

Student Centered Learning as a Method to Increase Clinical Competencies of Nursing Students at Health Polytechnic of Jakarta I, Indonesia

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ABSTRACT

Competency of the fresh graduate nursing school remain got complains from the user of nursing services, especially in the hospital. This study aimed to identify the dominant factor upon the clinical competency of student of Nursing School of Health Polytechnic of Jakarta I. The research design was quasy-experimental with t-test and linear regression. Sample were 72 students. Data were collected using questionnaires, then analyzed using the paired sample t-test. Based on t-test result, there was a significant difference in clinical competencies between pre and post intervention of clinical coaching in the hospital. It could be concluded that student centered learning method is significant in increasing clinical competencies of students.

Keywords: *Nursing, Student centered learning, Clinical competencies*

INTRODUCTION

The development of clinical knowledge and nursing skills depends on learning process and clinical experience^{(1),(2)}. Students achievement in clinical learning process was influenced by methods of clinical teaching methods⁽³⁾. Students have higher motivation and satisfaction upon the application of Student Centered Learning (SCL) method⁽⁴⁾, furthermore SCL method could increase the comprehension and retention upon the subject of study⁽⁵⁾.

The improving of skills and attitude needs clinical learning experience to be conducted in proper way on the setting of professional nursing care as real condition. In addition, its necessary to provide constructive environment for supporting learning process for the candidate of nursing. All of the factors above need a supporting set for achieving skills and competency as the previous setting goal.

Learning practice provided students an opportunity to gain learning experience in proper setting of clinical environment as the theory expectation. Current technology and the ability to bring learning to the students offer a platform for providing alternative learning approaches⁽⁶⁾. The students need to get real clinical experience of becoming a nurse in the clinical setting through actual activity in the clinical setting⁽⁷⁾. The students willing to be able to practice their skills to develop the future role in the ward, develop the comperehension about the health regulation system and develop the relationship among the nurse and patient.

MATERIALS AND METHOD

Quasy experiment was used as design of this study. The population of this study were the nursing students in Health Polytechnic of Jakarta I in 2016. The sample size was 72 students. The intervention was clinical coaching with SCL method. Before and after giving the intervention, testing the competency of students through filling out the questionnaire. The collected data were in the form of competency score (numerical) so that they were presented in the form of the mean, minimum, maximum and standard deviation⁽⁸⁾, then hypothesis testing was done using the paired sample t- test.

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FINDINGS

Table 1: The Distribution of Characteristics of Respondents

Variable	Intervention		Control		Total	
	f	%	f	%	f	%
Sex						
Male	1	2.8	1	2.8	2	2.8
Female	35	97.2	35	97.2	70	97.2
Type of School Background						
Science	25	69.4	22	61.1	47	65.3
Social science	2	5.6	5	13.9	7	9.7
Health	9	25	9	25	18	25
Hospital Homebase						
<i>Pasar Minggu</i> Hospital	13	36.1	0	0	13	18.1
<i>Persahabatan</i> Hospital	23	63.9	0	0	23	31.9
RSCM Hospital	0	0	36	100	36	50.0

Based on Table 1, the most of the respondents were female and had school background of science.

Table 2: Competence of Nursing Students Before and After Administration of SCL Method

Competence of Nursing Student	Mean	SD	Paired Sample T-test			
			Mean	SD	t	p-value
Pre-test Score	56.43	9.52	-2.76	10.74	-0.24	0.032
Post-test Score	59.19	8.76				

Based on Table 2, it is known that the p-value of the T test results was 0.032, so it was interpreted that there was a significant difference between the competency scores before and after being given coaching using the SCL method.

DISCUSSION

The results showed that there were differences in nursing student competencies between before and after being given coaching using the SCL method. In this case the post coaching competency score is higher than the previous score. This shows an increase in clinical competency scores after the implementation of the SCL method. The results of this study are in line with Biggs' report that students who undergo clinical learning are student-centered and can get learning processes and results in depth⁽⁹⁾. Tiwari et al. also reported the same thing that the SCL method made students get a deep learning experience so that they could improve the development of their abilities⁽¹⁰⁾.

In his research on the implementation of student-centered learning for students in nursing schools in Maryland, Distler concluded that students need to do a lot of preparation to enter the clinical practice environment, so that there is no gap between on-campus nursing education and hospital nursing practice. In this case, one important method is to give pre-test to nursing students before conducting clinical practice activities. Distler also recommends the need to inform all components of educational organizations that will change the learning method in the curriculum, so that changes can occur constantly⁽¹¹⁾.

The limitation of this study are: 1) Researcher could not control the equation of hospital homebase which used for a period of 4 weeks clinical practice; there are 3 different hospital which has different facility and equipment, where as the control hospital homebase is level "A" with has predicate as national referral hospital, well organized management and advance case of patient if compared with the intervention hospital homebase; 2) Perception of the clinical coach about the evaluation of

clinical competency are not same, emerging difference of perception of students about the role of clinical instructor along their clinical practice.

CONCLUSION

Based on the results of the study it can be concluded that SCL is an effective learning method to improve the clinical competence of nursing students as a preparation for practice after graduation later.

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