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Student Perceptions of Skills Training Program as a Mean of Preparation for Nurse Profession Program



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Abstract

The nursing profession must be pursued through higher education. Practice vehicles, such as hospitals require students to pass a skills test before they can practice. The Nursing Study Program, FIKES UMM, has implemented a matriculation program for students who will join the Nursing Profession. This activity has been carried out for a long time and has undergone several method changes to produce more effective outputs. However, there has never been an evaluation of how successful and valuable this program is for students. This type of research is a descriptive study because the researcher only observed Student' Perceptions Skills Training Programs in Preparing to Participate in Nursing Professional Education. The population in this study were all students of professional practice Nurses wave 20, a total of 50 respondents were taken by total sampling technique. The Dundee Ready Education Environment Measure (DREEM) questionnaire is appropriate for measuring the learning environment. Data analysis was carried out descriptively with percentages, tables, mean, and standard deviation. The result has shown that a score the DREEM questionnaire 200 value indicates that there is a positive perception of the matriculation learning environment that has been carried out in preparation for entering professional practice, including the expertise of the teacher/facilitator. Students' perceptions of the matriculation program for the preparation of professional education are positive. On the other hand, to improve student skills to be more optimal, it is necessary to enhance the skills of facilitators and more supportive facilities and infrastructure.

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INTRODUCTION

Health care requires resources in the health sector: health workers (Health Law No. 36, 2009). Efforts to provide health services will be reasonable when the health workers have quality and are professional. One of the health workers required to be professional in carrying out their duties is a nurse (Constantia, Arneliwati, & Utomo, 2017). The nursing profession must be pursued through higher education, namely by attending Vocational education (D3 Nursing) and the Nursing profession program. The nursing professional education curriculum has been set by AIPNI (Indonesian Nurses Education Association). The compiled curriculum focuses more on the student-centered learning process and is oriented to graduates' competencies. The curriculum compiled is a competency-based curriculum, with the hope of producing nurses who know (cognitive), attitudes (psychomotor), and professional skills (Aini & Mashfufah, 2018). Regulations in AIPNI (Association of Indonesian Nurses Professional Education Institutions) require that students must have attended pre-clinical practice and passed a skill or skill test (AINEC/AIPNI, 2021). The Nursing Profession Study Program (FIKES UMM) has implemented the Nursing Profession matriculation program to prepare students to enter the profession. This program has been implemented for a long time. It has undergone several changes in learning methods to improve the quality of students facing practical vehicles.

Student matriculation activities are taught knowledge and laboratory skills carried out for four weeks. At the end of the activity, a skill test will determine the students' abilities. The nursing study program conducting matriculation activities is that there are also nursing students who are non-alumni, and their graduation year from the nursing undergraduate program is not the same. Some have just graduated, but some have graduated one year earlier. So that matriculation activities are needed to equalize perceptions and review their knowledge and skills (Mohamed & Fashafsheh, 2019).

Solvik & Struksnes (2018) nursing students have different backgrounds. Provision of preparation before they practice includes the knowledge and skills needed to improve their abilities when practicing in special health services. On the other hand, providing practice skills to

students can improve student skills when caring for patients. In his research, students were divided into small groups consisting of 10-12 students. So far, the implementation of the matriculation program also divides students into small groups (10-12 students), and there is assistance from the lecturer. However, students' perceptions of the effectiveness of this program have never been evaluated.

METHOD

This type of research is a descriptive study with a cross-sectional design because the research only conducted observations at the end of the nursing profession matriculation activity. The research was conducted at FIKES UMM in August 2020.

The population in this study were all students of professional practice Nurses wave 20, and several 52 respondents were taken by total sampling technique.

The variable in this study is the perception of student nurses. The instrument used is the Dundee Ready Education Environment Measure (DREEM) questionnaire, an appropriate tool for measuring student perceptions of the learning process, lecturers' perceptions of academic achievement, and perceptions of the learning atmosphere (academic atmosphere) and perceptions of the environment (Tejoyuwono, Armyanti, & Nugraha, 2015).

The DREEM questionnaire consists of 50 questions containing student perceptions of the learning process-12 numbers (maximum score is 48), perceptions of lecturers-11 numbers (maximum score 44), perceptions of academic achievement-7 numbers (maximum score 28), perceptions of the learning atmosphere (academic atmosphere) -12 numbers (maximum value 48) and perceptions of the social environment-8 numbers (maximum value 32). The assessment was carried out using a Linker scale, ranging from agreeing to disagree strongly. A score of 0 was given to disagree strongly, and a score of 4 to agree. According to students' perceptions, the maximum score for this questionnaire is 200, which indicates an ideal learning environment.

The results of the total DREEM scores are interpreted as follows: 0-50 (very poor), 51-100 (plentiful of problems), 101-150 (more positive than negative), and 151-200 (excellent) (Tejoyuwono et al., 2015). Data analysis was done

descriptively with percentages, tables, mean, and standard deviation. In addition, the data will also be displayed in a graph based on each indicator, namely: student perceptions about the learning process, teachers/facilitators, social and social environmental conditions.

RESULT

The number of respondents involved in this study was 50 students distributed based on male sex as many as 14 people and 36 women. Based on the age distribution, most of them were 22 years old. The results of the measurement of the DREEM questionnaire that 50 respondents have filled out, the total results obtained are 135.32/200 (0-50 (very poor), 51-100 (plenty of problems), 101-150 (more positive than negative), and 151

The -200 (excellent) value indicates that there is a positive perception of the matriculation learning environment that has been carried out in preparation for entering professional practice, including the expertise of the teacher/facilitator, in this case, the departmental lecturer, perception of self-ability, and a conducive learning environment (Vural Doğru & Zengin Aydın, 2020). Most of the respondents chose answers in numbers 4 and 3 (strongly agree and agree), which means that the implementation of matriculation learning that has been carried out by the FIKES UMM nursing professional study program is adequate, only needs to increase the expertise of teachers/facilitators, facilities and infrastructure. The distribution of each parameter will be presented in table 1.

Table 1: DREEM Parameter Parameters

| Parameters (Maximum Value) | Average Value | Interpretation |
|--|---------------|---|
| Student perceptions of the learning process (48) | 35.08 | The process is going well and needs to be improved continuously |
| Student's perception of the teacher/facilitator (44) | 27.54 | The teacher/facilitator has the appropriate expertise |
| Student perception of achievement (32) | 24.36 | Students actively participate in activities, only a few individuals still need intensive guidance |
| Student perceptions of the learning environment (48) | 29.44 | Facilities and infrastructure need to be improved to support activities |
| Student perceptions of the social environment (28) | 18.9 | The campus environment is quite supportive of the learning process |
| Total DREEM Value = 200 | 135.32 | Positive value learning |

Source: Primary Data

DISCUSSION

Many factors strongly influence the results of the research that have been obtained. The first is that the matriculation learning process that the study program has carried out continues to improve according to the results of evaluating the success and readiness of students to enter professional programs. The student-centered learning method is still considered the best by the study program so that students are more active in every learning activity that is carried out.

The second factor is that the facilitators have been adjusted to their respective expertise. Eight experts are involved in the process, namely the essential nursing team, medical-surgical nursing, emergency nursing, maternity nursing, child nursing, psychiatric nursing, management nursing,

and community nursing. Based on the results of the research, students' perceptions of the facilitators have provided good direction and learning during PBL (Problem Based Learning). PBL is supported by the experience of the facilitators/teachers participating in training to support expertise. In this case, the support for the learning environment, facilities, and infrastructure are adequate.

CONCLUSION

The perception of professional students about the matriculation program is positive. The implementation of matriculation learning held by the nursing profession program of FIKES UMM has been adequate. Only need to improve the expertise of the facilitator, facilities, and

infrastructure used when the matriculation program is implemented.

SUGGESTION

Further research is needed using measuring instruments that can directly observe matriculation activities carried out by the Nurse's study program.

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