



DESCRIPTION OF USER SATISFACTION WITH “POTENSI” APPLICATIONS

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ABSTRACT

Nursing students must pass the national nurse competency test (UKOM) in order to be certified as competent nurses and start working as nurses. From year to year, UKNI's graduation rate remains comparatively low. Because of the difficulty with exit exams, health education institutions must be able to give each of their students the best preparation possible for competency exams. The purpose of this study is to gather data on user satisfaction with the potential application. Descriptive analytic research methodology is used here. At STIKes Payung Negeri Pekanbaru, the study was carried out. Students enrolled in the NERS Professional Program in 2020 and 2021 make up the research population. A total of 109 samples were collected using a straightforward random sampling procedure. Questionnaires were employed to gather the data. According to the study's findings, 20 respondents (51.3%) in 2020 and 44 respondents (62.9%) in 2021 expressed a high level of satisfaction with the potential application. This study's conclusion is that students who are prepared for the NERS competency test may find the Potential application useful.

Keywords: computer applications; the national nurse competency test; user satisfaction

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INTRODUCTION

A test or exam is used to measure knowledge, abilities, and attitudes in conformity with professional standards. The Indonesian Ners Competency Test (UKNI) is one such test. To make sure that every nurse possesses the necessary skills listed on the competency test certificate, the competency test (UKOM) was created (Hartina et al., 2018). The competency certificate is a letter recognizing a nurse's ability to practice nursing after passing the competency test (Lubis, 2022). After students have completed the whole Ners Professional Education series, which is done to evaluate the attainment of competencies in accordance with Ners professional competency standards, UKNI is done (Tulak & Jus'an, 2018). The national competency test is anticipated to promote curriculum and learning process improvements in every educational setting and serve as the cornerstone for promoting the caliber of education in the health sector, which is the ministry's responsibility (Massi et al., 2021).

Foreign competency assessments or licenses have long been in use. In 1938, New York became the first state to adopt a nursing license. The National Council Licensing Examination For Registered Nurses (NCLEXRN) was the name given to the examination in 1994 (Delfina et al., 2021). The competency test for diploma III nurses and nursing professions was first offered in Indonesia in 2013 to graduates of new programs. The knowledge, talents, and behavior of students at health universities are evaluated using this competency test. Law

Number 36 of 2014 Concerning Health Workers, Law Number 38 of 2014 Concerning Nursing, Law Number 4 of 2019 Concerning Midwifery, and Regulation of the Minister of Education and Culture Number 2 of 2020 Concerning Procedures for Implementing Student Competency Tests in the Health Sector Masfuri in constitute the legal foundation for the competence test (Lubis, 2022).

Data on UKOM participants was gathered from the Directorate General of Higher Education (DIRJENDIKTI) in 2016. There were 28,812 UKOM ners participants in 2016, and the pass rate was 53.46%. With a pass rate of 50.58%, UKOM participants grew to 42,068 in 2017. Additionally, 50,058 people took part in the UKOM exam in 2018, with a 50.38% pass rate (Dikti 2019 in (Choeron & Metrikayanto, 2020). The graduation rates of nurses (Ners) have been declining from 2016 to the end of 2018, and they are still relatively low. In the meantime, the number of UKOM ners participants increases yearly. This is due to the fact that UKOM participants who do not graduate each year continue to develop and amass during the following cycle (Syapitri & Hutajulu, 2020). According to the study's findings (Rahadian, 2018), academic infrastructure and facilities, institutions' contributions to UKNI preparation, the academic success index of undergraduate nursing, and student readiness for UKNI can all affect test results.

As one of the conditions for completing vocational and professional education, the Ministries of Research, Technology, and Higher Education (KEMENRISTEK) and of Health (KEMENKES) encourage the socialization of national competency assessments for all health sectors (Krisdianto & Kusumawati, 2019). Nursing students and recent graduates fear exit exams because if a student passes the competency test, they are declared to have graduated from college. Students' ability to receive a diploma and a Registration Certificate (STR) depends in part on how they perform on their exit exams (Pujiati & Suherni, 2021). Because of this, each health education facility can best prepare each of its students to take competency exams. Because of this, each health education facility can best prepare each of its students to take competency exams.

One of the health institutions that oversees the Ners Profession program, STIKes Payung Negeri Pekanbaru, has taken several steps to prepare its students for competency tests, including using vignette questions in midterm and semester exams to help students comprehend questions based on problem-solving. Additionally, lecturers participate in item development and review activities with the goal of creating questions that adhere to competency test standards, providing intensive competency test guidance to students while they are in professional practice, and providing final program guidance to students after they have completed all professional subject requirements and made potential applications. For this reason, each. 2019 saw the creation of this prospective app. The Potential Application is a guidance program that participants may access without having to meet in person. It can be used to practice taking tests online and can assess each student's skills. The Nursing Program at STIKes Payung Negeri had 155 students take competency tests during the October 2022 session, with a graduation percentage of 86.5%, and 74 students took competency tests during the August 2021 period, with a graduation rate of 07.3%. The purpose of this study is to gather data on user satisfaction with the potential application.

METHOD

This study uses quantitative, analytical descriptive research techniques. The study was carried out at STIKes Payung Negeri Pekanbaru. Students in the NERS Professional Program in 2020 and 2021 made up the study's population. Simple random sampling was used to collect

samples. 39 pupils in 2020 and 70 students in 2021 made up the sample of 109 students. Questionnaires were employed to gather the data. A dependent t test was employed for the data analysis

RESULTS

The results of the analysis of the description of user satisfaction with POTENSI applications can be seen in the table as follows:

Table 1.
Distribution of User Satisfaction with the POTENSI application (n=39)

Satisfaction Level	f	%
High	20	51,3
Low	19	48,7

Based on table 1, it can be seen that as many as 20 respondents (51.3%) have high satisfaction with the POTENSI application.

Table 2.
Distribution of User Satisfaction with the POTENSI application (n=39)

Satisfaction Level	f	%
High	44	62.9
Low	26	37.1

Based on table 2, it can be seen that as many as 44 respondents (62.9%) have high satisfaction with the POTENSI application.

DISCUSSION

According to the study's findings, the POTENSI application had a high user satisfaction rate of up to 51.3% in 2020 and 62.9% in 2021. Information and website content clarity, interest in website appearance, ease of reading and understanding of information and website content, clear error messages when errors occur in data input, and overall application usability are among the indicators evaluated in the potential application. User satisfaction for each indicator in 2020 is described as follows: 53.8% of respondents were pleased with how quickly the homepage opened and loaded, 52.3% with how clearly the information on the website was presented, 66.7% with how the website looked, and 61.5% with the overall quality of the website 51.3% of respondents were satisfied with a clear error notice when a data input error occurred, and 69.2% of respondents were satisfied with how the app was used overall. On the website, 61.5% of respondents were satisfied with the information and the content was easy to read and understand.

The description of respondents' satisfaction in 2021 has improved from the prior year, and it now reads as follows: 58.6% of respondents were satisfied with the speed at which the homepage opened / loaded, 65.7% of respondents were satisfied with the clarity of website content information, 62.9% of respondents were satisfied with the appearance of the website, 64.3% of respondents were satisfied with the information and website content was easy to read and understand, and 51.4% of respondents were satisfied with the overall quality of the website.

In an effort to assist and prepare students for competency exams, the STIKes Payung Negeri Pekanbaru at the Ners Professional Study Program developed the POTENSI Application. The POTENSI Application has menus that include a panel menu, which displays the participant's account initially, an exam package menu, an article menu with pointers, tricks, and inspirations for competency tests, a forum menu with a discussion board for exams (tutors), a history menu with a list of exam results that participants have followed, a guide menu with implementation instructions in the form of videos, and a menu of forums.

UKNI's graduation is influenced by institutions, and participants' graduation is impacted by institutions' subpar roles (Kholifah & Kusumawati, 2016). The role of the institution, exam readiness, academic achievement, and UKNI tryout all affect students' success rates in UKNI. Institutions are intended to better prepare their students for the adoption of UKNI by socializing UKNI, using case-based questions from a young age, and providing support or guidance prior to taking part in UKNI (Hartina et al., 2018). The study's findings (Hooper & Ayars, 2017) demonstrate the importance of institutions in helping test takers in Texas who plan to graduate and take the NCLEX. Institutions take action by proactively identifying students at risk, Prior planning, prompt remediation preparation for at-risk students, and program policy enforcement.

Online caching, nursing clinic courses, remediation policy, fourteen-step exit examination review, courses focused on solving clinical decision problems, competency test debriefing courses, courses and tests with adaptive quizzing systems, fundamental development of educational curricula, learning methods, and identification of at-risk students with adaptive quizzing software are some of the strategies the institution has implemented to improve student graduation in the NCLEX-RN competency test (Mushawwir et al., 2020). Socialization and E-course training were found to have a positive impact on preparing and training students to be familiar with the practice of competency test questions, according to research (Winata et al., 2021) on the use of the E-course application during a pandemic on student preparation for the Indonesian Nurse Competency test positively influencing how well-prepared and trained students are to practice competency exam questions.

CONCLUSION

Satisfaction of the POTENSI application among students is high. The POTENSI application can support students through question exercises and help them get ready for the NERS competency test.

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