

Coping Strategy and Student Perception on the Use of the Competency Based Curriculum (CBC)

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Abstract: The Competency-based curriculum is a learning method that widely applied in various universities. This curriculum required students to master many things and become a stressor for them, so it is necessary to hold an adaptive coping strategy in learning process. The purpose of this research is to know the correlation between coping strategy and student perception on CBC method in one of nursing faculties in Aceh, Indonesia. This is correlational study with cross sectional study design. The population in this study were regular students of classyear 2017/2018. Sampling technique used stratified random sampling with total of 89 respondents. Data collection techniques used Maladaptive and Adaptive Questionnaire (MAX). The data were analyzed using independent t-test. The results show that students' perceptions of CBC method were in good category (53%) and student coping strategies were in maladaptive response (41,57%). There was a relationship between coping-adaptive-and-avoidance strategy and students' perception about CBC method among nursing students with p value 0,015 and 0,049, respectively. It is recommended to the faculty to improve the quality of CBC learning methods and continue to support students in learning process in order to generate competent nurses.

1 INTRODUCTION

University is advanced level of education after senior high school graduation that applied to prepare students becoming a part of society with academic ability, professionalism, creating and improving knowledges and arts (laws no 2, 1986, article 16, subsection 1). Learning processes are the important aspect to be applied in the higher education, including competency-based curriculum (CBC). CBC is a curriculum concept that emphasizes ability development on doing tasks with several standards that felt by students (Enoh, 2005). CBC uses student center learning method that in the learning process students are required to be active on learning process.

Application of CBC learning method is like two sides of a coin which gives both positive and negative impact for the students. Application of CBC learning method requires student to master many things such as self-learning ability and prepare presentation. These requirement become one of stressor factor for students. Problem that causes high stress was coming from learning habit, development,

and skill. In addition, the weakness of mastering learning material, assessment, and financial are causing a high stress (Moffat *et al.*, 2004). Therefore, a suit coping strategy is necessary to decrease students' stresses. There are varieties of coping strategy among students and often connecting with individual perception toward event of stress (Kozier, 2010).

Because of these explanation, the researcher interested to know the coping strategy correlation with student perception toward CBC learning method

2 METHODS

Research's type is descriptive quantitative with cross sectional study design. Stratified random sampling was used in this research to 89 nursing students at one nursing faculty in Aceh with CBC learning method. Questionnaire consisted of 45 statements which measures coping strategy and student perception toward CBC learning method. Data were analysed using univariate and bivariate analysis

(Pearson Product Moment test). Ethical approval was obtained from the Ethical Nursing Research Committee of Syiah Kuala University.

3 FINDINGS

3.1 Demographic Characteristics

All of the participants were identified as last teenager (100). The majority of the participants were female (94%) and graduation between 2016-2017 (53,9). Characteristics of the participants are described in Table 1.

Table 1: Demography Data (n=89).

Category	Frecuency	Percentage
Gender		
Female	84	94,4
Male	5	5,6
Age		
Last Teeneger	89	100
Graduation		
2017	29	32,6
2016	19	21,3
2015	19	21,3
2014	22	24,7

3.2 Students Perception toward CBC Learning Methods

Students' perception toward CBC learning methods are described in Table 2 as shows that 60,7% of students perceived the use of CBC learning method with *Self Directed Learning* as good, 58,4% students perceived the use of CBC learning method with Demonstration/ simulation as foor (bad).

Table 2: Student Perception towards CBC Learning Method.

CBC Method	Category			
	Good		Poorly	
	f	%	f	%
Small Group Discussion	45	50,6	44	49,4
Demonstration/simulation	37	41,6	52	58,4
Self Directed Learning	54	60,7	35	39,3
Problem Based Learning	46	51,7	43	48,3
Case Study	51	57,3	38	42,7

3.3. Correlation between Students' Coping Strategy and Perception Toward CBC Learning Method

The correlation between students' coping strategy and perception toward CBC Learning Methods are described in Table 3. According to table 3 shows that correlation between students's coping strategies and perception about CBC learning methods were not significant for Demonstration/simulation (p-value = 0,21) and Self Directed Learning methods (p-value = 0,61) but were significant for Small Group Discussion (p-value = 0,01), dan Problem Based Learning and Case Study methods (p-value = 0,05) with the correlation values ranged between 0,05 to 0,25.

3.3. Correlation of Adaptive Coping Strategy towards Student Perception about CBC Learning Method

The correlation between maladaptive coping strategy and perception toward CBC Learning Methods are described in Table 3 as shows that there were no significant correlation between maladaptive coping strategy and students' perception about CBC Learning Method for Small Group Discussion (p-values = 0,13), Demonstration/simulation (p-values = 0,66), Self Directed Learning (p-values = 0,31), Problem Based Learning (p-values = 0,08), and Case Study methods (p-values = 0,30).

3.3. Correlation of Adaptive Coping Strategy towards Student Perception about CBC Learning Method

The correlation of Avoidance Coping Strategy towards Students' Perception about CBC Learning Methods are described in Table 3. According to Table 3 shows that correlation between Avoidance Coping Strategy towards Student Perception about CBC Learning Methods is not significant for Small Group Discussion (p-value = 0,11), Demonstration/simulation (p-value = 0,32), Self Directed Learning (p-value = 0,23), and Problem Based Learning methods (p-value = 0,10) but significant for Case Study method (p-value = 0,04) with pearson correlation coefficient values ranged between 0,10 and 0.20.

Table 3: Correlation between Students' Coping Strategy, Maladaptive Coping Strategy and Avoidance Coping Strategy toward student perception about CBC Learning Methods (n=89).

Learning Method		Category	Mean	SD	N	P value
Students' Coping Strategy	Small Group Discussion	Good	32,44	2,54	45	0,01
		Poorly	30,95	3,11	44	
	Demonstration/ Simulation	Good	32,16	2,68	37	0,21
		Poorly	31,38	3,06	52	
	Self Directed Learning	Good	31,83	2,55	54	0,61
		Poorly	31,51	3,44	35	
	Problem Based Learning	Good	32,28	2,68	46	0,05
		Poorly	31,09	3,06	43	
	Case Study	Good	32,22	2,62	51	0,05
		Poorly	31,03	3,18	38	
Maladaptive Coping Strategy	Small Group Discussion	Good	23,82	3,91	45	0,13
		Poorly	22,52	4,22	44	
	Demonstration/ Simulation	Good	23,41	4,46	37	0,66
		Poorly	23,02	3,85	52	
	Self Directed Learning	Good	23,54	4,48	54	0,31
		Poorly	22,63	3,40	35	
	Problem Based Learning	Good	23,91	3,88	46	0,08
		Poorly	22,40	4,22	43	
	Case Study	Good	23,57	4,12	51	0,30
		Poorly	22,66	4,05	38	
Avoidance Coping Strategy	Small Group Discussion	Good	9,02	1,39	45	0,11
		Poorly	8,61	0,99	44	
	Demonstration/ Simulation	Good	8,97	1,04	37	0,32
		Poorly	8,71	1,33	52	
	Self Directed Learning	Good	8,94	1,23	54	0,23
		Poorly	8,63	1,17	35	
	Problem Based Learning	Good	9,02	1,23	46	0,10
		Poorly	8,60	1,17	43	
	Case Study	Good	9,04	1,29	51	0,04
		Poorly	8,53	1,05	38	

4 DISCUSSION

Application of CBC learning method gives more advantages than conventional learning method. This research's result showed that the majority of students were able to plan their study time better. It is caused by self-learning process that makes students able to plan their study plan better. This result is supported by research that conducted by Nursing College of School of Health Sciences (STIKes) Dharma Husada which is 77,2% students agreed that using CBC learning method gives more advantage rather than conventional learning model and it makes the student open-minded. Application of CBC learning method also makes students able to understand learning issue that was given and doing

brainstorming on group discussion comprehensively (Noprianty, 2016).

Another research conducted by Medicine Faculty of Sam Ratulangi University showed that Problem Based Learning (PBL) method is able to increase value of learning environment rather than conventional learning strategy. It is caused by PBL method approaching that able to encourage student to gain motivation and responsibility toward their environment (Talumewo, Pangemanan, & Marunduh, 2013). This is supported by the result of research which is 46% students are interested on practicing role play because it can encourage student's communication skill better and 69,6% students are disagree that CBC learning method discourages student on learning process.

Research conducted by Riley, Kirsch, Shapiro, and Conley (2016) at the University of Loyola Chicago showed that students had higher depression experience, anxiety, and stress during transition period and on first year in the university. Students were showing type of maladaptive coping strategy and less adaptive coping strategy at the level of transition in university. This is also supported by research held by Geng and Midford (2015) at the University of Charles Darwin where students of the first year in university have higher stress level rather than other students which influenced their experience on continuing or stopping their courses.

Students who are in the process of writing a thesis tend to cause anxiety. Sources of anxiety are varied, such as lack of confidence, easy giving up, or pressure from the environment. Parents, supervisors and distant social environments cause students to be anxious and tensed so need for social support to reduce the level of anxiety (Astuti & Hartati, 2013).

The application of the CBC learning method is also able to improve adaptive coping responses in the learning process of students at the University. This is evidenced by the respondent's answer that 69.6% of students try to see the problem as an opportunity and are ready to face challenges and 71.7% of students understand well the causes of a problem. The results of this study are supported by the research conducted by Schaufeli (2006) in the Netherlands which the result that small group methods can make someone to have knowledge and improve their coping abilities. Social interaction during the group work process makes individuals have good practicing skills and understanding feedback from their coping. The results of this study also concluded that the effect of increasing knowledge and coping abilities of small groups would only last for at least 8 weeks. The study was supported by respondents' answers in this study, which 62.9% of students were able to provide constructive feedback in the Small Group Discussion learning method so that it had a positive impact on improving students' knowledge and coping abilities in the learning process.

The research conducted by Kulkarni and Sinha (2015) at Manipal University showed that the CBC learning method made students to be able to understand the meaning to express themselves in language as well as how they understood the teaching and learning process itself. Small group method learning affects the ability of knowledge transfer between educators and students and also promotes integration that enables students to communicate freely.

Research conducted by Atindanbila and Abasimi (2011) showed that only 4% of the total coping strategies used by students to reduce their stress levels at the University. This is due to students' mistakes in choosing strategies that are inadequate to reduce their stress levels. Errors in choosing the coping strategy can also be caused by different levels of student adaptation.

The influence of the level of adaptation from research conducted by Al Dubai (2011) in one of the Faculty of Medicine in Malaysia showed that older students used active coping, reframing, and planning more than those done by younger students. This happens because older students have adapted to the learning environment better and they have known lecturers for longer time than the younger ones. This is supported by the answers of respondents with the results of 57.3% of students learning from existing experiences. This shows that the longer the student's adaptation period, the better the coping response he has.

Based on respondents' answers, 78.6% of students handled the problem actively and tried to solve the problem and 48.3% of students did not avoid the problem. These results provide evidence that it turns out that with the CBC method of learning students try to deal with the problem actively and try to understand the learning issue provided by the lecturer.

Research conducted by Jensen *et al.*, (2016) showed that avoidance was used by students when they were unable to reduce stress as an alternative approach. Students who use avoidance responses are often helped to find short-term relief from stress by focusing on feeling afraid of stress. This helps them to use avoidance coping strategies in the future.

Avoidance is the first defense mechanism that is often shown by students. They still try well on learning material that is considered difficult and still hopes to pass through the material by minimizing the relationship with the learning scenario (Khat, 2013).

Based on respondents' answers, 78.9% students did not understand the scenario given and 67.4% students were less able to relate the scenario to the problem that occurred. This is due to differences in the level of understanding between scenario makers and students so that students find it difficult to interpret the cases given. Nevertheless, students are of the opinion that the Case Study method is able to provide great benefits in the CBC learning method.

The results of this study are supported by research conducted by Rahmawati and Ervanto (2017) at Trunojoyo Madura University with the result that case-based learning strategies have not been effective in increasing students' understanding

of the teaching and learning process. However, 95% students thought that case-based learning could be a new approach, 95% students were satisfied with the use of case-based learning methods, and 97% students liked the use of case-based learning to assist them in learning.

5 CONCLUSION

There is a relationship between adaptive and avoidance coping strategies with students' perception on the learning methods of Competency-Based Curriculum (CBC). While the coping response of 41.57% students was in maladaptive response, student perceptions on CBC method are in good category (53%).

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