Measuring the Learning Model's Effectiveness in the Medical Surgical Nursing course

Medición de la Eficacia del Modelo de Aprendizaje en el Curso de Enfermería Médico Quirúrgica

Enni Juliani*[1a], Rusmono[2b], Murni Winarsih[2c]

SUMMARY

Objective: *Learning process activities should be carried out in a deliberate and systematic effort to achieve learning goals in the cognitive, affective, and psychomotor domains by changes in attitudes and behavior. When the learning process is well-executed, good learning objectives can be achieved. It is vital to have a good learning design to achieve a good learning process. The aim of this study was to create a detailed, methodical, and accurate description of the facts, qualities, and relationships between the phenomena being studied.*
Methods: *This study aims to determine how effective the learning model is in the Medical-Surgical Nursing program. This was a qualitative descriptive study that used interviews, observations, and documentation studies as data collection methods. The study took place at the Sekolah Tinggi Ilmu Kesehatan (STIKes) Rumah Sakit Husada. Four lecturers from medical-surgical nursing courses and five students were involved in this study, and they were selected purposively.*
Result: *According to the study's findings, lecturers had difficulties teaching a variety of abilities that must be possessed as competencies in medical-surgical nursing courses, while students had difficulties participating in the medical-surgical nursing learning process. The difficulties include: 1) the less motivating class as the activities are mainly listening to lectures and discussion of questions and answers and doing assignments; 2) printed modules are the main learning resources and PowerPoint slides as supporting learning materials; 3) the teaching team provide different topics simultaneously, making students confused and difficult to understand multiple topics 4) test or assignment feedbacks are supplied slowly, and 5) lecturers' outside-of-classroom guidance time is likewise limited due to their hectic schedules.*
Conclusion: *The study concludes that the learning approach for Medical-Surgical Nursing is still traditional, making it difficult for students to receive optimal care. An appropriate design is needed to make a learning model that can help students to meet their learning objectives.*

Keywords: *Learning model, course, medical-surgical nursing.*

ORCID: 0000-0001-6818-2726[1a]
ORCID: 0000-0002-6103-9326[2b]
ORCID: 0000-0001-7306-0176[2c]

[1a,] Doctoral Student, Educational Technology, Jakarta State University, Indonesia.
[2b,c] Faculty of Education, Jakarta State University, Indonesia.

*Corresponding author: Enni Juliani
E-mail: ennijuliani_9902918003@mhs.unj.ac.id
Address: Sekolah Tinggi Ilmu Kesehatan (STIKes) RS Huasada Jakarta / Jl. Raya Mangga Besar 137 – 139 10730, Kota Jakarta Pusat, DKI Jakarta. Phone: 081315161090

RESUMEN

Objetivo: *Las actividades del proceso de aprendizaje deben llevarse a cabo en un esfuerzo deliberado y*

sistemático para lograr los objetivos de aprendizaje en los dominios cognitivo, afectivo y psicomotor mediante cambios en las actitudes y el comportamiento. Cuando el proceso de aprendizaje está bien ejecutado, se pueden lograr buenos objetivos de aprendizaje. Es vital tener un buen diseño de aprendizaje para lograr un buen proceso de aprendizaje. El objetivo de este estudio fue crear una descripción detallada, metódica y precisa de los hechos, cualidades y relaciones entre los fenómenos que se estudian.

Métodos: *Este estudio tiene como objetivo determinar qué tan efectivo es el modelo de aprendizaje en el programa de Enfermería Médico-Quirúrgica. Este fue un estudio descriptivo cualitativo que utilizó entrevistas, observaciones y estudios documentados como métodos de recolección de datos. El estudio se llevó a cabo en la Sekolah Tinggi Ilmu Kesehatan (STIKes) Rumah Sakit Husada. Participaron en este estudio cuatro docentes de cursos de enfermería médico-quirúrgica y cinco estudiantes, seleccionados intencionalmente.* **Resultado:** *De acuerdo con los hallazgos del estudio, los profesores tuvieron dificultades para enseñar una variedad de habilidades que deben poseer como competencias en los cursos de enfermería médico-quirúrgica, mientras que los estudiantes tuvieron dificultades para participar en el proceso de aprendizaje de enfermería médico-quirúrgica. Las dificultades incluyen: 1) la clase menos motivadora ya que las actividades son principalmente escuchar conferencias y discutir preguntas y respuestas y hacer tareas; 2) los módulos impresos son los principales recursos de aprendizaje y las diapositivas de PowerPoint como materiales de aprendizaje de apoyo; 3) el equipo docente brinda diferentes temas simultáneamente, lo que hace que los estudiantes se confundan y dificulten la comprensión de múltiples temas; 4) los comentarios de las pruebas o tareas se brindan lentamente, y 5) el tiempo de orientación fuera del aula de los profesores también es limitado debido a sus horarios agitados.* **Conclusión:** *El estudio concluye que el enfoque de aprendizaje de Enfermería Médico-Quirúrgica aún es tradicional, lo que dificulta que los estudiantes reciban una atención óptima. Se necesita un diseño apropiado para hacer un modelo de aprendizaje que pueda ayudar a los estudiantes a alcanzar sus objetivos de aprendizaje.*

Palabras clave: *Modelo de aprendizaje, curso, enfermería médico-quirúrgica.*

INTRODUCTION

Organizing learning activities is the most important activity in education. Learning process activities should be carried out in a deliberate and systematic effort to achieve learning goals in the cognitive, affective, and psychomotor domains through changes in attitudes and behavior. When the learning process is well-executed, good learning objectives can be achieved. It is vital to have a good learning design to achieve a good learning process. Nurses, as healthcare workers, are the backbone of the healthcare system [1]. Nurses are responsible for delivering nursing care to healthy and sick individuals, families, and groups. A nurse serves as a caregiver, manager, community leader, advocate, and researcher, to name a few roles. Nonetheless, nurses will collaborate with other health professionals in the course of their employment. As a result, nurses must have a broad range of knowledge and abilities to deliver quality health care to the public while adhering to professional standards of competence and authority and adhering to ethical and moral principles.

The College of Health Sciences STIKes Husada Hospital in Central Jakarta has the role of producing nursing staff capable of working professionally. In this college, the Medical-Surgical Nursing Course (MSNC) is a course that explains the medical-surgical nursing viewpoint, the responsibility of medical-surgical nurses, acknowledging programs in the management of tropical and endemic illnesses, health problems that usually appear in adults, both acute and chronic, and include impaired body functions with various pathological factors [2].

MSNC plays a critical role in shaping the competency of nursing students who exhibit nurse professionalism. Students must, however, have completed the prerequisite courses, Anatomy Physiology and Pathology Science, to participate in the MSNC. MSNC I and MSNC II are also necessary courses for MCNS I Clinic and MSNC II Clinic, which are the application of MSNC I and MSNC II in healthcare settings such as hospitals, Community Health Service Centers, Clinics, Integrated Service Posts, Nursing Homes, and community-based organizations [2]. Meanwhile, assessments of theoretical (knowledge), psychomotor (skills), and attitudes are used to determine whether MSNC competencies have been met.

METHODS

This study used a qualitative methodology and was descriptive in nature. Qualitative research methods, according to (3), are studies of natural events in which the researcher is the primary instrument, data gathering approaches are merged, data processing is inductive, and qualitative research findings prioritize meaning over-generalization. Instead of converting human behavior into numeric entities, qualitative research attempts to preserve its form and content while analyzing its features(4). This descriptive study aims to create a detailed, methodical, and accurate description of the facts, qualities, and relationships between the phenomena being studied. Interviews, observations, and documentation studies were used as data collection techniques in this study.

The non-participant observation of lecturers and students at Husada Hospital's School of Health Sciences (STIKes) in Central Jakarta was used in this study. Interviews were done to learn more about the research and acquire information to back up the findings. The authors interviewed nine people: four lecturers from medical surgical nursing courses and five students from diploma three nursing programs. In this study, documentation studies were required to deepen the research analysis of learning models in medical-surgical nursing courses.

Purposive sampling was used in this study, which means that informants were chosen based on the authors' criteria and needs.

RESULTS

After analysing the interviews and obser-vations, the opinions expressed by participants about the learning model in medical-surgical nursing courses can be described. Below are some excerpts from the author's interview with four lecturers of the medical-surgical nursing course:

"… we sometimes face some obstacles in conducting teaching activities …" (P1)

"…a learning model should be developed so that lecturers and students can have easier teaching and learning process. One way to do it is maybe by integrating a learning model with smartphones…." (P2)

"… This is the period of the millennials. Smartphones are commonly used by students to access information…" (P3)

"…We will be in trouble if we continue to teach in the traditional manner. Students will become bored quickly as well. When we give them a module of educational materials to study, for example, the students will not read it…" (P4)

Based on the findings of the interviews, it can be concluded that lecturers face challenges in carrying out teaching activities using traditional models. This is due to the fact that they are often preoccupied with academic duties, causing them to be tardy in delivering lectures.

The excerpts from the author's interview with five students of the diploma three nursing study program can be found in the following:

"…On our smartphones, we'd like a course-related application. If we have it, we can access the course anywhere. .." (P5)

"… Too many modules can make us lazy when it comes to studying. That is why we are uninterested…" (P6)

"… We become sleepy listening to lecturers give long lectures discussing the materials…" (P7)

"… Is it possible for our university to create apps for our courses? It will be more comfortable if we had something similar. Maybe we'll be able to finish the module…" (P8)

"… Is it feasible to collect all of the MSNC resources in the nursing studies, into one application? There are just too many of them.." (P9)

The statements made by the students support the four lecturers' view that students require a new learning model that can be implemented on campus. Students have become lazy to study as a result of the traditional learning methodology that has been used thus far. Furthermore, students are less motivated to learn under the current learning model.

Lectures, discussion of questions and answers, and assignments dominate the teaching activities, making them less compelling. In addition, printed modules and PowerPoint presentations are the most common learning resources utilized in learning activities. Topics from each teaching team are presented at the same time. Very often, the students must go on to the next topic even if the previous one has not been completed, leaving them perplexed and finding it almost impossible to comprehend or master a topic to completion. Feedback on test results or assignments takes a long time to arrive, and due to the lecturers' busy schedules, time for tutoring outside the classroom is also limited.

DISCUSSION

Learning design is the systematic development of learning to maximize its efficacy and efficiency. Analyzing students' needs, determining learning objectives, and developing learning materials and activities, which include determining learning resources, learning strategies, learning steps, learning media, and assessment (evaluation) to determine the level of learning success, are all part of the learning design activity. The evaluation results are utilized as a benchmark for determining the learning process' efficacy, efficiency, and productivity. In this scenario, a good learning design is created in accordance with the learning objectives, students' characteristics, infrastructure, and other aspects that will aid in the completion of the unit program or competency.

Many barriers were encountered by lecturers when providing medical-surgical nursing lecture materials, which may have hampered the competent achievement of the course's learning objectives. Medical-surgical nursing learning objectives have a significant impact on graduates' ability to provide nursing services, preserve patient safety, and avoid malpractice (2).

The goal of the material delivery system, according to (5), is to manage and provide learning objectives in line with the instructional objectives of learning. Says that learning activities or instructional activities are interactions involving students and their environment that help them attain the goals of instructional activities, whether they be knowledge, abilities, or attitudes (6). Also explain that the goal of effective learning activities is to increase new information, skills, and attitudes (7).

The purpose of instructional design, according to (8), is to boost productivity through human invention. Furthermore, according to (9), the goal of learning is to achieve efficient and effective instructional goals. It is vital to first identify the challenges that must be solved to reach the learning objectives (10).

To promote learning processes, lecturers need the most up-to-date learning models. Students can enjoy learning without feeling bored or pushed when approaches, models, strategies, methods, and learning techniques are acceptable and in agreement with the characteristics of students and learning objectives. As a result, students can quickly comprehend and grasp the materials. Preparing students entails recognizing and encouraging students to participate in the teaching process actively and effectively by interacting with newly generated learning resources. Decision-making during learning design has an impact on student competency accomplishment (11). emphasizes that developing a learning model rather than doing things the traditional way will impact learning effectiveness (12). Specific learning methodologies have been developed to enable these concepts to be implemented in current classrooms (13). Furthermore, giving learners flexibility is critical for an effective teaching and learning program (14).

Students require innovative learning methods that may be implemented on campus. Students have become lazy to study as a result of the traditional learning methodology that has

been used thus far. Furthermore, they are less motivated to learn under the current learning model. According to (15), three features of complex learning require students to (a) integrate knowledge, abilities, and attitudes; (b) coordinate the skills of the multiple aspects; and (c) transfer what has been learned to a new issue setting. Despite this, the participation of lecturers is required. Students can ask questions, get answers to their questions, and discuss information with their lecturers and classmates at any time (16). It is critical to support learner-generated contexts and content (both personal and collaborative) when bridging pedagogically prepared learning environments (17,18).

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Authors' contributions

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Conflict of interest

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Availability of data and materials

All data generated or analyzed during this study are included in this published article.

Ethical approval

This article received ethical clearance from Health Research Ethics Committee, Sekolah Tinggi Ilmu Kesehatan Bani Saleh with letter number No: EC.232/KEPK/STKBS/XII/2022

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