

# Analysis of Personal Competency of Educators in Increasing Advantage of Taruna Students

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## Info Artikel

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## Abstract

This study seeks to identify the personality competencies possessed by aviation polytechnic educators in an effort to foster cadet excellence. This study is qualitative with a case study design and uses three data collection methods: in-depth interviews, participant observation, and documentation studies. The subjects of the study were educators from the Medan Aviation Polytechnic who were selected using a technique of purposive sampling. These are the findings of this study: Educators participate in self-improvement trainings in order to increase their contribution to cadet excellence. The personality competencies of educators are also reflected in the openness with which they carry out their respective responsibilities and duties. Educators' self-discipline in addressing problems related to their primary responsibilities demonstrates their personality competence in order to foster cadet excellence.

## Abstrak

Penelitian ini berupaya mengidentifikasi kompetensi kepribadian yang dimiliki oleh pendidik politeknik penerbangan dalam upaya menumbuhkan taruna unggul. Penelitian ini bersifat kualitatif dengan desain studi kasus dan menggunakan tiga metode pengumpulan data yaitu wawancara mendalam, observasi partisipan, dan studi dokumentasi. Subyek penelitian ini adalah tenaga pendidik dari Politeknik Penerbangan Medan yang dipilih dengan menggunakan teknik purposive sampling. Ini adalah temuan dari penelitian ini: Pendidik berpartisipasi dalam pelatihan pengembangan diri dalam rangka meningkatkan kontribusi mereka terhadap keunggulan taruna. Kompetensi kepribadian pendidik juga tercermin dari keterbukaan dalam melaksanakan tanggung jawab dan tugasnya masing-masing. Disiplin diri pendidik dalam mengatasi masalah yang berkaitan dengan tanggung jawab utamanya menunjukkan kompetensi kepribadiannya dalam rangka menumbuhkan keunggulan taruna.

## INTRODUCTION

Medan Aviation Polytechnic (Poltekbang Medan) is one of six UPTs under the ministry of transportation tasked with providing education and training (Diklat) in the field of aviation. Five other UPTs have the same responsibility. The UPT aims to produce graduates who are qualified, competent, and capable of competing on a national and international scale. Educators at the Medan Aviation Polytechnic are responsible for the physical and mental self-development of cadets in order to ensure

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that these goals are met. According to Minister of Transportation Regulation No. 48 of 2019, the Head of the Academic and Youth Administration Section is responsible for education at the Medan Aviation Polytechnic (KABAG).

According to Law No. 20 of 2003, educators are education personnel who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations based on their specificity and participate in the provision of education. As a training institution with a boarding school system, Poltekbang Medan employs two types of educators: lecturers/instructors during academic hours and caregivers outside of academic hours. The boarding school system permits the Medan Poltekbang to provide a longer duration of education than is typical for universities. According to their respective portions, lecturers/instructors and caregivers have duties and responsibilities in fostering and developing all of the potential possessed by cadets (Efrilia, 2020).

Educators play a crucial role in achieving the goals of the Medan Aviation Polytechnic as an institution of Education and Training (Diklat). Educators, as the primary agents in coaching and developing cadets, must possess the necessary skills to facilitate cadets' respective potentials (Ally, 2019).

According to Permenristekdikti Number 44 of 2015 regarding National Standards for Higher Education, educators must master at least five competencies, including Managerial Competence, Social Competence, Personality Competence, Academic Competence, and Research and Development Competence.

Personality competence is one of the competencies that educators must possess according to national higher education standards. Personality, according to (Schultz & Schultz, 2014), refers to external and observable characteristics. In addition, according to (Slocum & Hellriegel, 2009), personality is the overall profile or combination of stable psychological characteristics that capture a person's unique disposition. From the preceding definition, it can be deduced that personality competence is the ability of an individual to demonstrate a unique character by combining several physical and mental traits that reflect the patterns of thinking, acting, and feeling toward others, as well as how they are perceived by others. As policy implementers in the internal UPT/campus, educators possess crucial personality competencies (Efrilia, 2020). Educators must possess integrity, particularly in terms of their personalities, and be consistent in their thinking, acting, speaking, and acting in the performance of their primary responsibilities and functions (Williams et al., 2022).

The values and behavior patterns of educators toward themselves, students, and the general public are related to personality competence (Damayanti et al., 2020). As a manifestation of personality competence, educators must demonstrate awareness, comprehension, and behavior that supports applicable values and norms, a strong work ethic, and adherence to a professional code of ethics. In short, this competency is achieved when an educator demonstrates educator-like behavior (Peris, 2021). This is evident in the manner in which they carry out their daily duties and responsibilities. Personality competence, according to (Cepi & Komariah, 2008) can be determined by the emergence of the following attitudes: a personality that is steady, stable, mature, wise, and authoritative, being a role model, and possessing a noble character.

Through educators as policy implementers, Medan Aviation Polytechnic should be able to maximize their potential in order to attain the desired outcomes. Maximizing cadets' competence is necessary to achieve qualified and competent human resources in the aviation industry (Hazan & Neuhof, 2022). Educators must foster and facilitate the cadet competencies, which include knowledge, understanding, abilities, values, attitudes, and interests. Cadets' advantages will be determined by their possession of sufficient and comprehensive competence based on their respective characteristics (Thakur & Shekawat, 2017). The relationship between the personality competencies of educators and the development of excellence in Medan Aviation Polytechnic cadets will be explored in this study.

## **METHODS**

This study is qualitative in nature. According to (Riyanto, 2007), qualitative research aims to comprehend the phenomenon of what research subjects experience. This study employs a case study methodology, which, according to (Yin, 2011), refers to research that includes elements of how and why in its primary research questions and focuses on the actual problem's context. The case study method was chosen because it can provide a comprehensive explanation of the various aspects of the individual, group, organization, program, or social situation that is being analyzed in greater detail.

According to (Sugiyono, 2013), purposive sampling is the selection of subjects or informants based on certain considerations. This technique was used to select informants for the study. The

informants are instructors from the research site, the Medan Aviation Polytechnic. This study incorporated both primary and secondary data sources. In addition, participant observation, documentation, and interviews were employed in the data collection procedure.

Using qualitative descriptive analysis techniques, the collected data will then be analyzed. There are three qualitative analysis techniques, according to (Miles et al., 2014): data condensation, data presentation, and drawing conclusions. All three are carried out in an interactive and continuous manner until sufficient data is collected for discussion.

## **FINDINGS AND DISCUSSION**

### **Research outcome**

Observations and interviews conducted at the Medan Aviation Polytechnic indicate that educators have participated in trainings to enhance their contribution to cadet excellence. In addition, the results indicate that educators are very forthcoming about their primary duties and responsibilities. Moreover, in terms of self-control, the educators of Medan Poltekbang have a high level of self-control when it comes to overcoming problems related to their respective responsibilities, but they still struggle with making decisions and taking action (Huang, 2016).

### **Discussion**

The excellence of cadets at the Medan Aviation Polytechnic can be fostered by educators with strong personality skills. To ensure this, educators have participated in professional development trainings. With the self-development of educators, it is hoped that their contributions to the development of cadets' excellence will increase (Yue & Ji, 2020). This has occurred at Poltekbang Medan, where educators actively participate in self-improvement trainings to increase their contributions to cadet excellence. In accordance with this, Sunarto and Sahedhy (in Sunyoto 2012: 141) assert that the implementation of training will increase the quality and quantity of organizational output.

In addition, educators are very forthcoming about their primary duties and responsibilities. This is evidenced by the accuracy and openness with which the educators at Medan Poltekbang perform their duties and responsibilities. Educators are able to provide instruction and mentoring based on the materials that have been prepared as teaching materials (Ilanlou & Zand, 2011). This demonstrates that educators are committed to encouraging and educating cadets to grow in a positive direction. This is consistent with (Cepi & Komariah, 2008), who defines personality competence as the capacity of educators to behave as educators. In an effort to foster cadet excellence, educators and caregivers demonstrate their personality competencies through an attitude of openness toward the tasks at hand (Bakhru, 2017).

Finally, educators at Poltekbang Medan have excellent self-control in overcoming obstacles related to their primary responsibilities and duties. This demonstrates that educators hold and firmly believe in noble values as the basis for educating and fostering the self-development of cadets. According to (Satori, 2010), the possession of these noble values is evidence of personality competence, as these noble values are reflected in everyday behavior. Despite the existence of personality competencies that have been demonstrated to influence the excellence of Aviation Polytechnic cadets, educators continue to be poor at making decisions and taking action (Jayen et al., 2022). To ensure the achievement of cadet excellence and produce qualified and competent human resources for the aviation industry, a revolution in parenting and improved educational practices are required (Philip & K, 2017).

## **CONCLUSION**

By participating in trainings, instructors at the Medan Aviation Polytechnic have attempted to increase their contribution to cadet excellence by enhancing personality competencies. The personality competencies of educators are also reflected in the openness with which they carry out their respective responsibilities and duties. Good self-control by educators in addressing problems related to their primary responsibilities is also evidence that each educator possesses strong personality competencies. Nevertheless, despite the demonstrated possession of good personality competencies by educators, there is still a need for a revolution in parenting and improved education patterns to ensure that cadets with their respective characteristics achieve excellence. The achievement of cadet excellence is a major milestone on the path to achieving the objective of producing qualified and competent human resources in the aviation industry.

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