Improving Project Based Learning (PBL) Learning Methods Activities and Results of Students Learning Students of Nursing Faculty

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Keywords: Learning, Project Based Learning, Management Nursing.

Abstract: Aim research this is for increased activity and satisfaction of college students on the eyes lecture management nursing. This research is research action class use two cycle. Every cycle the researcher do four stage that is implementation, action, observation and reflection. Subject of this research is college students even semester nursing faculty 2018. Source of data derived from college student through observation, test writing, questionnaire and study document. Data analysis techniques used descriptive qualitative. Results of this research showing enhancement average activity college student amounting to 7.6 points, while result of cognitive study in the category $\geq$85-100 increases as big as 30.72 %. So it can be concluded that method learning project based learning effective for increase liveliness and results learn cognitive college student in learning course management nursing, so it need applied to the others courses at the Faculty Nursing.

1 INTRODUCTION

Course of management nursing is a compulsory subject in the curriculum education high nursing in Indonesia. Achievements learning course this is students able to to be leader and manager nursing in give care nursing to client (AIPNI, 2016). In order to achieve learning could reached, then needed activity student, one of the model Learning suspected could facilitate activity college student is a learning model project based learning.

Teaching project based learning is a learning model centered on students. This learning model is very challenging and demanding students to design, solve problems, make decisions, conduct investigative activities, and provide opportunities for students to be directly involved (Siwa, 2013). The advantages of the learning model is emphasized aspect cooperation so that capable students. Students who less academic and high academic ability can work and study together in completing lecture tasks and generate product, presentation or performance / performance good (2009) Fragouli. According to Wena (2011) this learning model not only produce product , but also motivates students to reflect Satisfaction they to what is learned in a real project (Wena, 2011).

Look in the mirror from various literature and results research related learning models project based learning , then achievements nursing management courses very suitable use this model because in addition to understanding the concept management nursing student also need real experience in managing nursing care management compared with conventional for as long as this done .

2 METHODS

The kind of this research is classroom action research (CAR). CAR is carried out through two cycles. Every cycle consists of four stages of PTK are planning, implementing, observing and reflecting. Subject of this research is students of bachelor Nursing Faculty Nursing University Andalas who took it Management Nursing course in even semester in 2018 as many as 56 students. The data from this study are descriptive data from the implementation of learning in the form of data collection activity learning and satisfaction the lessons learned process through observation sheets and satisfaction instruments. Validity and reliability from satisfaction instruments already proven valid and reliable.

3 RESULTS

Before implementing the action, the researcher evaluates to quality learning eye lecture Management Nursing in even semester in 2017 use PDCA approach . This activity aims to find out the problems that occur in the achievement of learning process. From activities evaluation it was found that: 1) less of student understanding in instructions assignment to RPS Courses Management Nursing, 2) Ability pedagogic team lecturer vary, pedagogic senior lecturer very good and lecturer young pedogogically very weak so that have an impact to Satisfaction learning, 3) Method learning classical less able to reach competence of course,in need activity students, 4) Learning outcomes not yet maximum (mean = 78) because not all competence course suitable rated with exam write. H Outcome evaluation above showing that learning management nursing still centered on the dominating lecturer in the learning process. Following presented results observation activity learn students on the cycle I and II implementation action

and Satisfaction learn college student before and after the application of the project based learning model to the eye lecture Management Nursing .

3.1 Activeness College Student in the Learning Process of Project Based Learning Model Cycle I and Cycle II

For rate activity individual in discussion, presentation and finishing project rated through self evaluatio. Self evaluation component has seven assessment items includes : a) Role and on making paper, b) Ability search library, c) Work together in settlement assignment, d) Insured answer complete his duty, e) Insured answer complete the assignment , f) Preparation materials consultation, and g) Role and on presentations. Self assessment evaluation this involving 56 students who followed lecture even semester management 2018. By complete results observation activity college student bus a seen in tabel.1.

Table 1. Average Activity Results Individual in Learning Project Based Learning First cycle.

Activeness of college student	Average	Value Mak -Min
Role and on making paper	81.6	79-82
Ability search literature	85.1	81-87
Work same in settlement task	75.2	72-77
To bear answer complete his job	78.7	75-82
Activeness / role and when discussion dalarn group	80.3	82-89
Preparation ingredients consultation	75.4	78-83
Role and on presentations	79.8	75-84
Average activity college student	79.4	7 2 -89

Table 2. Average Activity Results Individual in Learning Project Based Learning Cycle II.

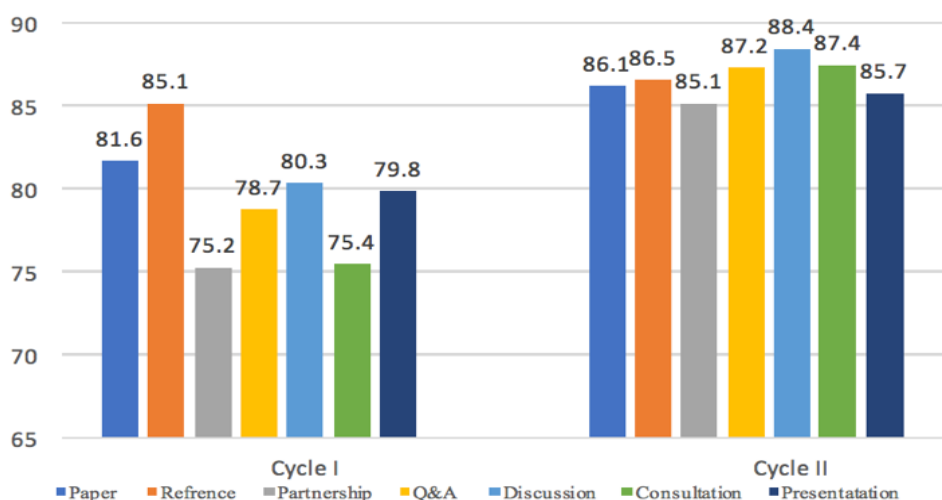| Activeness of college student	Average	Value Mak -Min
Role and on making paper	86.1	79-89
Ability search literature	86.5	80-88
Work same in settlement task	85.1	82-87
To bear answer complete his job	87.2	78-89
Activeness / role and when discussion within group	88.4	84-91
Preparation ingredients consultation	87.4	80-89
Role and on presentations	85.7	83-88
Average activity college student	86.6	79-91

Fig. 1. Project Based Learning Comparison.

Table 1 shows more from half college student active in learning model of project-based learning. Average activity highest is on activity search library, while the lowest is on activity cooperate.

3.2 Activeness College Student in the Learning Process Model Project Based Learning Cycle II

Methods and instruments observation to students activity in the second cycle the same with observation cycle II, the difference only contained in the way implementation cycle II already repaired based on results reflection on the cycle I. In complete results observation could seen in table 3.

Table 2 show more in part big college student active in learning model of project-based learning. Average highest activeness is on activity when discuss , while the lowest is on activity cooperate.

Figrure 1 shows development success action seen from activity student, d IMANA happen enhancement average activity students at all aspect assessment after applied learning model project based learning .

Learning outcomes cognitive college student course Management Nursing before project based learning model of learning is the result data learn cognitive college student odd semester in 2017 involved 59 students , where the learning process was still use way conventional . in complete results learn cognitive could seen in table 3.

Table 3. Distribution Frequency of Learning Outcomes Course Management Nursing Before Using PBL.

Exam Results Middle and End	f	% Of
≥85-100	4	6.78
≥80-85	27	45.76
≥75-80	26	44.07
≥70-75	2	3.39

Table 3. shows proportion results learn college student biggest there is the value ≥80-85 and ≥75-80

Learning outcomes cognitive college student be measured through exam middle and end of the semester. Method measurement use question written to 56 students who followed lecture management nursing with the project based learning model. in complete results cognitive this could seen in table 4.

Table 4. Distribution Frequency of Learning Outcomes Course Management Nursing After PBL.

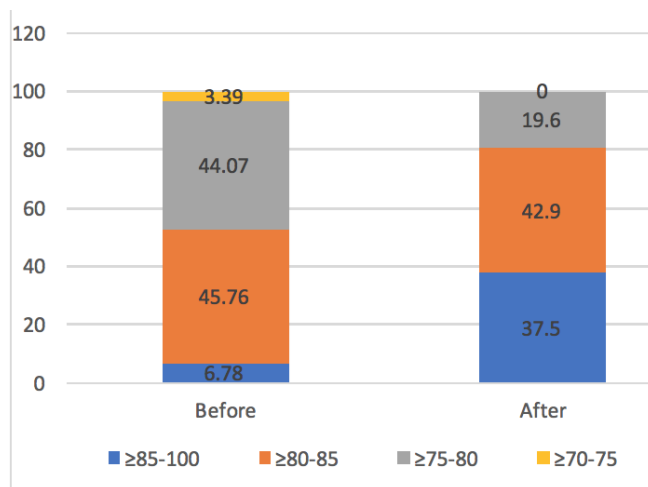| Test Results Middle and End	f	%
≥85-100	21	37.5
≥80-85	24	42.9
≥75-80	11	19.6
≥70-75	-	-

Fig. 2. Project Based Learning Comparison Before and After.

Table 4. show proportion results learn college student biggest No on 85 ≥80- value.

Figure 2 shows enhancement results learn cognitive in the category ≥85-100 after implementation of learning models project based learning around 30.72 % .

4 CONCLUSIONS

Based on the research results the application of the learning model project Based Learning on Management nursing Course can be concluded that: 1) Learning model this can increase the average activity learn college student amounting to 7.9 points especially in activity cooperate and consult with team lecturer instructor, 2) Learning model can increase results of learning cognitive college student reach value ≥85-100 or A value of 30.72%. 3) Learning model Project Based Learning could decrease number no graduates college student with Graduated limit value C.

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