



Analysis of Factors Related to Triage Competence with Online Learning Methods to Students at Hafshawaty Genggong University

Moh. Husyn Ainul Yaqin^{1*}, Yulian Wiji Utami², Dina Dewi Sartika Lestari Ismail²

¹ Student of Nursing Master Study Program, Faculty of Medicine, Brawijaya University

² Lecturer in Nursing Master Study Program, Faculty of Medicine, Brawijaya University

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ABSTRACT

During the Covid-19 pandemic, offline learning was shifted to online learning. one of the applications is Zoom Meeting, which is easy to use. The zoom application combines in displaying material in power points learning and feedback communications. One of the challenges in online learning is triage learning such as the Australian triage scale (ATS), ATS itself is a type of triage with five categories. ATS material is a learning achievement that must be mastered by students, but not much research has been done on online learning methods with ATS material. The method used in this study is an observational analytic method using a cross sectional approach, the researcher takes data from several variables that exist at the same time. There are three factor namely technological factors, student characteristics factors and teacher characteristics. Results: The results of the study several influential factors were obtained namely, technology factors with p value 0.013, student characteristics factors with p value 0.029, student characteristics factors 0.003. Teacher characteristics factor with a p-value of 0.029. The three factors have a relationship with students' triage competence with the online method. Conclusion: The three factors have a significant relationship, but there is no most significant factor yet.

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Kata kunci:

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*) corresponding author

Moh. Husyn Ainul Yaqin

Student of Nursing Master Study Program,
Faculty of Medicine, Brawijaya University
Jl. Raya Condong Dusun Sumur RT/RW
15/05 Desa Brabe Kecamatan Maron
Kabupaten Probolinggo Provinsi Jawa
Timur, 67276

Email: mohhusyn0@gmail.com

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ABSTRAK

Di masa pandemi Covid-19, pembelajaran offline digeser menjadi pembelajaran online. salah satu aplikasinya adalah Zoom Meeting yang mudah digunakan. Aplikasi zoom menggabungkan dalam menampilkan materi dalam pembelajaran power point dan komunikasi umpan balik. Salah satu tantangan dalam pembelajaran online adalah pembelajaran triase seperti Australian triage scale (ATS), ATS sendiri merupakan jenis triase dengan lima kategori. Materi ATS merupakan prestasi belajar yang harus dikuasai oleh siswa, namun belum banyak penelitian yang dilakukan terhadap metode pembelajaran online dengan materi ATS. Metode yang digunakan dalam penelitian ini adalah metode observasional analitik dengan menggunakan pendekatan cross sectional, peneliti mengambil data dari beberapa variabel yang ada dalam waktu yang bersamaan. Ada tiga faktor yaitu faktor teknologi, faktor karakteristik siswa dan karakteristik guru. Hasil: Hasil penelitian diperoleh beberapa faktor yang berpengaruh yaitu, faktor teknologi dengan nilai p 0,013, faktor karakteristik siswa dengan nilai p 0,029, faktor karakteristik siswa 0,003. Faktor karakteristik guru dengan p-value 0,029. Ketiga faktor tersebut memiliki hubungan dengan kompetensi triase siswa dengan metode online. Kesimpulan: Ketiga faktor tersebut memiliki hubungan yang signifikan, namun belum ada faktor yang paling signifikan

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INTRODUCTION

During the Covid-19 pandemic, face-to-face schools were avoided and switched to online schools as a form of preventing the increasing number of Covid 19 infections, so this led to a shift in educational methods towards digital (WHO, 2014). 2020. Thomas favale et al, 2020). This was also followed by the circular letter of the Ministry of Education and Culture number 4 of 2020 regarding policies in the emergency period of the Covid 19 pandemic, the temporary learning process is carried out at home with provisions through online or distance learning (Kemendikbud, 2020).

The online method that is widely used today is using the Zoom application (Lokanath et al, 2020). The benefit of using the Zoom application is that it makes it easier for teachers to provide material without having to meet face to face with students, thereby reducing the risk of the spread of Covid 19. The advantages and facilities of this zoom application are where users can hold conferences with participants who are members and share materials such as media. power point (Vanessa Stafford, 2020). However, according to Samira (2018), Australian Triage Scale (ATS) learning is not compatible with online learning and is more effective with offline learning.

There are several factors related to online learning, namely the role of technology, teacher characteristics, and student characteristics (Roman Andrianto Pangondian et al., 2019, James francis, 2017, Hodjat Hamidi and Amir Chavoshi, 2018, Hossein mahmoodian et al., 2016,). Technological factors affect the success of online learning because with an adequate network the learning process can be easily carried out, the need for quality technology has indeed become the main infrastructure in online-based learning methods (Maman Suryaman et al, 2020, Ritanjali Panigrahi et al, 2011). al, 2018).

Teacher characteristic factors, where a teacher currently uses online-based media as a medium for delivering material (Rasmitadila et al, 2020). Therefore, the ability to master technology is needed to facilitate the learning process, the existence of a pandemic that makes online-based learning methods currently not an obstacle in the learning process but a challenge for the world of education (Chrysi Rapanta et al, 2020).). Changes in current technological advances have increased student interest in the use of technology, so that students' motivation and interest increase. This right affects the ongoing online learning process (Ewan W et al, 2018, Andrew William Cole and Kristine M. Nicolini, 2017). So that there are also student characteristics factors where this is also in line with what was found by Hossein et al (2016) in their research using a computer-based scenario method, it was found that technology-based learning provides better interest for students. The use of the online method is something that is more easily accepted by students because it has advantages in the field of accessibility and student familiarity with technological advances, so this makes it easier for students and interested in the methods presented (Xi Vivien Wu et al., 2018).

METHOD

Participant characteristics and research design

The participant is undergraduate nursing students in the 7th semester and the nursing profession (Ns) at STIKES Hafshawaty Genggong. Research design in this research is

quantitative research using an observational analytic design with a cross sectional approach. Cross sectional or cross-sectional is a study where data collection from several variables is taken at the same time.

Sampling procedures

Procedures for selecting participants with total sampling, where the participant is all nursing student in the 7th semester and the nursing profession (Ns) at STIKES Hafshawaty Genggong.

Sample size, power, and precision

The total sampling in this research is 102 sample, where the participant in this research is nursing students in the 7th semester and the nursing profession (Ns) at STIKES Hafshawaty Genggong.

In this study, there were 4 questionnaires used is triage competency in Emergency triage education kit, Technological Factor Instrument, Instrument Factors Teacher Ability, And Student Characteristics Factor Questionnaire. In the Emergency triage education kit there is two methods, first method is case study and the second is multiple choice with ten questions. But in three instrument other we are use Validity and Reliability Test, where the result for three instrument in the validity test on all instruments showed the value of $r_{table} > r_{table}$ (0.514). The results of the reliability test for the triage technology factor questionnaire found that all questions were valid with r_{alpha} (0.930) $> r_{table}$ (0.514), The reliability test results for the student characteristics questionnaire found that all questions were valid with r_{alpha} (0.666) $> r_{table}$ (0.514) , The results of the reliability test for the ability of teachers found that all questions were valid with r_{alpha} (0.902) $> r_{table}$ (0.514).

Data analysis

In this research we use the process data analysis 3 procedure, start from analysis univariate where in this test include gender, age, studies history, technology factor, factors teacher ability, And student characteristics factor. Second procedure analysis bivariate is used to see the relationship between independent variables, namely technology factors, teaching ability factors and student characteristic factors with dependent variables, namely students' triage competencies in learning Triage ATS. Statistical tests use Spearman by using a SPSS computer program with a 95% confidence interval or $P \leq 0.05$ where H_1 is accepted if the value of $P \text{ value} < \alpha$ or $P \text{ Value} < 0.05$ and H_0 is accepted if $p \text{ value} > \alpha$ or $p \text{ value} > 0, 05$. The third procedure analysis multivariate in this study to find out the most contributing factors as determinants of student competencies in learning triage ATS. Multivariate analysis in this study uses ordinal logistic regression because the dependent variable is ordinal.

RESULTS

Distribution of Characteristics of Respondents Based on Age and Gender of Students at STIKES Hafshawaty Zainul Hasan Genggong:

Table 1
Distribution of Characteristics of Respondents Based on Age and Gender of Students at STIKES Hafshawaty Zainul Hasan Genggong

Variables	Frequency	Percent	Valid
Age			
21 years	56	54,9	54,9
22 years	46	45,1	45,1
Total	102	100%	100%
Gender			
Man	26	25,5	25,5
Woman	76	74,5	74,5
Total	102	100%	100%

Based on Tables 1, it can be seen that the age of the respondents is young adults with an age range of 21 to 22 years, the age of 21 years of students is 54.9% and the age of 22 years is 45.1%. In terms of gender, most of the respondents were female as much as 74.5% and male - male as much as 25.5%.

The relationship between technology factors and student triage competence with online learning at STIKES Hafshawaty Zainul Hasan Genggong.

Table 2
The relationship between three factors (Technology factors, Teacher characteristics, student characteristic) with student triage competence with online learning

Variabel	Correlation coefficient	p-value
Technology factors – triage competency	0,245	0,013
Teacher characteristics – triage competency	0,217	0,029
Student characteristics – triage competence	0,291	0,003

Results The Spearman rank test results in table 2 show a p value of 0.013. Because p value < 0.05, there is a relationship between technology factors and student triage competence with online learning at STIKES Hafshawaty

Zainul Hasan Genggong. The relationship between technological factors and triage competence shows a fairly strong relationship with the correlation coefficient value of 0.245, so that the higher the quality of the technology factor, the better the triage competence of students.

The relationship between teacher characteristics and student triage competence with online learning at STIKES Hafshawaty Zainul Hasan Genggong.

Spearman rank test results in table 2 show a p-value of 0.029. Because p-value > 0.05, there is a significant relationship between teacher characteristics and triage competence with online learning at STIKES Hafshawaty Zainul Hasan Genggong. Where the better the quality of the teacher's characteristics, the better the triage competence of students.

The relationship between student characteristics and triage competence with online learning at STIKES Hafshawaty Zainul Hasan Genggong.

Spearman rank test results in table 2 show a p value of 0.001. Because p value < 0.05, there is a relationship between student characteristics and triage competence with online learning at STIKES Hafshawaty Zainul Hasan Genggong. The relationship between student characteristics and triage competence shows a strong relationship in a straight direction with a correlation coefficient value of 0.291 so that the higher the student characteristic value, the better the triage competence.

The factor most related to triage competence with online learning at STIKES Hafshawaty Zainul Hasan Genggong.

Table 3
The factor most related to triage competence with online learning at STIKES Hafshawaty Zainul Hasan Genggong.

	Estimate	Std. error	wald	df	Sig.	95% Confidence interval		
						Lower Bound	Upper Bound	
Threshold	[triage competency = 1.00]	1.526	.526	8.428	1	.004	.496	2.557
	[triage competency = 2.00]	2.754	.585	22.150	1	.000	1.607	3.900
Location	Technology factor	.605	1.266	.229	1	.633	-1.876	3.086
	teacher characteristics	-.992	1.158	.734	1	.392	-3.263	1.278
	student characteristics	1.281	.896	2.043	1	.153	-.476	3.038

Based on the results of the partial test result table 3, it shows that the three variables do not have an influence on triage competence, namely the technological factor variable, the teacher characteristic factor, and the student characteristic factor with a p-value > 0.05.

DISCUSSION

The relationship between technology factors and triage competence in conducting online learning

Results The Spearman rank test results in table 2 show a p value of 0.013. Because the p value < 0.05, there is a

relationship between technology factors and student triage competence with online learning at STIKES Hafshawaty Zainul Hasan Genggong. The relationship between technological factors and triage competence shows a fairly strong relationship with the correlation coefficient value of 0.245, so that the higher the quality of the technology factor, the better the triage competence of students.

This is also supported by research conducted by Sorraivit et al (2017) which states that the technological factor has a good relationship in triage competence with a p value of 0.001. Where in the research he did it was stated that the use of technology in online learning was the right thing, with the condition that the application used was able to provide good communication between students and teachers. The same thing was also revealed by Chia wen tsai (2011) where there is a relationship between technological factors and triage competence with a p value of 0.035. In addition to the two journal reports above, there are also other journals conducted by Adele Bezuidenhout (2008) which show a strong relationship between technological factors and student triage competencies with p value <0.000.

Technological factors affect the success of online learning because with an adequate network the learning process can be easily carried out, the need for network quality is indeed a major infrastructure facility in online-based learning methods (Maman Suryaman et al, 2020, Ritanjali Panigrahi et al, 2018). In addition, learning using computers is believed to provide an increase in student motivation during online learning, where the ability of students to triage increased by 64.3% compared to the previous where the ability of students to triage was only 49.2% (Hossein et al., 2016).

The application that is often used today for the online method is the Zoom application (Lokanath et al, 2020). The benefit of using the Zoom application is that it makes it easier for teachers to provide material without having to meet face to face with students, thereby reducing the risk of the spread of Covid 19. The advantages and facilities of this zoom application are where users can hold conferences with participants who are members and share materials such as media. powerpoint (Vanessa Stafford, 2020).

Technological factors affect triage competence with online learning methods because with an adequate network the learning process can be easily carried out, the need for quality technology is indeed a major infrastructure facility in online-based learning methods (Maman Suryaman et al, 2020, Ritanjali Panigrahi et al, 2018). So, if the quality of a technology is good and sufficient, it will make it easier to get information about the types of ATS triage easily and will improve student triage competencies for the be.

The relationship between teacher characteristics and triage competence in conducting online learning

Spearman rank test results in table 2 show a p-value of 0.029. Because the p-value > 0.05, there is a significant relationship between teacher characteristics and triage competence with online learning at STIKES Hafshawaty Zainul Hasan Genggong. Where the better the quality of the teacher's characteristics, the better the triage competence of students.

This is also supported by a study conducted by Shu shin chen et al (2016) which states that the characteristic factor of the teacher has a relationship with student triage competence with a p value of 0.001. So, the better the character of a teacher, the higher the level of competence of a student in achieving triage competence. The same thing was also expressed by Susi Widiawati et al (2021) where

there is a relationship between teacher characteristics and student triage competencies with a p value of 0.006.

The characteristic factor of the teacher is related to triage competence in online learning where a teacher currently uses online-based media as a medium for delivering material because the use of existing technology actually makes learning more flexible (Rasmitadila et al, 2020). Where in this case a teacher is challenged to be more creative in delivering material, not only that but also a teacher is required to make preparations prior to learning (Iuuri L. Mesenkis et al, 2020). So when the ability of a teacher to deliver material online is good, it will further increase the level of student triage competence.

The relationship of student characteristics factors with triage competence in conducting online learning

Spearman rank test results in table 2 show a p value of 0.001. Because the p value < 0.05, there is a relationship between student characteristics and triage competence with online learning at STIKES Hafshawaty Zainul Hasan Genggong. The relationship between student characteristics and triage competence shows a relationship with the correlation coefficient value of 0.291 so that the higher the student characteristic value, the better the triage competence.

This is also supported by research conducted by Narissara tran (2019) which states that student characteristics have a relationship with triage competence with a p value of 0.000. So, the better the student's characteristic factors, the better the triage competency achievement scores will be.

There is a relationship between student characteristics and triage competence in online learning according to research conducted by William H. Money and Benjamin P. Dean (2019) which states that the current online learning method can be used not only to measure the increase in student knowledge, but also to increase student knowledge. but also changes the motivation and interest of students so that it will increase students' triage competence. Where this is also in line with what was found by Hossein et al (2016) in their research using the computer-based scenario method, it was found that technology-based learning provides better interest for students. The use of the online method is something that is more easily accepted by students because it has advantages in the field of accessibility and student familiarity with technological advances, so this makes it easier for students and interested in the methods presented to improve triage competence (Xi Vivien Wu et al., 2018).

This student characteristic variable contains students' motivation and interest in participating in online learning, where students are now getting used to the use of technology so that the application of technology in learning provides an increase in motivation and interest so as to improve better competency outcomes.

The factor most related to triage competence in conducting online learning

Based on the results of the partial test, it shows that the three variables that have no influence on triage competence are technological factors, teacher characteristics, and student characteristics with p-value > 0.05, so it can be concluded that there are no factors most related to triage competence.

During the research and data analysis process, the researcher found that students complained about the quota assistance, where during the online learning process using the Zoom Meeting application required a large amount of

data. This is in accordance with what was conveyed by Hutomo atnan Maulana (2021) who said that the network connection is a very important factor during the learning process in a zoom meeting. This is also in line with what was conveyed by Wayne Melville et al (2011).

In addition to the connection strength factor, there is also a preparation factor before doing online learning, where this is the first step that needs to be done is the introduction of the software that will be used during online learning. This is also in line with research conducted by Narin nonthamand (2020) which explains that there is a need for an introduction process to video conferencing applications such as zoom meetings before the application is used. Meanwhile, during the research process, students stated that there was no prior introduction, so students only learned independently about using the application.

LIMITATION OF THE STUDY

This study only uses three factors and only uses one online application, hope for the next researcher is to add more factors and use other applications as a comparison of online learning.

Conclusion

The three factors have the same influence on triage competence, including the technological factor with a p value of 0.013, the student characteristics factor with a p value of 0.029, and the student characteristics factor of 0.003. Teacher characteristics factor with a p-value of 0.029. And the student characteristics factor with a p value of 0.001. Where these three factors have a strong relationship with the competence of triage students with the online method. However, of the three, there is no factor that has the most influence on ATS triage competence. It was also found that there are factors of connection strength and preparation before learning that may not have been studied by researchers. And it might be a suggestion for future researchers to include these two factors.

ETHICAL CONSIDERATIONS

For this study there are no problems in ethics.

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Conflict of Interest Statement

Researchers in this case make this research aim to fulfill the final assignment and will also be used as a reference in developing online learning methods with different learning materials. So that the hope of research can also provide benefits for others using online learning.

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