

Undergraduate Nursing Students Perception on the Implementation of Curriculum based Competency

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Abstract: Competency based curriculum is a curriculum developed based on the element of competence that can help students to achieve the highest competency profile as a nurse graduate. The purpose of this research is to evaluate the undergraduate nursing student's perception about the implementation of competency based curriculum at their faculty. Descriptive quantitative design was used for this study, with cross sectional approach. Sample included in this study were 382 and data collection using questionnaire sheet and analyzed by using descriptive analytic. Result of research: 372 respondents (97,4%) apply small group discussion method is well, 318 respondents (83,2%) apply role-play and simulation method is well, 329 respondents (86,1%) apply collaborative learning method is well, 367 respondents (96.1%) apply problem-based learning/inquiry method is well, 361 respondents (94,5%) apply self-directed learning method is well. It is recommended to the nursing curriculum education unit to continue developing the competency based curriculum method based on the National Qualification Framework (NQF) of Indonesia so as to the process of achieving graduates who can compete in the workplace.

1 INTRODUCTION

One of the objectives of providing education by an institution is to provide and produce graduates who have the ability and competitiveness in a searching, acquiring and finding a job. Other issue about competitiveness reported that the human resources in Indonesia are still at a low level. Recent information from the World Economic Forum (WEF) submitted through The Global Competitiveness Report 2016-2017 shows that Indonesia's competitiveness rating dropped from rank 37 to rank 41 out of 138 countries. This rating is still lower than other Southeast Asian countries, namely Singapore at third place, followed by Malaysia at 23 and Thailand 27 (Ristekdikti, 2016, p.8).

Nowadays, the learning process in college has changed from Teacher Centered Learning (TCL) to Student Centered Learning (SCL), where the ownership of learning is no longer centered on lecturers but students who actively construct science, so that emphasis is not only on theory also on how a work is done. If the curriculum is run, it is not difficult for students to change themselves from less

competent to competent of graduates with hard skills and soft skill (Sailah, 2008, p.33).

Competency Based Curriculum is a highly strategic formal tool for underlying comprehensive learning and education management in universities. It is important to realize that college graduates should be designed to be agents of change by developing an optimal curriculum oriented to values, knowledge, skills, attitudes and ethics (Sudjarwadi, 2010, p.3).

Competency Based Curriculum method can produce various benefits in lecturing process and outcome of graduates. Firstly, can help students to develop self-potential optimally and in accordance with the demands of workplace. Secondly, improve the quality of graduates with the expected competencies that can be applied in the community. Thirdly, the achievement of competencies with orientation mastery learning based on authentic assessment in the process. Finally, the autonomy of learning management by increasing the role of department and staff of lecturers in developing various learning innovation for the innovations for the improvement learning outcomes (Dantes, 2009; in Syarif, 2011).

Faculty of Nursing Syiah Kuala University has applied Competency Based Curriculum by method of Student Centered Learning (SCL) for each lecturing starting from academic year of 2010/2011. In this method, every learning is done assessment soft skills students through face to face learning activities both in class, tutorial, and practice in laboratory. (Academic FKep-USK, 2015).

Based on the results of research conducted by Ikram and Kamil (2016) and supported by Agus (2009, p.81) on the effectiveness of the application of PBL method to learning achievement, it was found that 62.5% of students solve problems with group discussions, such as skill answer and respond to questions, communicate orally according to the activity in the step of analyzing the problem with the method of seven jumps. Therefore, the ability to analyze and solve the problem is a competency that is very important to be owned by a nursing student in order to achieve the profile of nurse graduates competency.

2 METHODS

This research type is quantitative research using cross sectional study design. It conducted on May 29-31 2018 at Faculty of Nursing Syiah Kuala University. The sample in this research is 382 Reguler A students with total sampling technique.

Data were collected by using questionnaires that compiled by researchers based on the theory of X and Y McGregor (2002) in the form of Likert Scale consisting of 4 choices of answers. This questionnaire was consisted of: demographic data, and statement about Competency Based Curriculum method. Some steps processed data: editing, coding, transferring, and tabulating. It was categorized by good and less grades by using the cut of point values.

This study was analyzed by using univariate analysis, in order to find the frequency distribution of research variables. This research was conducted after obtaining a letter of passing ethical test from the Ethics Committee of the Faculty of Nursing, Syiah Kuala University which aims to protect and ensure the confidentiality of respondents.

Before data were collected, validity test was conducted on 20 students from the Faculty of Medicine, Syiah Kuala University. The results showed that from 39 statements, there were 38 valid statements where the r-value of the table using the 5% level was 0.444. The reliability test in this study

was conducted with Cronbach's Alpha Test, indicating that the Cronbach's Alpha value was 0.967, so the statements contained in the questionnaire were considered reliable.

3 FINDINGS

Characteristics of respondents are described in Table 1. Most respondents were 20 years old (37%), identified as women (93.7%), and from the generation 2017 (31.2%).

Table 1. Demographic data of study participants (N=382).

Characteristics	f	%
Age (year)		
18	38	9,9
19	104	27,2
20	142	37,2
21	98	25,7
Sex		
Male	24	6,3
Female	358	93,7
Grade		
2014	98	25,7
2015	83	21,7
2016	82	21,5
2017	119	31,2

Students' perceptions on the implementation of competency-based curriculum are described in Table 2 below.

Table 2. Students' perceptions on the implementation of competency based curriculum (N=382).

Method	Category	f	%
Small group discussion	Good	372	97,4
	Poor	10	2,6
Role playing	Good	318	83,2
	Poor	64	16,8
Collaborative learning	Good	329	86,1
	Poor	53	13,9
Problem based learning/inquiry	Good	367	96,1
	Poor	15	3,9
Self-directed learning	Good	361	94,5
	Poor	21	5,5

Based on table 2 above, it can be concluded that the application of small group discussion method to students Faculty of Nursing Syiah Kuala University is viewed in good category ($x \geq 15-24$) that is 372 respondents (97.4%). Based on table 2, it was concluded that the application of role play and

simulation method to the students Faculty of Nursing Syiah Kuala University was in good category ($x \geq 12,5-20$) that is 318 respondents (83,2%). Based on table 2 above, it can be concluded that the application of the learning method of collaborative learning to the students Faculty of Nursing Syiah Kuala University of is in good category ($x \geq 12,5-20$) that is 329 respondents (86,1%). Based on data in table 2 above, it was concluded that the application of problem based learning / inquiry method to the students Faculty of Nursing Syiah Kuala University is in good category ($x \geq 15-24$) that is 367 respondents (96,1%). Based on table 2 above, it was concluded that the application of self-directed learning method to the students Faculty of Nursing Syiah Kuala University is in the good category ($x \geq 10-16$) that is 361 respondents (94.5%).

4 DISCUSSION

Findings of this study concluded that the application of small group discussion method to students in Faculty of Nursing Syiah Kuala University is in good category that is 372 respondents (97.4%). According to the Directorate General of Higher Education (2014, p.58), discussion is one of the elements of active learning and is part of many SCL learning models. Here students are asked to create small groups (5-10 people) to discuss materials provided to lecturers or materials obtained by members of the group. Small group discussion is a way of presenting a lesson that exposes students to a problem of statements or questions to discuss and solve together. Based on the results of research conducted by Insiyah (2016) obtained results that small group discussion to provide benefits for students, such as; students will be more comfortable participating in their groups, providing opportunities for full participation, more student interaction, and students can learn to build teamwork.

The results of this study are also supported by research conducted by Hayadi (2015) on improving learning outcomes through of small group discussion method on students with a sample of 26 respondents. The results showed that 26 students who followed the learning using SGD got the most value 82 (26,2%). So it can be concluded that learning by SGD method improves student-learning outcomes of Manna Midwifery Academy significantly.

According to the researcher, learning by group discussion method will create student skills such as critical thinking to solve problems, exchange experiences and information, and public speaking, thus making all students active in the learning process.

The application of role play and simulation method to the students in Faculty of Nursing Syiah Kuala University was in good category that is 318 respondents (83,2%). The Directorate General of Higher Education (2014, p.58) indicates the simulation is a model that brings a similar situation to the real into the class. Simulations can take the form of role plays to practice verbal and nonverbal communication, practice team skills, develop problem solving, and develop empathy skills. The result of this research is supported by Setiawati (2016) research on the implementation of role playing in improving learning outcomes with a sample of 39 students. The results showed that the learning outcomes of learners by using the role playing method has increased, the learning outcomes in question is in terms of affective learners participate actively and cognitively with the results of the increase in the exam of learners.

Results of research conducted by Solikhah (2016) about the implementation of role-play method in subjects of public speaking for students of English majors at IAIN Surakarta as many as 26 respondents. The result shows that the learning of public speaking using the technique of role playing is well done where there are three aspects that show the achievement consistently, that is learning activity (83,98%), individual appearance (81,41%) and formative test (81,54%).

According to researchers the application of role-playing method is interesting, fun, and can make learners want to interact in it. Through the method of learning role playing skills and the ability of learners will develop like responsibilities in learning, public speaking that's well, colleagues in the learning process, and creative problem solving that will be difficult to develop if using traditional teaching techniques. In addition, students who are dominated by the majority of women make them prefer to do techniques role play, so they can apply it well in every tutorial lesson. This is also supported by research conducted by Marita, Amanati, and Kuswardani (2017) on the influence of role playing method on the ability habits of mind of therapy students with 80 respondents showed that the score habits of mind students after using role playing method is 76,8% is higher than before the application of role playing method is 71,8%, which

includes the ability to think creatively, critically, and self-regulation with $p\text{-value } 0.000 < (0.025)$. So, it can be concluded that the role playing method can affect the habits of mind physiotherapy students.

Findings of this study also indicates that the application of the learning method of collaborative learning to the students of Faculty of Nursing Syiah Kuala University is in good category that is 329 respondents (86,1%). Collaborative learning is a method of learning that focuses on cooperation among students based on consensus that is built by the members of the group (The Directorate General of Higher Education, 2014, p.60). Based on the results of research conducted by Ginting (2017) on the effectiveness of collaborative learning and independent learning for knowledge on the students of the Faculty of Medicine, University of Lampung with a sample of 200 respondents, the results showed that an increase in knowledge of both the collaborative learning and independent learning, with an average each increase was 48.50 and 44.50 with $p\text{-value } 0.000$. So it can be concluded that there is a significant difference to the students' knowledge between the group of collaborative learning and independent learning.

Furthermore, other research results by Bakri (2016) on the implementation of learning model of collaborative learning type numbered heads together in improving students' learning motivation in the subjects of PAI Class XI in SMA Negeri 5 Palembang with a sample of 67 respondents, indicating that there is a significant difference between student learning motivation on PAI subjects in the experimental class and control class with a significant level of 5% ($t_0 = 9.90$). So it can be concluded that there is a significant difference between students' learning motivation of experimental class using model of collaborative learning type numbered heads together and learning motivation of control class students who do not use model of collaborative learning type numbered heads together on the subject of PAI in Class XI SMAN 5 Palembang.

While according to the researcher's view this is due to the advantages of collaborative learning related to higher learning achievement, developing leadership skills, learning more fun, deeper material understanding, improving interpersonal skills and developing future skills. This is supported by Sudarman's (2014) research on the application of collaborative learning method to improve the understanding of subject research methodology materials with a sample of 95 respondents. The results showed that of collaborative learning method

has a higher contribution in improving the achievement of material understanding and student learning outcomes than conventional learning.

Based on data in this study, it was concluded that the application of problem based learning / inquiry method to the students in Faculty of Nursing Syiah Kuala University is in good category that is 367 respondents (96,1%). According to the Directorate General of Higher Education (2014, p.61) problem based learning / inquiry is learning by exploiting problems and students must conduct searching information (inquiry) to be able to solve the problem. There are four steps that students need to do in PBL / I, which first receives problems relevant to one / some of the competencies required by the lecturers, secondly searches the relevant data and information to solve the problem, the third organizes the data and links the data with problem, and fourth analyze the PBL / I problem solving strategy is to learn to make use of the problem and the student have to search / extract the information (inquiry) to be able to solve the problem.

The results of this study are supported by research Syarif (2011) on the analysis of the development of soft skills of students between the methods of problem based learning and approach lecturing in Faculty of Nursing Syiah Kuala University with a sample of 30 respondents. The results of this study indicate that the average soft skill of students on PBL learning method is 122.63, while on learning method lecturing with an average of 116.27. The conclusion of this research is there is a significant difference soft skill student on learning method of PBL and lecturing ($p\text{-value} = 0,038$); $\alpha = 0.05$).

According to the researchers' perspective, the application of PBL method to students at the Nursing Faculty of Syiah Kuala University has introduced presentation techniques and completed several cases in accordance with the expected competencies, so as to hone the ability to solve problems, convey ideas, leadership skills, listen to other people's opinions and teamwork.

In addition, supported by Syahreni and Afifah (2015) research on the relation of the application of collaborative learning method and problem based learning with the motivation to learn in the students Faculty of Nursing Indonesia University with a sample of 143 respondents. The results show that there is a significant relationship between the application of learning methods CL and PBL with the motivation of student learning Nursing of Indonesia University ($p < 0.05$). This method application is very contribute to the achievement of

student learning motivation compared with the use of conventional learning methods.

Based on table 6 above, it was concluded that the application of self-directed learning method to the students in Faculty of Nursing Syiah Kuala University is in the good category that is 361 respondents (94.5%).

According to the Directorate General of Higher Education (2014, p.59) self-directed learning is a learning process undertaken on individual student initiative itself. In this case, the planning, implementation, and assessment of the learning experience that has been undertaken, done all by the individual concerned. While the lecturer only acts as a facilitator, who gives direction, guidance and confirmation of the progress of learning that has been done the student.

The result of this research is supported by Safitri (2014) about the effectiveness of self-directed learning in terms of personal intelligence to the level of understanding of IKIP PGRI Bojonegoro students with a sample of 89 respondents. The results show that is self-directed learning method more effective than the directed learning model both in general and for each category of personal intelligence. According to the researchers' view this is because using SDL methods can help grow and hone active learning habits in students, a sense of individual responsibility to awaken and empower students, that learning is their own responsibility. In other words, students are encouraged to manage or lead themselves, such as time management, priority management, conflict management and stress management.

This is also supported by Chairunnisa (2016) research on the relationship of Self Directed Learning (SDL) with the cumulative achievement index of students in the Faculty of Psychology University of Muhammadiyah Malang with a sample of 346 respondents. The results showed that there was a significant positive relationship between SDL with student GPA ($r = 0,524$ $p = 0,000 < 0,05$). In addition, it was found that the influence of self-directed learning on the students' GPA was 27.4%, while 72.6% were influenced by factors not studied in the study.

5 CONCLUSION

Based on the results of research and discussion that have been done, it can be concluded that the application of Competency Based Curriculum method through small group discussion method, role

playing and simulation, collaborative learning, problem based learning / inquiry, and self-directed learning to students in the Faculty of Nursing Syiah Kuala University is in the good category. It is recommended to the management Faculty of Nursing Syiah Kuala University to continue to develop Competency Based Curriculum method based on National Qualification Framework of Indonesia so as to improve the process of achieving graduates who can compete in the workplace.

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