

Analysis of Utilization of the Nursing Laboratory as a Convenience for Independent Skills Training Basic Nursing Course Students of Baturaja Nursing Study Program in Health Polytechnic Palembang

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ABSTRACT

This study aims to determine the description and factors related to the use of the nursing laboratory as a place to train the skills independently of students of the Baturaja Nursing Study Program. Data were collected using a quantitative approach with Chi-Square statistical test. The research activity lasted for 6 (six) months. The results of the research from 78 respondents have mostly used the laboratory as a place to practice independent laboratory practice skills. Suggestions to the Baturaja Nursing Study Program to further increase student participation in terms of activeness in practicing independent skills in nursing laboratories so that students are skilled in carrying out action procedures and have readiness during clinical practice in the field and have confidence when dealing directly with patients, and for teaching lecturers.

INTRODUCTION

The era of digital technology needs people now and in the future to get quality health services from professional health workers. It is undeniable that there are still complaints felt by consumers about the attitudes and health service personnel, so that the educational curriculum is based on educational goals that are directed at meeting community needs and developing health in the future by taking into account the demands of the nursing profession. The results of the 2010 Health Professional Education Quality (HPEQ) activity survey of the Ministry of Education and Culture's Directorate General of Higher Education in 33 provinces found 70% of content management or learning processes were still low, especially in curriculum determination. The Health Polytechnic in this case is a university in the health sector in which nursing education is required to prepare students to have adequate knowledge and skills in providing health services directly in the health care setting both in hospitals and in health centers or clinics. clinical and independent nursing practice in the community.

Diploma III Nursing Education is a nursing higher education that produces vocational nursing graduates who have attitudes and abilities in the field of nursing that can be obtained through the application of an educational curriculum with various forms of learning experiences, which consist of learning experiences in the classroom, laboratory, clinic and field and must be supported by facilities that support the achievement of learning objectives. In responding to these challenges, it is considered necessary to pay attention to whether the students have used the nursing laboratory facilities as a place to train skills. Nursing practice skills are an absolute must for DIII Nursing graduates to be able to compete with graduates from other institutions in carrying out work where graduates must take a competency test as proof that they have the ability in their field as nurses.

Global demands for the quality of Diploma III Nursing graduates and the higher education system demand consequences for strengthening the mastery of science and technology. The realization of competency demands if students can follow a series of learning activities that are effective, innovative and student-oriented (Sanjaya 2005). Nursing laboratories with facilities such as hospitals or health care centers are very important facilities in the Nursing Study Program. Gudayu et al 2015. Stating that the laboratory is a place to practice skill theory before students handle patients directly. The ideal laboratory represents a place to put theory into practice before dealing with a patient's professional abilities directly.

Attitudes, behavior and professional abilities are the main foundation of nursing care services with a code of ethics as a guide that needs to be grown and fostered since the start of the soft skill education process and lasts throughout the education period. The ability and willingness to learn actively and independently, directed and learn independently on an ongoing basis, needs to be fostered from the beginning of the educational process in order to develop an attitude and willingness to learn for life or for life in accordance with the demands of the profession.

Kuswati et.al's 2013 research on 200 Surakarta Health Polytechnic students showed that there was a relationship between self-perception and satisfaction with learning about Midwifery laboratory practice. The ability to practice nursing cannot be obtained by itself without independent exercises in the laboratory before students practice clinical at the hospital. Laboratory Skills is not enough only with scheduled laboratory practices in structured courses, not all students can do redemonstrations because of the limited time scheduled for one skill. The low rate of passing the competency test for DIII Nursing graduates of the Baturaja Nursing Study Program in 2017 (65%) makes researchers interested in analyzing the use of the Laboratory by students of the Baturaja Nursing Study Program.

This study aims to determine the description and factors related to the use of the Nursing laboratory as a forum for training skills in Basic Nursing Courses independently by students of the Baturaja Nursing Study Program. This research is a comparative study, combining observational research with a cross sectional design coupled with a qualitative approach to explore in depth the things that affect students' perceptions, interests and motivations in using the Nursing laboratory as a place to train skills independently in basic Nursing courses.

THEORETICAL REVIEW

The theory of planned behavior explains that 1. Behavior is influenced by intentions or intentions and behavioral control, (2) Intentions / intentions themselves are influenced by attitudes towards behavior, subjective norms, and internalized behavioral control, (3) Attitudes towards behavior are influenced by beliefs about consequences of a behavior or belief that a behavior or lead to the expected result or not. (4) Subjective norms are formed by beliefs about normative behavior or behavior expected by others and encouragement or motivation to do something behavior in accordance with normative expectations (5) Behavioral control is formed based on past experience and belief in the presence or absence of supporting and disturbing factors (difficult or easy) to perform a behavior. So it can be concluded that a person's behavior is formed based on their beliefs about a behavior in question,

In the theory of planned behavior, beliefs affect attitudes toward certain behaviors, on subjective norms and on perceived behavioral control. The behavior change model proposed by Fishbein and Ajzen (1975) is described in the following chart :

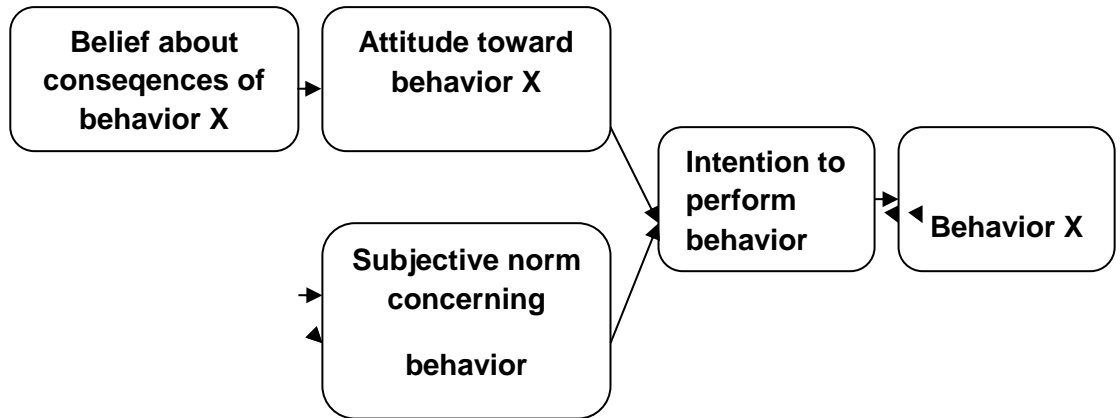


Figure 1. The Behavior Change Model Proposed by Fishbein and Ajzen

METHODOLOGY

The method used in this study is an observational study with a cross-sectional design coupled with a qualitative approach to explore in depth matters relating to students' perceptions, interests and motivations in using the laboratory as a forum for independent skills training for Basic Nursing Courses. Research Variables Independent Variables are: Knowledge, Attitude of students Perception, Motivation, with the dependent variable Utilization of the Laboratory as a forum for independent skills training by students

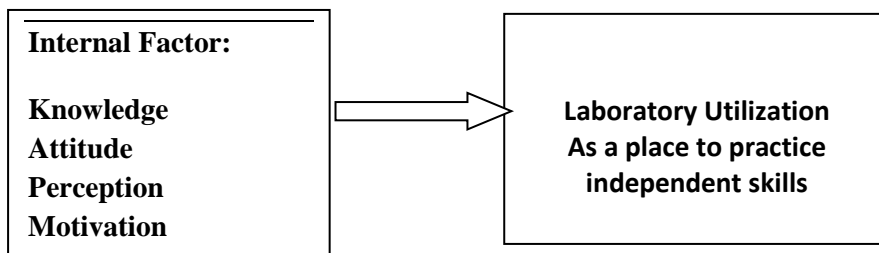


Figure 2. Variabel Independent

RESULTS

Univariate Analysis

Table 1. The Use of Laboratories as a Forum for Independent Skills Training for Basic Nursing Courses

No	Laboratory Utilization	Frequency	(%)
1	Utilise	34	43,6
2	Not taking advantage of	44	56,4
	Total	78	100

The distribution of the use of the laboratory as a place to train independent skills shows that most respondents do not use the nursing laboratory as a place to train independent skills for Basic Nursing Courses, which is 56.4%

Table 2. Internal Factors in the Use of Laboratories as a Forum for Independent Skills Training for the Basic Nursing

No	Variabel	Frequency	(%)
1	Knowledge of the purpose of self-laboratory skills training Good not enough	69 9	88,5 11,5
2	Attitude towards self-skill training Positive Negative	57 21	73,1 26,1
3	Perception of independent skill training Positive Negative	41 37	52,6 47,4
4	Motivation towards independent skill training High Low	56 22	71,8 28,2
	Total	78	100

Based on the table above, it can be seen that the distribution of laboratory utilization based on knowledge about the objectives of independent laboratory skills training, most of them 69 (88.5%) good knowledge, while 9 (11.5%) knowledge about the purpose of independent skills practice is lacking. The attitude variable shows that most of the respondents 57 (73.1%) have a positive attitude towards the practice of independent laboratory skills while 21 (26.1%) have a negative attitude towards the practice of independent laboratory skills.

Respondents' perceptions of the practice of independent laboratory skills are mostly 42 (52.6) positive, while 37 (47.4) have negative perceptions of the practice of independent laboratory skills. Most of the respondents in the practice of independent laboratory skills 56 (71.85) have high motivation while 22 (28.2%) still state that they lack motivation to practice independent laboratory skills.

Table 3. The Relationship of Knowledge, Attitudes, Perceptions and Motivations with the Utilization of the Laboratory as a Place to Practice Independent Skills

Variabel	Utilizing the laboratory		Not Utilizing		OR (CI 95%)	Nilai P
	N	%	N	%		
Knowledge Good not enough	30	43,5	39	56,5	1.00	0,9
	4	44,4	5	55,6		
Attitude Positive Negative	27	47,4	30	52,6	0,39	1,
	7	33,3	14	66,7		
Perception Positive Negative	12	29,7	29	70,7	0.01	3,5
	22	59,5	16	40,5		
Motivation High Low	22	39,3	34	60,7	0,332	1,8
	12	54,5	10	45,5		

From the table above, it is known that from the independent variables studied and analyzed by chi-square statistical test results show that only the perception variable has a p value = 0.01 because the p value obtained is smaller than the value = 0.05, meaning there is a relationship which is meaningful between the perception of the use of the laboratory as a place to train skills with the use of the laboratory as a place to train the basic nursing MK laboratory skills with a tendency of 0.9 times greater than those with negative perceptions,

While other variables, namely knowledge, have a value of p = 1, respondents who have good knowledge about the purpose of using the laboratory have a tendency of 0.9 times greater than respondents with less knowledge about the purpose of using the laboratory as a place to train laboratory skills, then the attitude variable has a value of p = 0.39 with a tendency of respondents who have a positive attitude towards laboratory skills having a 1.8 times greater tendency to use the laboratory as a place to train laboratory skills. Compared to those with less knowledge. And the motivation variable has a value of p = 0.3, with the tendency of respondents who have high motivation about the use of the laboratory 1.8 times greater than those who have low motivation about the use of laboratories as a place to practice laboratory practice skills.

DISCUSSIONS

In this section describes the results of the analysis, the discussion based on the variables studied is preceded by the limitations of the study. Based on the results of the questions about the objectives of the practice of laboratory skills, 78 respondents all knew the objectives of the practice of skills. However, when asked to choose practice objectives, not all of them filled out not all of them

mentioned the choice of skill practice objectives that were already on the questionnaire. The results of the univariate analysis of respondents who have good knowledge about the use of laboratories are 88.5% of 59 who have good knowledge of independent laboratory practices, only 43.5% who use the laboratory as a place to train laboratory skills independently.

Laboratory learning (skills lab) is an important part of a complex educational process and must be integrated into all programs that have references based on the curriculum, especially the achievement of competencies for students. Laboratory practice is a method or form of learning that is used to jointly teach psychomotor abilities, knowledge and affective (attitudes) using laboratory facilities (Zainuddin, M, 2001). The results of this study there is no relationship between knowledge about the purpose of laboratory practice and the use of laboratories by students, these results are in line with research (Aniroh 2000) that the problems that are often found in practice areas related to practical learning to master a skill of DIII nursing students still do not have sufficient ability to apply the skills acquired during education, students have knowledge but lack of mastery of skills.

Laboratory learning methods require teaching staff to develop themselves continuously so that the learning method used is an innovative laboratory learning method, where students are more independent and play an active role during the learning period. Teaching staff can act as facilitators if the method developed is an independent learning method where students learn with the help of modules, video recordings, and computer programs without the supervision of teaching staff. Nursing education has experienced a shift where previously the teaching and learning process focused on educators (Teacher Center Learning) students were positioned as objects that were never subjects so that the quality of education did not increase significantly to better quality. Kusbiantoro's 2013 research, based on the results of interviews with students, found that students said they were happier if lecturers used teaching aids, students preferred to study in the laboratory either independently or with assistance. This is in line with the results of the study which states that students who have good knowledge of the purpose of using the laboratory have the opportunity to use the laboratory independently of 0.9 times compared to those who have less knowledge.

The results of this study there is a relationship between perceptions of laboratory practice and the use of laboratories as a place to practice laboratory practice skills, these results are in line with Gagene and Brings in Isnani 2014 the factors that can lead to student activity in learning practices are attracting students' attention, so that they play an active role in learning activities, explain instructional objectives, provide stimulus, instruct students how to learn it, bring up activities, student participation in the teaching and learning process and provide feedback and conduct tests so that student abilities are integrated and measured (Ummamah, 2012)

The results of this study are in accordance with (Nursalam and Efendi 2008) which states that the demonstration method is a learning method that is considered very effective in helping students find answers on how to do it so that students can get a clear perception based on observations, which ultimately gain

practical experience, skills, and skills. Statistical tests have no relationship between attitudes towards practical skills and the use of laboratories as a place to practice independent laboratory skills. According to Sagala 2006 the activeness of students studying in the laboratory plays an important role in the results of their practical skills in the laboratory, because students who want to be able to practice practical skills must be able to activate their bodies and spirits.

This study shows that there is no relationship between motivation and the use of laboratories where laboratory skills practice practice, from 56 respondents who have high motivation only 39.3% use the laboratory as a place for practicing laboratory skills, the results of this study are different from Nurhayati's 2015 research.

CONCLUSIONS AND RECOMMENDATIONS

In general, of the 78 third semester student respondents of the Baturaja Nursing Study Program, all of them already knew the purpose of the independent laboratory practice of the MK Basic Nursing, most of them 88% had good knowledge, but only 43.6% used the laboratory as a place to train laboratory skills independently.

Nursing laboratory practice aims to equip students in applying nursing knowledge based on their competencies. Based on the results of the study, several variables studied were: Knowledge, attitude, perception and motivation, only perception variables were statistically related to the Qi-square test with the use of the laboratory as a place to practice independent laboratory practice skills. The limitations of the study did not include external variables such as facilities, lecturers and friends.

FURTHER STUDY

In this section describes the results of the analysis, the discussion based on the variables studied is preceded by the limitations of the study. Based on the results of the questions about the objectives of the practice of laboratory skills, 78 respondents all knew the objectives of the practice of skills. However, when asked to choose practice objectives, not all of them filled out not all of them mentioned the choice of skill practice objectives that were already on the questionnaire.

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