Implementation of the Small Group Discussion Method in the Learning Process with the Results of Nurse Competency Test in Akademi Keperawatan Sehat Binjai 2019

Irma Handayani[1], Leli Herawati[1], Sri Wahyuni[1]

[1]Lecturer, STIKes Sehat Medan, North Sumatera, Indonesia

Abstract

Objects: To analyses implementation of the small group discussion method in the learning process with results of nurse competency test.

Method: The study was analytic with a cross-sectional approach. The samples were thirty-two selected by saturated sampling with inclusion criteria. Data were collected using a questionnaire and analysis using the spearman correlation test.

Result: There was a statistically significant correlation between the implementation of the small group discussion method in the learning process with the results of the nurse competency test ($p<0.001$).

Conclusion: The learning method of small group discussion can improve student learning abilities in the field of nursing services and the competence of nurses will have an impact on performance which will ensure the quality of nursing services where nurses work.

Keywords: *Small Group Discussion; Nursing Student; Nurse Competency Test.*

Introduction

Guidance and supervision of the quality of health workers are primarily aimed at improving the quality of health workers according to the competencies expected in supporting the delivery of health services for all Indonesian citizens. Coaching and monitoring of the quality of health workers are carried out through increased commitment and coordination of all stakeholders in the development of health workers as well as legislation which includes certification, one of which is through a competency test[1].

Corresponding Athor:
Leli Herawati
Lecturer, STIKes Sehat Medan, North Sumatera, Indonesia
Gg. Pelajar, Tj. Gusta, Kec. Medan Helvetia, Medan City, North Sumatera 20123, Indonesia
e-mail: lelihrwt@gmail.com

The competence test is one of the regulations of the Indonesian government in organizing the quality assurance system and accreditation of health study programs. The purpose of the competency test is to provide recognition of the competence of graduates against competencies of graduates that are relevant to work competencies to ensure patient safety in practice[2].

Currently, the percentage of passing the competency test of students in the nursing study program diploma III level in Indonesia has not reached 100%, this can be seen from 82,505 participants from 416 institutions, only 64.38% of graduation. Data on passing the competency test of the diploma III nursing study program in North Sumatra for October 2018 from 47 institutions that took the exam, only 50, 94% were declared competent (passed)[3].

Several factors affect the passing of the competency test, such as the results of research conducted by previous researchers conducted by Abdillah, namely factors that contribute to passing students' competency tests which consist of internal factors including intelligence, interests

and talents, motivation, while external factors include: try out, lecturer factors, curriculum learning method[4].

One learning method that can improve student learning outcomes is the small group discussion method[5], this is relevant to previous studies related to the small group discussion learning method, research conducted by Saraswati which shows learning activities in students increased after the small group discussion learning method was applied from 58.80% to 85.22%[6].

Relevant to the results of research conducted by Christiani, it shows that the implementation of the small group discussion method can improve student learning outcomes[7].

It is also in line with the results of research conducted by Stiyoningsih that the implantation of the small group discussion method can improve students' speaking ability in Arabic[8].

The results of preliminary observations made by researchers at Akademi Keperawatan Sehat Binjai showed that the 2017 passing rate of the competency test was that of the 77 people who took the exam who passed 28 people (36.25%), while in 2018 out of 31 people who took the exam had an increase. Percentage of graduation to 14 people (43.7%). The results of interviews conducted with 10 students and lecturers of Akademi Keperawatan Sehat Binjai, found that the learning method carried out from 2018 to the present is the small group discussion method (small), this is different from the 2017 learning method, namely discovery learning. The results of the interviews also showed that students were more enthusiastic and faster to understand the learning process using the small group discussion learning method than the discovery learning method.

Starting from the description above, the researchers are interested in researching the implementation of the small group discussion method in the learning process with the results of passing the nurse competency test at Akademi Keperawatan Sehat Binjai in 2019.

Method

This study used an analytic with a cross-sectional approach. This research aims to analyze the relationship between the independent variable and the dependent variable, which requires answers to why and how this research usually uses inferential statistical analysis[9]. The samples were thirty-two selected by saturated sampling with inclusion criteria, namely: alumni of Akademi Keperawatan Sehat Binjai with academic year 2017/2018; and willing to be a respondent. Data were collected using 15 questionnaires to find out how far the small group discussion method is applied while passing the competency test is taken from the observation of the national graduation data of Akademi Keperawatan Sehat Binjai. Data were analyzed using the spearman correlation test.

Results

Table 1. Frequency distribution base on variables

Variables	Frequency	%
Gender		
Male	26	81
Female	6	19
Total	32	100
Age		
22 years	2	6.3
23 years	11	34.4
24 years	14	43.8
25 years	4	12.5
26 years	1	3.1
Total	32	100
Implementation of the small group discussion method		
Applied	23	71.9
Not applied	9	28.1
Total	32	100
Competency test pass		
Competent	14	43.8
Incompetent	18	56.2
Total	32	100

Table 1 shows that the majority of respondents were male, as much as 81.0%, the majority of respondents were 24 years old (43.8%), implemented a Small Group Discussion in the learning process at Akademi Keperawatan Sehat Binjai in 2018, and the majority of respondents have not passed (incompetent) the 2018 nurse competency test at Akademi Keperawatan Sehat Binjai, namely 18 people (56.2%).

Table 2. Correlation between the implementation of the small group discussion method with results of nurse competency test

Implementation of the small group discussion method	Pearson correlation	P-value
Competency test pass	0.552	0.001

Table 2 shows that the implementation of the small group discussion method is statistically significant with the results of the nurse competency test (p=0.001), and has positively correlated which means the implementation of the small group discussion method is good, so there will be many nurses who pass the competency test.

Discussions

The test results of the implementation of the small group discussion method in the learning process with the results of passing the nurse competency test can be seen in table 2. With significant value 0.001, it meant there was a significant correlation with the implementation of the small group discussion method in the learning process on the results of passing the nurse competency test.

Based on Sulystiowati study, which is a classroom action research conducted to implement a small group discussion learning model for students in improving student learning achievement, in this study, it was found that there was an increase in student learning achievement using the small group discussion method as evidenced by the increase in learning achievement with grades. Grade Point Average A and pass category[10].

One learning method that can improve student learning outcomes is the small group discussion method[5], this is relevant to previous studies related to the small group discussion learning method, research conducted by Saraswati which shows learning activities in students increased after the small group discussion learning method was applied from 58.80% to 85.22%[6].

Relevant to the results of research conducted by Christiani, it shows that the implementation of the small group discussion method can improve student learning outcomes[7].

It is also in line with the results of research conducted by Stiyoningsih that the implementation of the small group discussion method can improve students' speaking ability in Arabic[8].

According to Djaali, states that achievement is closely related to expectations (expectations) that are formed through learning in the environment, while expectations always contain a standard of excellence. It can be concluded that an achievement including passing the competency test can be achieved by students after going through the learning process using one of the small group discussion method[11].

Conclusion

There was a significant correlation implementation of the small group discussion method in the learning process with the results of passing the nurse competency test.

Suggestions: Maintaining the small group discussion method and developing other learning method in college to improve nurse competency tests.

Conflict of Interest: Nil

Ethical Clearance: This research has passed the test of ethics from the health research ethics committee of the Nursing Faculty of Universitas Sumatera Utara, with registration number 1316/VI/SP/2019.

References

1. Laws of the Republic Indonesia No.36 of 2014 about health workers [Internet]. [cited 2020 January 27]. Available from: https://ipkindonesia.or.id/media/2017/12/UU-No.-36-Th-2014-ttg-Tenaga-Kesehatan.pdf

2. Laws of the Republic Indonesia No. 12 of 2012 about college [Internet]. [cited 2020 January 25]. Available from: http://www.polsri.ac.id/panduan/01.%20umum/06.%20Undang-Undang%20Republik%20Indonesia%20Nomor%2012%20Tahun%202012%20Tanggal10%20Agustus%202012%20Tentang%20Pendidikan%20Tinggi.PDF

3. Data Asosiasi Institusi Pendidikan Vokasi Keparawatan Indonesia Regional I Sumatera Utara, 2018 [Internet]. [cited 2020 February 11]. Available from: http://aipvikireg1.blogspot.com/

4. Abdillah A. Analisis Faktor-Faktor Yang

Mempengaruhi Kelulusan Uji Kompetensi Ners Indonesia. Jurnal Penelitian Administrasi Publik. 2016 October; 2(2): 373-380.

5. Peraturan Menteri Riset, Teknologi, Dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 Tentang Standar Nasional Pendidikan Tinggi [Internet]. [cited 2020 March 21]. Available from: http://kopertis3.or.id/v2/wp-content/uploads/PERMENRISTEKDIKTI-NOMOR-44-TAHUN-2015-TENTANG-SNPT-SALINAN.pdf.

6. Saraswati NF, Djazari M. Implementasi Metode Pembelajaran Small Group Discussion Untuk Meningkatkan Aktivitas Belajar Pada Kompetensi Dasar Jurnal Penyesuaian Siswa Kelas X Akuntansi SMK Muhammadiyah Kretek Ajaran 2017/2018. Jurnal Pendidikan Akuntansi Indonesia. 2018 December; 16(2): 15-23.

7. Christiani A. Penerapan Metode Small Group Discussion Dengan Model Cooperative Learning Untuk Meningkatkan Hasil Belajar Siswa Di Sekolah Dasar. JPGSD. 2014; 2(2): 1-11.

8. Sulistyowati NW. Implementasi Small Gruop Discussion dan Collaborative Learning untuk Meningkatkan Proses Belajar Mahasiswa Program Studi Akuntansi IKIP PGRI Madiun. Jurnal Akuntansi dan Pendidikan. 2016 April; 5(2); 173-190.

9. Hidayat A, Aziz A. Metode Penelitian Keperawatan dan Teknik Analisis Data. 2014. Jakarta: Salemba Medika.

10. Soifah M. Metode Small Group Discussion untuk Meningkatkan Kompetensi Membaca Teks Hortatory Exposition. Tajdidukasi. 2018; 8(2); 137-153.

11. Djaali. Psikilogi Pendidikan. 2013. Jakarta: Bina Aksara.