academic achievement of midwifery students.

Table 1 : Association between Intelligence Structure with Academic Achievement.

Intelligence Structure	Grade Point Average (GPA)						Total	P value	
	Less		Sufficient		Good				
	f	%	f	%	f	%	f	%	
Less	5	41.7	6	50.0	1	8.3	12	100	0.023
Sufficient	2	7.1	18	64.3	8	28.6	28	100	
Good	7	17.5	2	60.0	9	22.5	18	100	

Table 2 : Association between Work Behavior with Academic Achievement.

Work Behavior	Grade Point Average (GPA)						Total	P value	
	Less		Sufficient		Good				
	f	%	f	%	f	%	f	%	
Less	6	40	7	46.7	2	13	15	100	0.014
Sufficient	1	4.0	17	68	7	28	25	100	
Total	7	17.5	24	60.0	9	22.5	40	100	

IV. DISCUSSION

Psychological profiles are described in the form of Psychological Tests, which are basically an objective measurement tools standardized on certain behavioral samples (Anastasi, et al, 2007).

Psychological profiles can be seen from the structure of intelligence, work behavior, type of personality, sociability, leadership, temperament and emotions obtained through psychological tests.

The benefits of psychological tests are also used in the selection component of

students candidate as a measuring tool to determine the talents, interests and learning motivation. According to Schunk (2012), it is needed to create a hierarchy of the current model of achievement motivation, where the talent of student candidate influences the interpretation of the learning experience. A person whose talent which support as a midwife will certainly be easier to follow and achieve good accomplishment. Likewise with the interests of student candidates, will determine the motivation and the struggle in following the learning process. A good learning motivation will give a boost to the midwife model who answer the expectations of professional organizations.

Psychological test results can be used by students to improve their self-perception optimally and develop exploration in certain fields. In addition, psychological tests also function in predicting, strengthening, and convincing students. In presenting the functions of psychological test results, psychological tests can be used as a predictor, a diagnosis aid, a monitoring tool, and as an evaluation instrument (Sukardi et al. 2009).

The structure of intelligence is the ability to think rationally and use resources effectively which includes a number of reasoning abilities, making plans, solving problems, abstract thinking, fathoming the results of thinking, using language, and learning.

Work Behavior is the ability to complete work quickly, accurately, coherently and directed so that it can plan work according to priority scale and can withstand pressure. In essence, learning achievement is a reflection of learning efforts. The result, of course, the better the learning effort that individuals do, of course the better the achievements will be.

The success of students in learning is determined by two factors, namely internal factors and external factors. Internal factors are factors that originate from within the student which consist of concentration, interests, talents, intelligence, motivation, ideals, intensity of students while exploring all the lessons and efforts of students in learning a skill, including media literacy skills.

External factors, are factors that originate from outside the individual, starting from the physical environment such as the atmosphere of the air, temperature, weather conditions, tools used, and so on. Furthermore, the individual's social environment, either directly or indirectly, can influence student success. So that internal and external factors directly determine individual learning achievement (Syaiful, BD, 2002).

In the process of learning activities, a lot if a student who cannot get a good learning achievement that is comparable to his intelligence skills, were found. There are those who have high intelligence ability but

have low learning achievement, but there are students with low intelligence who can get good learning achievement.

Intelligence ability is not the only factor that determines the success of an individual, there are other factors that can influence it. According to Goleman (2000) intelligence quotient (IQ) only contributes 20% to success, and the remaining 80% is contributed by success factors such as emotional Quotient (EQ), namely the ability to motivate yourself, master frustration, control your insistence, overcome mood, empathy, ability and willingness to work together. The results showed that 64.3% of the students had enough intelligence structure with sufficient achievement index.

Statistical test results showed that there was a significant relationship between the structure of intelligence with the academic achievement of midwifery students. According to Erna Susiati (2014), 40.7% of 2013 dentistry students have a profile of intelligence and appropriate interests and a strong willed, while 2.5% of students have a profile of intelligence, interest, and weak willed.

Aspects of intelligence, interest, and personality (will) play a role as a determinant or predictor of the achievement of first Semester GPA for about 35%, with a significant determinant like the aspects of willingness, analogical thinking, the practical number thinking and science. Thus, it can be

concluded that when those three aspects are appropriate, the GPA value will be higher, and when all three aspects are not appropriate, the GPA value will also be lower.

Intelligence in the general sense is a general ability that differentiates individual qualities from one another (Joseph, 1978 in Trihandini, 2005). One measure of intelligence that is often used is the ability to have significant intelligence on cognitive abilities possessed by an individual when adapting effectively to complex and changing environments and having an influence on genetic factors (Galton, in Trihandini, 2005).

Intelligence is one of the mental, mental or intellectual abilities and is a part of cognitive processes at a higher level. Intelligence can be understood as the ability to adapt to new situations quickly and effectively. To find out the intelligence level of students, experts have developed instruments known as "intelligence tests" which are then more popular with the term "Intelligence Quotient", abbreviated IQ (Hosnan, 2016).

According to Nafis (2006) Intelligence ability is located in the left brain, which accomodates thinking, logic, language and mathematics.

The Relationship Between Work Behavior and Academic Achievement of Midwifery Students. This analysis aims to

see the relationship of each independent variable, namely the work behavior which includes speed, accuracy, consistency, and resilience with the dependent variable, namely the Grade Point Average.

Statistical test results show that there was a significant relationship between work behavior and academic achievement of midwifery students. According to Octa Tirandha (2017), there was no correlation between work speed and GPA, there was no correlation between work accuracy and GPA, there was no correlation between work accuracy and GPA, there was no relationship between work consistency range and GPA, there was no relationship between resilience and GPA.

Accoridng to Widya Puspitasari, the results of the correlation analysis of each variable, indicates that there was a positive relationship between time management or work speed with the academic achievement of working students. The results of the analysis showed the value of $r = 0.487$ with $p = 0.000$ ($p < 0.01$). This means that the students with better time management will have higher the academic achievement, and vice versa.

It can be concluded that there was a relationship between time management and academic achievement, so that time management or work speed is one of the factors that can affect academic achievement in working students. According to Robbins

(2002), work behavior is a condition in which an individual is in a work environment can actualize and reflect himself through the attitude when working.

Robbins emphasizes the attitude taken by workers to determine what they will do in their workplace. The success in various aspects of life is determined by human behavior, especially work behavior. Some people call this work behavior as motivation, habits. and work culture.

Therefore efforts can be made to form consistent and positive work behavior. Like the opinion expressed by Winkel (1996), which stated that the academic achievement is a proof of learning success or the ability of a student when carrying out the process of learning activities according to the objectives to be achieved.

In line with this, Gie (1996) had the opinion that time management is an effort to manage the time as optimally as possible, so that they can get the goals they have aspired to. When carrying out the demands to get good academic achievement, a student must study hard and be able to manage his time well despite getting obstacles and problems related to scheduling.

Time management is an important approach when learning, because by implementing time management, it can show your individual weaknesses in learning.

CONCLUSION

There was a significant association between intelligence structure and academic achievement of midwifery students. There was a significant association between work behavior and academic achievement of midwifery students

REFERENCES

- Anastasi, A. Urbina. (2007). Tes Psikologi. Jakarta: Index
- Austin, EJ. Evans, P. Goldwater, R. Goldwater. Potter, VP. (2005). A Preliminary study of Emotional Intelligence, Emphaty and Exam Performance in first year Medical student. *Personality and Individual Diferences* Volume 39 pp 1395-1405
- Busato,VV. Prinsb, FJ. Elshouta, J. Hamakera, C. (2000). Intellectual ability, learning style, personality, achievement motivation and academic success of psychology students. *Personality and Individual Diferences* Volume 29 No.6 pp 1057-1068
- Cemani DP, Soebroto AA, Wicaksono SA. (2012). Sistem Pakar Tes Kepribadian Papi Kostick Untuk Seleksi dan Penempatan Tenaga. Universitas Brawijaya
- Deary, I. Strand, S. Smith, P. Fernandes, C. (2006). Intelligence and Educational achievement. *Intelligence* Volume 35 No.1 pp 13-21
- Dewi ER, Puriastuti AC. (2016). Refleksi Pendidikan: Peranan tes psikologi sebagai strategi sukses seleksi peserta didik pendidikan kebidanan. Surabaya: Fakultas kedokteran Universitas Airlangga
- Goleman, Daniel. 2000. Emotional Intelligence (terjemahan). Jakata : PT Gramedia Pustaka Utama.
- Goleman, Daniel. 2000. Working With Emotional Intelligence (terjemahan). Jakarta : PT. Gramedia Pustaka Utama.
- Goleman, Daniel.2001.Kecerdasan Emosional untuk Mencapai Puncak Prestasi (terjemahkan oleh Widodo). Jakarta: PT. Gramedia
- Hosnan. (2016). *Psikologi Perkembangan Peserta Didik*. Bogor: Ghalia Indonesia
- Indrawati. (2012). Assesmen Psikologi. Universitas Pendidikan Indonesia
- Jufri, M. (1999). Efikasi Diri, Keterampilan Belajar dan Penyesuaian diri sebagai Prediktor Prestasi Akademik Mahasiswa Tahun I. Yogyakarta: Tesis (Tidak diterbitkan). Fakultas Psikologi Universitas Gajah Mada
- Manuaba. (2008). Pengantar Kuliah Obstetri. Jakarta: EGC
- Peraturan Menkes RI Nomor 900/Menkes ISK/VII/2002 tentang Registrasi dan Praktek Bidan
- Pusat Bahasa Departemen Pendidikan Nasional. (2002). Kamus besar bahasa Indonesia. Jakarta: Balai Pustaka
- Psychologymania. (2012). Tes PAPI Kostick (*Perseptual and Preferences InventoryTest*).
- Robbin, SP. Judge. 2008. Perilaku Organisasi. Buku 2, Jakarta : Salemba Empat

- Saifudin, A .(2002). Sikap Manusia: Teori dan Pengukurannya. Yogyakarta: Pustaka Pelajar
- Saifuddin, AB. (2006). Buku Panduan Praktis Pelayanan Kesehatan Maternal dan Neonatal. Jakarta: Yayasan Bina Pustaka.
- Saparinah, S (editor), (1986). Intelligensi, Bakat, dan Tes IQ. Cetakan Pertama. Jakarta: GayaFavorit Press
- Schunk, D. (2012). Learning Theories An Educational Perspective, Sixth Edition. Pearson Education
- Shaleh, AR. (2004). Psikologi SuatuPengantar Dalam Perspektif Islam. Jakarta: PT. Prenada media
- Subekti, R . Firman, H.(1989). Evaluasi hasil belajar dan pengajaran remedial. Jakarta: UT
- Sudjana,N. Ibrahim. (2001). Penelitian dan penilaian pendidikan. Bandung: Sinar baru algensindo
- Sukardi, DK. Kusmawati, DEPN. (2009). Analisis Tes Psikologis Teori dan Praktek. Jakarta: Rineka Cipta
- Suryabrata, S. (1990). Psikologi Pendidikan. Jakarta: CV. Rajawali
- Trihandini, R.A.F.M. (2005). Analisis Pengaruh Kecerdasan Intelektual, Kecerdasan Emosi, dan Kecerdasan Spiritual Terhadap Kinerja Karyawan (Studi Kasus di Hotel Horison Semarang). Tesis Program Pascasarjana Magister Manajemen Universitas Diponegoro, Semarang
- Tirandha, Octa. 2017. Hubungan antara Analisis Sikap Kerja dan Indeks Prestasi Kumulatif pada Mahasiswa Program Studi Pendidikan Dokter FK. Jurnal Cerebellum Vol 3 No. 2
- World Health Organization. (2014)
- William, R. Joshua, W. (2009). How Important is the General Factor Of Personality? A General Critique. Northwestern University
- Zucker, S. (2003). Fundamentals of standardized testing. Harcourt Assessment Report, Harcourt Assessment, Inc.

BIOGRAPHY

The first author is a midwife. She completed the Diploma III program in 2010 at the West Sumatra Midwifery Academy. In 2011 she continued his Diploma IV study at Padjadjaran University and finished in 2012. She worked at the West Sumatra Midwifery Academy before continuing the Midwifery Graduate Study Program at Andalas University in 2014 and completed in 2018.

Second Author is a lecturer in the Biology Department of the Medical Faculty, Andalas University. She completed her Bachelor of Biology in 1992 at the Bogor Institute of Agriculture. Then she continued her Postgraduate Program at the University of Indonesia and completed it in 1994. She worked at the Biology Department of Medical Faculty Andalas University, then she continued his Doctoral program at Medical Faculty of Andalas University and finished in 2015.