

Classroom Action Research to Improve Outcome Learning in Maternity Nursing Subjects

Ratna Hidayati

Nursing Study Program, Karya Husada College of Health Sciences, ratnahidayati1971@gmail.com,
082143130079

Abstract

The shift in the learning process due to the pandemic is needed online, requiring the creativity of lecturers to achieve learning goals. The purpose of this study is to find a bold learning model that is effective in learning achievement. This research method: Classroom Action Research includes planning, implementing, observing and evaluating the process and results of actions, reflecting and so on until learning outcomes are achieved. Sampling is total sampling in the third semester students bachelor of nursing study program Institute of Health Sciences Karya Husada Kediri as much 86 people. Evaluation of learning outcomes is done online, assignments, observations and attendance. The results of the study that the online learning model took place effectively in the third semester of nursing students. Students can access shared materials and videos to repeat study independently. Learning outcomes increased from cycle 1 to cycle 2 and so on from the initial average value of 55 to 60, 70, 80 and so on. Meanwhile, nursing skills, which were originally competent students from 5 became 10 and decreased again to 3 in the newborn baby resuscitation technique (a more advanced technique). difficult). The total value of theory and laboratory is an average of 80. The online method with innovation and a combination of assignments, pre-tests, quizzes and post-tests as well as modifications with blended learning is effective in increasing learning outcomes both knowledge and skills in maternity nursing courses. It is necessary to develop a method to adjust the situation. conditions and needs of students.

Keywords: Methods, Online, Learning Outcomes

INTRODUCTION

The COVID-19 pandemic has attacked almost all sectors of human life, including the world of education. The forced learning process cannot be done face-to-face and is done online. Although the industrial era 4.0 has long been echoed in the world of education, the reality is that with conditions that require all online communication not yet fully prepared, not only at the elementary, middle and college levels. Many classic obstacles to this unpreparedness include uneven electricity and still rotating blackouts, unstable internet that is not even affordable and so on. In addition to obstacles during the learning process, problems in achieving learning objectives also require separate thoughts for teachers/lecturers. Lecturers have difficulty in creating learning models, especially if the learning outcomes are not only in the cognitive and affective domains, but also require psychomotor/skills that must be demonstrated. As experienced by the Maternity Nursing Lecturer, where the study material is quite a lot of problems and diseases

related to the reproductive system and nursing technical skills in providing nursing care to patients that students must have if the process is only virtual. In addition, there is also dissatisfaction or distrust of both teachers and students through the online learning process in achieving learning goals, if they have not passed learning that is practiced directly in campus laboratories before clinical practice in hospital facilities. The government through the Ministry of Education and Culture has recommended blended learning methods during a pandemic, namely online learning models (in the network) or through the internet and offline (outside the network) or face-to-face learning models by paying attention to zoning, health protocols, taking turns (shift model) with basics of avoiding crowds in class. Given the many learning problems during this pandemic, how to achieve learning outcomes with online learning methods, the urgency of this research is to solve problems in the field because of reflection on the learning experience, to develop initiatives and internal motivation for lecturers as a

logical impact of science and technology developments, which requires continuous adjustment and improvement of the learning process. The purpose of this study was to find an effective online learning model for nursing skill learning outcomes in maternity nursing care courses for students of the Bachelor of Nursing Study Program STIKES Karya Husada Kediri.

Learning innovations that are carried out continuously will have a positive impact on increasing the ability to solve learning problems, improving the quality of content, input, processes, facilities/infrastructure, and student learning outcomes and improving the personality and professionalism of educators as well as increasing collaboration between lecturers and students [1]. Classroom action research (CAR) begins with planning action (planning), implementing action (action), observing, and evaluating the process and results of action (observation and evaluation), doing reflection (reflection) and so on until the desired quality of learning is achieved.

The benefits of this CAR are to improve the mastery of lecturer competencies as educators, researchers, and developers in improving learning [2]. Lecturers need to improve the ability to solve their learning problems professionally as a logical impact of the very rapid development of science and technology which requires continuous adjustment and improvement of the learning process. In addition, it is necessary to update the learning concept to improve the quality of graduates. Online learning methods have various models, ranging from mixed learning models, recorded learning, direct, collaborative, independently, to personal learning designed to make it easier for students to learn [3]. CAR is essentially a series of "action-research-action-...", which is carried out cyclically, to solve problems,

until the problem is solved in class. There are 2 types of action research, namely individual action research and collaborative action research. This action research is more aimed at improving performance, it is contextual in nature and the results are not to be generalized. However, the results of action research can be applied by other people who have a background like that of the researcher. The main concept of action research according to Kurt Lewin consists of four components, namely: (1) planning (planning), (2) action (acting), (3) observation (observing), and (4) reflection (reflecting). The relationship between the four components is seen as a cycle. While the Kemmis & Taggart model is a development of the basic concept introduced by Kurt Lewin as described above, it's just that the acting and observing components are combined into one because both are inseparable actions, occurring at the same time [4].

Some of the efforts of lecturers in the online learning process to achieve learning objectives include the following: lecturers, tutors, instructors become facilitators, guides, or even expert resource persons, and are no longer the only determinants of student learning experiences. In online learning, learning resources can come from anywhere. The teacher as a facilitator bridges and facilitates student learning activities. Lecturers are tasked with preparing everything that can stimulate students to be able to study independently [5].

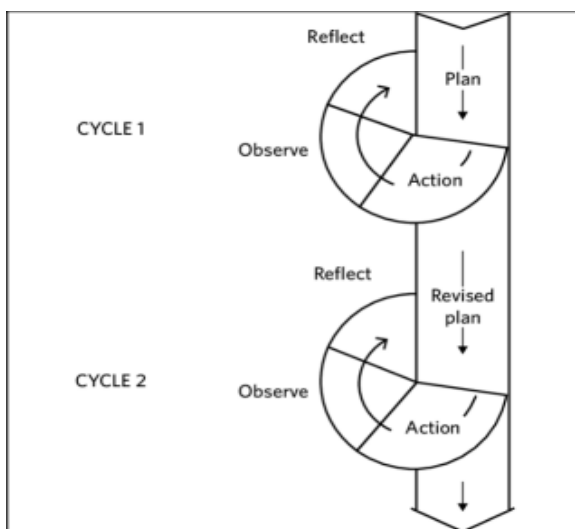
Lecturers prepare subject matter to be accessed by students. Designing online learning from the beginning of the learning process such as making syllabus, lesson plans, preparing materials, assessments, discussions and others. Because the interaction between lecturers and students is carried out indirectly or not face-to-face, the lecturer is tasked with straightening all student

knowledge, equating each student's perception, and straightening any knowledge obtained by students [6, 7]. Current circumstances and needs to achieve in accordance with learning outcomes include: Facilitators of learning; Innovative, creative; Technology-savvy or willing to learn; Focus: student-centered learning; Providing students with “real-world” experiences and examples; Knowledge workers, creators, and designers.

MATERIALS AND METHODS

Research Planning, instrument development data collection techniques Includes activities prior to CAR implementation in the form of initial reflection and investigation/observation to identify problems that occur, followed by the implementation of CAR for at least two cycles. The details of these activities are as follows: (Mantymaki and Salo, 2013; Avcu et al., 2021):

- a. Forming discussion and observation groups with members of each group consisting of 4-5 students.
- b. Develop a learning plan in accordance with the learning strategy with the following steps:
 - 1) Develop learning scenarios according to the chosen strategy
 - 2) Prepare worksheets according to learning activities
- c. Develop data collection instruments or observation sheets used in learning activities during CAR
- d. Prepare a lecturer performance observation sheet for each meeting, as a guide for the observer's assessment of student activities in learning
- e. Fill out a learning activity journal in the form of notes about various things that arise when the learning action takes place, both student and lecturer activities.



Picture 1 Design Classroom Action Research model of Kemmis and Mc Taggar

Cycle I [8, 9].

1. Action Planning Stage:

2. Action Implementation Stage

The steps for implementing the actions that will be applied by researchers are contained in the RPS, as follows:

- a. Lecturers motivate students by conveying the basic competencies to be achieved through online learning models, then holding a pretest
- b. Lecturers provide learning modules and learning videos
- c. Students perform online performances, between students criticizing each other's stages of work
- d. Lecturer provides clarification on the performance that has been shown by students
- e. Assessment of observation and posttest reports

3. Observation Stage

Observations are carried out by the lecturer in conjunction with the implementation of the first cycle of actions, to record all student and lecturer activities during the learning process. After the learning ended at each meeting the researcher held a discussion with the observers to find out the findings during the learning action as a reflection material. The results of the observations were then analyzed to be improved at the next meeting. In carrying out this observation, the lecturer uses an instrument and an observation format.

4. Reflection Stage

The researcher's reflection activity was carried out at the end of each meeting during the first cycle. This stage was a reflection stage from the results of observing in detail everything that happened in the classroom, both in the

form of student activities and lecturer performance. The results of this reflection are the basis for the action plan for the second cycle. From the lesson plan, based on reflection, if the learning achievement has not been realized, it is considered a weakness, and this weakness is corrected by the researcher at the next meeting, and so will be repeated until the research objectives are achieved.

Cycle II

The action planning stage of cycle II is the same as in cycle I, but the implementation of learning improves from the weaknesses found during cycle I. At the action implementation stage, the same as in cycle I, the learning steps that the researcher will carry out are contained in the lesson plan, only changing learning method in accordance with the results of the discussion as an alternative to achieve learning objectives. Likewise, at the observation stage and the reflection stage, the researchers used as the basis for the follow-up plan for the next lesson [10].

The quality of learning is a factor that determines the improvement of the quality of education. The quality of learning is seen in the intensity of systemic and synergistic linkages between lecturer behavior, student behavior and learning impacts, materials, media, and learning climate in producing optimal learning processes and outcomes. Improving the quality of learning must be considered carefully synergy with evaluation of learning outcomes on learning achievement which is one of the supporting factors for improving the quality of education [11, 12].

The population and sample of this study were the third semester students of the Nursing

Undergraduate Study Program in the Maternity Nursing course taught by researchers and a team of Maternity Nursing lecturers totaling 89 students with a total sampling technique.

Data analysis was carried out descriptively qualitatively based on the results of observations of the process and student learning outcomes with the following steps [13].

1. Doing reduction, namely checking, and re-recording the data that has been collected.
2. Interpreting, which is interpreting then manifested in the form of a statement.
3. Analyze the results of the lecturer's observations on the implementation of the discussion
4. Conduct an analysis of the process of the lecturer's observations on student presentations
5. Conduct inference analysis, which concludes whether in this learning action there is an increase in learning processes and achievements based on the results of observations carried out with observers.
6. The follow-up stage is formulating corrective steps for the next cycle.
7. Conclusions are drawn based on the analysis of the results of observations that are adjusted to the research objectives, then poured in the form of interpretation in the form of statement sentences.

This research has received ethical approval from the health research ethics commission no 45/EC/STIKES/KH/IX/2020.

RESULT AND DISCUSSIONS

Formed 22 discussion groups (in order of absenteeism), each group of 4 students and 1 group consisting of 5 students.

At the time of lecture activities (learning) according to the flow of scientific rules, where to achieve learning objectives can be done online. After the evaluation was carried out both while running and finishing learning, the average score was not satisfactory. Then make changes to the scenario of learning plans and actions while being evaluated. Thus, the value of learning achievement can be increased on average (previously 55 to 60). In the next cycle, there are changes or innovations in the learning process which are proven to increase the average score to 70, the next cycle and so on the average value becomes 80. In the laboratory assessment carried out by sampling during the learning process, an initial evaluation of 5 competent students was obtained. increased to 10 students, but in procedure that requires skills that are even more difficult, competence drops again to 3 students who graduate. At the end of the assessment of the combination of written scores and laboratory practice, the average value at the end of learning was 80.

The results of this study are in accordance with the opinion of Haryati & Rochman in 2012 which states that it is necessary to improve and improve the quality of learning content, efficiency, and effectiveness of learning, learning processes and outcomes [14]. This research needs to develop the habit of finding solutions to problems through a scientific approach, increasing the productivity of scientific works and increasing collaboration between lecturers and between lecturers and students [15].

The learning method innovation carried out in this study refers to Gee's opinion in 2011 which provides the basis for the principles of

educational change in a dearer manner, namely students must participate in their own learning process, the teaching and learning process must be improved at a better level, and the results of the learning process must reflect the needs of the world of work that are met (including general and special knowledge) [16, 17]. Therefore, it is always carried out on teaching methods in every learning achievement, both pre-tests, during the learning process, final evaluation of learning and comprehensive evaluation at the end of all study materials that have been given [18].

Synergy with the research of Schraeder and Bastiaens (2012) which reveals the importance of the role of games that have a high immersive game environment design category, which distinguishes the level of virtual presence that affects the learning outcomes of the students they test [19]. There is an assignment to make videos to demonstrate nursing action skills, proven to increase the value of learning outcomes [20]. By demonstrating nursing actions according to the sequence in standard operating procedures, at least students will adjust by repeating their unsuitable performance so that in the end they improve their skills [21].

The results of this study are also directed at the efforts of researchers in examining the role of virtual presence and perceived enjoyment to analyses the learning outcomes that arise from quasi-experiments to be carried out on students [20]. The expected benefit from this research is that it can contribute to entities that use virtual teaching methods aimed at developing teaching methods that are more familiar with the use of technology directly for student work assessments [22]. This research

also provides benefits as an addition to the literature that can be used by educators to better understand the knowledge aspect of the end users of information technology in this case are students. Learning outcomes describe students in demonstrating knowledge, abilities, and values after completing a material or learning program [23].

Articulation and a clear depiction structure of learning outcomes are the foundation in evaluating the effectiveness of teaching and the learning process itself, including cognitive aspects, virtual presence as a medium that can provide a social, warm, and sensitive environment for interaction [21]. Virtual presence is equated with an emotional state, a subjective experience with affective, cognitive, motivational, and physiological components. The experience of being truly present in a virtual environment can be seen as one type of positive emotion that builds on the interaction between the user's actions and further perceptual feedback via harmonized technology [24, 25]. The virtual presence includes the feeling of being involved, absorbing something/absorbed, being active/engaged, and feeling interested/engrossed [16].

CONCLUSIONS AND SUGGESTIONS

The online method must be implemented by creating comfort in an interactive learning environment that uses rich and complex media to encourage students to be more aware and active forward through several virtual connected rooms or screens, along with the learning tasks they must complete. The virtual presence or presence in the amount and interrelationships between information that must be processed from previous evaluations

and reflections will result in the design of simultaneous cognitive and behavioral actions in the learning method. Online methods with innovations and combinations of assignments, pre-tests, quizzes, and post-tests as well as modifications with blended learning are effective in increasing learning outcomes, both knowledge and skills in maternity nursing courses.

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