

The Relationship of Learning of ASKEB II Course Practicum Laboratory With the Achievement of Level II Students' Competence

Elvi Suryani¹, Maryam Latifah Harahap², Rahmah Juliani Siregar³, Ihram Kurnia Agusta⁴

^{1,2}Lecture, Diploma Three Midwifery Study Program STIKes Darmais Padangsidimpuan, Indonesia

^{3,4}Lecture, Public health Study Program STIKes Darmais Padangsidimpuan, Indonesia

Article Info

Article history:

Received April 13, 2022

Revised April 28, 2022

Accepted May 14, 2022

Corresponding Author:

Elvi Suryani
Lecture, Diploma Three
Midwifery Study Program
STIKes Darmais
Padangsidimpuan, Indonesia
Email:
elvisuryani141@gmail.com

ABSTRACT

Practical learning is a process to improve the skills of participants by using various methods according to the skills provided and the equipment used. This type of research is descriptive analytic with a cross sectional approach. Data analysis was performed using the chi square formula. The results showed that from the results of the cross table between laboratory practicum learning and competency achievement, the majority of both categories were good, namely as many as 22 people (39.3 %), the majority category was sufficient, namely 15 people (26.8%). And the less majority category is sufficient, namely 2 students (3.6 %). The results of statistical tests with the Chi-Square test showed that the value of X^2 count (22.485) > (9.488) and the value of $p = 0.000 < 0.05$. It means that H_0 is rejected and H_a is accepted, so that there is a relationship between laboratory practicum learning for the Askeb II subject and the achievement of competence level II students. The conclusion of this study is that bivariate analysis with the Chi-Square test is known to have a relationship between laboratory practicum learning for the Askeb II subject and the achievement of competence level II students.

Keywords:

Laboratory Practice, Askeb II, Competence Achievement

This article is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).



1. INTRODUCTION

The setting of educational process standards is a very important policy and strategy for equitable distribution and improvement of the quality of education. Through the standard of the educational process, each lecturer or academy administrator can determine how the learning process should take place. The learning process is a system. Thus, the achievement of process standards to improve the quality of education can be started by analyzing each component that can shape and influence each learning process [13].

In the government regulation of the republic of Indonesia no. 19 of 2005 concerning national education standards, it is stated that national education standards are the minimum criteria for the education system throughout the legal territory of the Unitary State of the Republic of Indonesia (PP No. 19 of 2005 Chapter 1 article 1 paragraph [12]. Learning is an activity that involves a person in an effort to acquire knowledge, skills and positive values by utilizing various sources for learning. Learning can involve two parties, namely students as learners and lecturers as facilitators. The most important thing in learning activities is the learning process (Rudi Susilana 2009). Psychologically, learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting the needs of life. These changes will manifest in all aspects of behavior. Learning is a process of effort by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with his environment (Slameto 2010). Therefore, a lecturer needs to have the ability to design and implement various learning strategies that are considered suitable for interests and talents and according to the level of student development involved in utilizing various sources and learning media to ensure the effectiveness of learning media. Thus a lecturer needs to have special abilities, abilities that cannot be possessed by people who are not lecturers [13].

Practice is an effort to provide opportunities for students to get hands-on experience. The basic idea of experiential learning encourages students to reflect or look back on the experiences they have had. Practical learning is a process to improve the skills of participants by using various methods according to the skills provided and the equipment used. In addition, practical learning is an educational process that functions to guide students in a systematic and directed manner to be able to perform a skill [3]. Competence is knowledge based on knowledge, skills and attitudes that must be possessed by a midwife in carrying out midwifery practice in various health care settings, safely and responsibly. answer according to the standard as a condition to be considered capable by the community.

These competencies are grouped into two categories, namely core competencies and core competencies / basic is a minimum competency that is absolutely possessed by a midwife and additional competencies / Advanced is the development of basic knowledge and skills to support the midwife's task in meeting the demands / needs of a very dynamic community and the development of science and technology. (PP IBI, 1997: p. 5) . By referring to Permenkes 572 of 1996 concerning registration and practice of midwives and taking into account the competence of midwives compiled by ICM. In February 1999, the competence of Indonesian midwives was compiled and ratified at the XII IBI KONAS in Denpasar Bali [2].

In a curriculum that is oriented towards competency achievement, the objectives to be achieved by students are formulated in the form of competencies. The curriculum is a combination of knowledge, skills, values, and attitudes which are reflected in the habits of thinking and acting. Someone who already has competence in a particular field not only knows, but can also understand and live the field which is reflected in the pattern of daily behavior. Competence as a learning goal is described explicitly so that it is used as a standard in achieving curriculum goals. Both lecturers and students need to understand the competencies that must be achieved in the education and learning process. This understanding is needed to make it easier to design strategies and indicators of success [13].

Based on the initial survey that the author conducted at the Medan Health Midwifery Academy in carrying out laboratory practicum learning for the Askeb II subject, the obstacles that are often faced in the laboratory practice learning process are the number of students who are not in accordance with laboratory equipment, limited teaching staff, so only a small proportion students who want to actively participate in laboratory practice, as well as a short time limit during practicum learning, so they do not know whether students are able to carry out these skills or not. Thus, based on the description above, the authors are interested in conducting research with the title "Relationship of Laboratory Practicum Learning for Askeb II Subjects with Level II Student Competence Achievement at the Medan Healthy Midwifery Academy in 2022".

From the above background, the formulation of the problem in this study is "How is the Relationship between Laboratory Practicum Learning for Askeb II Subjects and the Achievement of Level II Student Competencies at the Medan Healthy Midwifery Academy in 2022?". **General purpose** is the general objective of this study was to determine the relationship between the Laboratory Practicum Learning for the Askeb II Subject and the Achievement of Level II Student Competence at the Medan Healthy Midwifery Academy in 2012. **Special purpose** To find out the laboratory practicum learning for the Askeb II subject, to find out the achievement of the competency in the Askeb II course at the Medan Health Midwifery Academy in 2022.

Practical learning is a process to improve the skills of participants by using various methods according to the skills provided and the equipment used. In addition, practical learning is an educational process that functions to guide students in a systematic and directed manner to be able to perform a skill (Fajaralayyubi 2012). Practice is an attempt to provide opportunities for participants to gain hands-on experience. The basic idea of experiential learning encourages students to reflect or look back on the experiences they have had. The importance of direct experience to the learning process has been studied by Kold (1984) and Wallace (1994, in Millrood 2001). Kload said that adult learning will be more effective if the learner is seen more directly than only passively receiving from the teacher. Wallace explained that the effectiveness of training depends on how students reflect on practice based on experience and knowledge to determine the achievement of professional competence. During practice students are expected to be able to see, observe, understand, compare and solve a problem when practical activities are carried out [3]

In a general sense, the laboratory is a work facility and educational facility to carry out experimental or experimental practicum activities and to test scientific concepts in a controlled manner. Thus, students will carry out the learning process actively and will gain direct experience or what is called first experience. Students are expected to have the opportunity to develop various skills, both motor and intellectual, to appreciate scientific procedures, to develop an honest and responsible attitude. The role of the lecturer in laboratory activities is when the lecturer takes part and when the students are given the opportunity to be involved. Regarding any form of activity carried out in the laboratory, the priority is the development of student abilities [3].

The objectives of practical learning are:

1. Improve the ability of students to their conditions in the field.
2. Adding insight into information and training the mindset of students to be able to explore problems, which will then be analyzed, and then a comprehensive integral solution will be sought.

3. Broaden students' general insight about the orientation of future technological development so that they are expected to be able to realize the reality that exists between the theory given in class and the tasks faced in the field.
4. Provide solutions to problems that exist during practice.

Advantages of the practical method:

1. With practice, students will apply the theory that will be given by the lecturer more.
2. Participants will be able to prove / believe the theory that has been obtained after practice.
3. Learners become clear on the theory obtained by carrying out practice.
4. Participants are immediately confronted with real problems.
5. The skills of participants increase or are higher than what has been learned from the theory presented by the lecturer by doing practice.
6. A student really understands what is conveyed. [3].

Childbirth Care

Care for mothers in labor is the care needed by mothers during the delivery process. The basis of normal delivery care is care that is clean and safe during delivery and after the newborn and prevention of complications, especially postpartum hemorrhage, hypothermia and asphyxia of the newborn. Which aims to provide adequate care during childbirth in an effort to achieve clean and safe assistance, taking into account aspects of mother's affection and baby's affection. The purpose of normal delivery care is to maintain survival and provide health degrees for mothers and babies, through integrated and complete efforts and minimal interventions so that the principles of safety and quality of service can be maintained at an optimal level [11].

Labor

Labor is a process of expelling the products of conception from the mother's womb through the birth canal or by other means, then the fetus can live into the outside world. Labor begins (inpartu) when the uterus contracts, causing changes in the cervix (opening and thinning) and ending with the delivery of the complete placenta. Labor is a natural process experienced by women, is the result of conception that has been able to live outside the womb through several processes such as thinning and opening of the cervix, as well as contractions that last for a certain time without any complications [19].

Competence

Competence is the basic knowledge, skills, values and attitudes which are reflected in the habits of thinking and acting that are dynamic, develop, and can be achieved over time. The habit of thinking and acting consistently and continuously allows a person to be competent, in the sense of having the basic knowledge, skills, values and attitudes in doing something [6].

Goals and Competencies

In a curriculum that is oriented towards the achievement of competence, the objectives to be achieved by students are formulated in the form of competence. In the context of curriculum development, competence is a combination of knowledge, value skills, and attitudes that are reflected in the habits of thinking and acting. Someone who already has competence in a particular field not only knows, but can also understand and live the field which is reflected in the pattern of daily behavior. In competence as a goal, there are several aspects in it, namely:

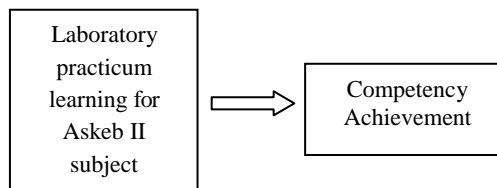
1. Knowledge, namely the ability in the cognitive field. For example, a lecturer knows the techniques of identifying student needs, and determining appropriate learning strategies according to student needs.
2. Understanding (understanding), namely the depth of knowledge possessed by each individual. For example, lecturers not only know about the technique of identifying students, but also understand the steps that must be carried out in the identification process.
3. Skills, namely the individual's ability to carry out practically the tasks or work assigned to him.
4. Values are norms that are considered good by each individual. This value will be next requires each individual in carrying out his duties. For example, the value of honesty, the value of simplicity, the value of openness and so on.
5. Attitude is an individual's view of something. For example, happy not happy, like it or not, and so on.
6. Interest, namely the individual's tendency to do something. Interest is an aspect that can determine a person's motivation to carry out certain activities [13].

2. METHOD

The design used in this research is descriptive analytic with a cross sectional approach, which is a research design by measuring or observing at the same time which aims to determine whether there is a relationship between laboratory practicum learning in Askeb II subjects and the achievement of competence level II students at the Midwifery Academy Healthy Medan in 2022.

Conceptual framework

Independent Variables Dependent Variables



Picture 1. Concept Framework Drawing

Operational Definition

Laboratory practicum learning for the Askeb II subject is a learning process carried out in a room using laboratory equipment to improve the skills of students in practicing childbirth. Achievement of competence is the ability of each individual to cover aspects of knowledge, skills, and work attitudes and have reached the standards that have been set.

Data analysis

Analysis of research data was carried out using the SPSS (Statistical Product And Service Solution) program with the following steps :

1. Univariate Analysis
2. Bivariate Analysis

3. RESULTS AND DISCUSSION

3.1. Results

Univariate analysis

Laboratory practicum learning

Based on the frequency distribution of laboratory practicum learning for Askeb II subjects in achieving good competence, the majority were 27 people (48.2 %), and the minority was lacking, namely 3 people (5.4%).

Achievement of competency in Askeb II courses

Based on the frequency distribution of the achievement of competency in Askeb II subjects, the majority were good, namely 28 people (50%), and the minority was sufficient, namely 22 people (39.3%).

Bivariate Analysis

Table 1 The Relationship between Laboratory Practicum Learning for Askeb II Subjects and the Achievement of Level II Student Competencies

Practical learning	Student competency achievement								P -value
	Good		Enough		Less		Quantity		
	f	%	f	%	f	%	f	%	
Good	22	39,3	5	8,9	0	0	27	48,2	0.000
Enough	6	10,7	15	26,8	5	8,9	26	46,4	
Less	2	2	2	3,6	1	1,8	3	5,4	
Total	28	50	22	39,3	6	10,7	56	100	

Based on the table above, it shows that as many as 27 students who did laboratory practicum learning for Askeb II subjects in the good category, the majority were good, namely as many as 22 students (39.3%). Of the 26 students who carried out laboratory practicum lessons for Askeb II subjects in the sufficient category, the majority were sufficient, namely 15 students (26.8 %). And of the 3 students who carried out laboratory practicum lessons for the Askeb II subject in the less category, the majority was sufficient, namely 2 students (3.6 %).

The results of statistical tests with the Chi-Square test showed that the value of $X^2_{count} (22.485) > (9.488)$ and the value of $p = 0.000 < 0.05$. It means that H_0 is rejected and H_a is accepted, so that there is a relationship between laboratory practicum learning for the Askeb II subject and the achievement of competence level II students at the Medan Healthy Midwifery Academy in 2022.

3.2. Discussion

Based on the obtained chi-square test with $p. value 0.000 < (0.05)$ then H_0 is rejected and H_a is accepted, so there is a relationship between laboratory practicum learning for Askeb II subjects and the achievement of second-

level student competence at the Medan Healthy Midwifery Academy in 2022. With the results of the contingency coefficient which shows how close the relationship between the relationship between laboratory practicum learning in Askeb II subjects and the achievement of competence level II students is 0.535, which means the level of the relationship is quite high. This is in accordance with Togi Manurung's research [7] with the title Relationship of Level II Student Competence in Maternity Practice with Childbirth Care, which can be seen in this study with a p value. value $0.036 < (0.05)$ then H_a is rejected and H_o is accepted so there is a relationship between Level II Student Competence in Maternity Practice and Childbirth Care.

According to [3], practical learning is a process to improve the skills of participants by using various methods according to the skills provided and the equipment used. In addition, practical learning is an educational process that functions to guide students in a systematic and directed manner to be able to perform a skill. And competence is the basic knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting that are dynamic, developing, and can be achieved over time. The habit of thinking and acting consistently and continuously allows a person to be competent, in the sense of having basic knowledge, skills, values and attitudes in doing something.

4. CONCLUSION

Based on the results of the research that has been carried out and the discussion that has been described previously regarding the Relationship between Laboratory Practicum Learning for the Askeb II Course and the Achievement of Competency Level II Students at the Medan Healthy Midwifery Academy in 2022, the following conclusions are obtained, that the frequency of laboratory practicum learning for Askeb II subjects was mostly good, namely 27 students, and the minority was less, namely 3 students. Where as the frequency of student competency achievement in the Askeb II subject was good, namely 28 students, and the minority was lacking, namely 6 students. There is a Relationship between Laboratory Practicum Learning for Askeb II Subjects and the Achievement of Competence for Level II Students, it is found that X_{count} is greater than X_{table} ($22.485 > 9,488$), df 4 and p value = $0.000 < 0.05$

ACKNOWLEDGEMENTS

Author thanks to all parties, both the author and the support until the completion of this article

REFERENCES

- [1] Arikunto, Suharsimi. (2010). Research Procedures A Practical Approach. Jakarta : Rineka Cipta.
- [2] Dini, Nurul. (2022). Competence and Scope of Midwives. Taken from <http://materialbida.blogspot.com> . Accessed by: Halimatussahdiah Hasibuan. July 18, 2022. 11.15 am.
- [3] Fajaralayyubi. (2011). Practical Learning to Improve the Skills of Training Participants. Taken from <http://fajaralayyubi.wordpress.com>. Accessed by: Halimatussahdiah Hasibuan. July 17, 2022. 10:45 pm.
- [4] Hamalik, Omar. (2010). Curriculum and Learning. Jakarta : PT Bumi Aksara.
- [5] Hidayat, Alimul. (2007). Midwifery Research Methods And Data Analysis Techniques. Jakarta: Salemba Medika.
- [6] Nur, Aris. (2009). Understanding Competence and Competency-Based Curriculum. Taken from <http://weblog-education.blogspot.com> . Accessed by: Halimatussahdiah Hasibuan. 17 July 11:30 am.
- [7] Manurung, Togi. (2012). The Relationship of Level II Student Competence in Childbirth Practices with Childbirth Care . Thesis.
- [8] Muhammad, Faith. (2012). Guidelines for Compiling Scientific Papers in the Health Sector. Bandung: Pioneer Media Citalibrary.
- [9] Muhammad, Faith. (2012). Utilization of SPSS in Health Sector Research. Bandung: Pioneer Media Citalibrary.
- [10] Spiritual, Etc. (2011). Midwifery Care During Childbirth. Jakarta: Salemba Medika.
- [11] Rukiah, Ai Yeyeh, Etc. (2009). Midwifery Care II Childbirth. DKI Jakarta : CV. Media Info Trans.
- [12] Sanjaya, Vienna. (2010a). Educational Standards Oriented Learning Strategy. jakarta : Kencana Prenada Media.
- [13] Sanjaya, Wina. (2011b). Educational Standards Oriented Learning Strategy . Jakarta: Kencana Prenada Media.
- [14] Slamet. (2010). Learning and the factors that influence it . Jakarta : PT Rineka Cipta.
- [15] Sumarah, et al. (2009). Maternity Care (Midwifery Care for Maternity). Yogyakarta : Fitramaya.
- [16] Susanna, Rudi. (2009). Learning Media . Jakarta : CV. Prime Discourse.
- [17] Yamin, Martinis. (2010). Competency-Based Learning Strategy . Jakarta: Echoes of Persada (GP) Press Jakarta.
- [18] Agustina, Ika. (2019). The Corelation of Laboratory Practicum Achievements and Achievements Of The Competence Target Of The Department Of KDPK Clinical Private Vocational School Students. Jurnal Ners dan Kebidanan (Journal of Ners and Midwifery). 6. 044-050. 10.26699/jnk.v6i1.ART.p044-050.
- [19] Iliff, Susan & Tool, Gaylene & Bowyer, Patricia & Parham, Linda & Fletcher, Tina & Freystinson, Wyona. (2021). Self-Reflection and its Relationship to Occupational Competence and Clinical Performance in Level II Fieldwork. Internet Journal of Allied Health Sciences and Practice. 10.46743/1540-580X/2021.1988.
- [20] Dzhabrailov, Yusup. (2021). Relationship Between Development And Assessment Of Students' Competences. 419-424. 10.15405/epsbs.2021.05.56.
- [21] Gutiérrez-Provecho, L. & López Aguado, Mercedes. (2013). The relationship between learning approaches and learning achievement and estimated time required by students during their practicum. 65. 25-37.
- [22] Jo, Hyeyoung & Kwon, Heekyoung. (2022). Structural Relationship between Learning Competence, Self-efficacy and Learning Flow of University Students. Korean Association For Learner-Centered Curriculum And Instruction. 22. 629-641. 10.22251/jlcci.2022.22.7.629.
- [23] Usmeldi, Usmeldi & Amini, R. (2019). The effect of integrated learning model to the students competency on the natural science. Journal of Physics: Conference Series. 1157. 022022. 10.1088/1742-6596/1157/2/022022.
- [24] Komang, Sukraandini & Candrawati, Sang. (2022). Experiences of Lecturers in Conducting Laboratory Clinic Practicum of Emergency and Critical Care Nursing in the Covid-19 Pandemic. Healthy-Mu Journal. 4. 66-73. 10.35747/hmj.v4i2.4.
- [25] Rahayu, Wening & Hidayatin, Hidayatin & Churiyah, Madziatul. (2020). Development of a Project-Based Learning Assessment System to Improve Students' Competence. Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB). 8. 86-102. 10.21009/JPEB.008.2.1.