Student’s Perception on Lecture’s Implementation of Learning Teaching Midwifery

Dwi Lestari1, Yuniati2, Jitasari Tarigan Sibero3
1 Institute Health Helvetia Medan
2 Study Program Midwifery
3 Institute Health Helvetia Medan

INFO
Submitted: 20-06-2023,
Revised: 12-07-2023,
Accepted: 20-07-2023

ABSTRACT
Implementation of learning teaching with test results of askeb I in DIII midwifery. The study design used in this research WA’s analytic survey with cross sectional approach. The population in this study were all second level students of fourth semester at the Academy of Obstetrics totaling 40 students, with a sampling technique using the total population is the entire population sampled as many as 40 students at the Academy of Midwifery. From the research results with a confidence level of 95% with the title student’s perception on lecture’s implementation of learning teaching with test results of askeb I obtained from 40 respondents there were 16 students who assumes the implementation of good learning as many as 16 respondents (40.0%), assumes the implementation of learning that is enough as many as 13 respondents (32.5%) and less assuming implementation of learning as much as 11 respondents (27.5%) with a statistical test of chi-square p value = 0.012 <α = 0.05 means there is relationship of students perception on lecture’s implementation of learning teaching with test results of askeb I in DIII midwifery. In this study, researchers concluded that there is relationship of student’s perception on lecture’s implementation of learning teaching with test results of askeb I in DIII midwifery. Advice from researchers to the respondents in order to further improve the quality of learning that is better for the future.

Keywords: Perception, lesson, Askeb I Test Results

INTRODUCTION
Learning is an activity of achieving educational goals that are very processed and is a very important element in organizing the types and levels of education, this means that the success of achieving educational goals (Bralić & Divjak, 2018; Anis et al., 2020) depends largely on the success of the student’s learning process at school and surroundings (Ayotte-Beaudet., et al 2019). Basically, learning is a stage of change in student behaviour that is relatively positive and steady as a result of interaction with an environment involving cognitive processes, in other words learning is a processed activity consisting of several stages (Shuell et al., 2021). According to the United Nations Education, Scientific and Cultural Organization (UNESCO) or educational organizations that it is important to change the educational paradigm as an instrument to a paradigm as a whole human development. Based on this, UNESCO’s four pillars of education include learning to acquire knowledge to carry out further learning. Learn to have basic competencies in dealing with different situations and work teams, learn to actualize personal as an individual and learn to be able to apply and practice the conditions of interdependence (Butera & Buchs, 2019).

According to DIKTI through Kepmendiknas number 045/u/2002 which is a decision of the minister of national education in Indonesia that facing various developments and global-external problems, demands a change in the direction of higher education to produce graduates who can compete in the global world, there is a change in the orientation of higher education that no longer only produces intelligent human beings with knowledge but also who are able to apply their knowledge in life in a more cultured society (Miño et al., 2019) there is also a change in needs in the world of work that is manifested in changes in requirements in labour recipients.
Test results are an important component in learning activities (Vermunt 1988; Wei 2020; Cheng et al., 2019). Efforts to improve learning can be achieved through improving the quality of the assessment system. The quality of learning can be seen from the test results for its assessment (Bruno & Dell’Aversana, 2018). A good grading system will encourage educators to determine good teaching strategies and motivate learners to learn better (McInerney 2020; Cohen & Henry 2019; Goodsett 2020). Assessment in the learning program is one of the activities to assess the level of curriculum achievement and the success or failure of the learning process. The results of the assessment can be used as a basis for making decisions about the person who will be accepted or rejected in the process.

Test results are abilities that children gain after going through learning activities (Vogt et al., 2018). Learning itself is a process of a person seeking to acquire a relatively sedentary form of behavior change. The test results are also said to be everything that belongs to the student as a result of the learning activities he carries out. Then, the learning outcomes are patterns of actions, values, understandings and attitudes as well as apperceptions and abilities. Based on an initial survey conducted by researchers from 10 third semester students at the Midwifery Academy in class A students, there were B who got an A grade, 3 students who got a B grade of 2 students and who got a C grade of 5 students in the Askeb I (Pregnancy) course. The results of this learning theory test found how the student thought, understood and memorized the subject of the Askeb I (Pregnancy) course which was explained by the lecturer in the class through the student’s study in class during UTS and UAS. Based on the test results from the research The formulation of the problem in this study is whether there is a relationship between students perceptions of the implementation of lecturer learning with the results of the Askeb I course test in DIII midwifery.

METHODS

Research objective was to find out the frequency distribution of lecturer learning in DIII Midwifery, to find out the frequency distribution of Askeb I test results for students in DIII Midwifery and to find out the relationship between student perceptions about the implementation of lecturer learning with the results of the Askeb I course test in DIII Midwifery. The type of research used is an analytical survey with a sectional-cross approach, namely the calculation of causal factors and causal factors carried out simultaneously. With a cross-sectional approach to find out the relationship between Student Perceptions of the Implementation of Lecturer Learning with the Results of the Askeb I Course Test in DIII Midwifery. The research was conducted at the Midwifery Academy. The Academy was established in the field of school business Academy Colleges and Research Universities conducted in May-Jul. Population is a generalized area consisting of objects or subjects that have certain qualities and characteristics. It is set by the researcher to study and then conclusions are drawn. The population in this study was all students of class A and B level II semester IV, namely as many as 40 students at the Midwifery Academy.

RESULTS

A portion of the number and characteristics possessed by the population. In this study, researchers took a sample using the total population, namely the entire population was sampled, namely as many as 40 students who were included as samples at the Midwifery Academy.

Conceptual Framework

<table>
<thead>
<tr>
<th>Independent Variable &amp; Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions of Learning Implementation</td>
</tr>
<tr>
<td>Askeb I Test Results (Pregnancy)</td>
</tr>
</tbody>
</table>
Measurement Aspects

Table 1. Operational Definitions and Measurement Aspects:

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Operational Definition</th>
<th>Measuring Instruments</th>
<th>Category</th>
<th>Measuring Results</th>
<th>Measuring Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions of the Implementation of Learning</td>
<td>Implementation of learning is a process in the implementation of learning that involves lecturers and students interacting with each other</td>
<td>Questioner by 16 questions</td>
<td>Good (if answer Yes 13-18 statement)</td>
<td>3</td>
<td>Ordinal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes: 1 No: 0</td>
<td>Enough (if answer Yes 7-12 statement)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Less (if answer 0-6 statement)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>Operational Definition</th>
<th>Measuring Instrument</th>
<th>Category</th>
<th>Measuring Result</th>
<th>Measuring Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Askeb I Test Result (Pregnancy)</td>
<td>Test Results are Everything that is obtained / retrieved by students after carrying out the Learning Process of Askeb I</td>
<td>Questioner 20 question</td>
<td>Good (if answer Yes 13-18 statement)</td>
<td>3</td>
<td>Ordinal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes: 1 No: 0</td>
<td>Enough (if answer Yes 7-12 statement)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Less (if answer 0-6 statement)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Data Collection Techniques

Data collection was carried out using questionnaires on a number of respondents consisting of two types which one is primary data collection containing a list of statements submitted to respondents to be answered in writing. The primary data in this study was with a questionnaire or direct interview. Secondary data obtained from the results of documentation by other parties, such as medical records, value recapitulation, end of patient and others. The secondary data in this study is documentation during the study. Tertiary data is data obtained from published manuscripts, for example WHO, SDKI 2012 (Indonesian Health Demographics Survey), Riskesdes 2013 (Basic Health Research).

Analysis Data

Data analysis is processed using a computer with SPSS with data analysis steps, namely univariate analysis is used to describe the data carried out on each variable of the research results. Data is presented in the frequency distribution table. And the other using a bivariate analysis is used to determine the relationship (correlation) between free variables (independent variables) and bound variables (dependent variables).

Univariate Analysis

Table 2. Frequency Distribution of Learning Implementation at the Midwifery Academy:

<table>
<thead>
<tr>
<th>No</th>
<th>Implementation of Learning</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good</td>
<td>16</td>
<td>30,2</td>
</tr>
<tr>
<td>2</td>
<td>Enough</td>
<td>13</td>
<td>24,5</td>
</tr>
<tr>
<td>3</td>
<td>Less</td>
<td>11</td>
<td>20,8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on table 2 it can be seen that student perceptions in the implementation of learning with a good category of 16 students (30.2%), with a sufficient category of 13 students (24.5%), and a less category of 11 students (20.8%).

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.
Table 3.
Frequency Distribution of Askeb I Test Results at the Midwifery Academy:

<table>
<thead>
<tr>
<th>No</th>
<th>Test Result</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good</td>
<td>14</td>
<td>26.4</td>
</tr>
<tr>
<td>2</td>
<td>Enough</td>
<td>15</td>
<td>28.3</td>
</tr>
<tr>
<td>3</td>
<td>Less</td>
<td>11</td>
<td>20.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on table 3 it can be seen that the students in the Askeb I test results at the Midwifery Academy with a good category of 14 students (28.3%), a sufficient category of 15 students (26.4%), and with a category of less as many as 11 students (20.8%).

**Bivariate Analysis**

Table 4
Frequency Distribution of Student Perceptions of Lecturer Learning Implementation with Askeb I Test Results at the Midwifery Academy:

<table>
<thead>
<tr>
<th>Implementation Learning</th>
<th>Askeb I Test Results (Pregnancy)</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Enough</td>
</tr>
<tr>
<td>Good</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Less</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

Based on table 4 showed that of the 40 students who scored student perceptions of learning implementation with good categories as many as 16 respondents (40.0%) with good test results of 9 students (22.5%) and askeb I learning results with good categories as many as 5 students (12.5%), test results were sufficient as many as 5 students (12.5%), test results were less than 2 students (5.0%). Student Perceptions of Learning Implementation are sufficient category as many as 13 respondents (32.5%) with good test results as many as 4 students (10.0%), test results are sufficient as many as 7 students (17.5%), test results are less than 2 students (5.0%). The perception of students implementing learning is less than 11 respondents (27.5%) with good test results as many as 1 student (2.5%), sufficient test results as many as 3 students (7.5%) and with less test results as many as 7 students (17.5%). From the chi-square result at a confidence level of 95% with α = 0.05 obtained the value of p = 0.012 then p (0.012) < α = 0.05. Thus, it can be concluded that there is a relationship between students' perceptions of the implementation of Lecturer Learning and the test results of the Askeb I course in the DIII Midwifery.

**DISCUSSION**

Based on student perceptions in the implementation of learning with a good category of 16 students (30.2%), with a sufficient category of 13 students (24.5%), and a category of less as many as 11 students (20.8%). According to the author of the research results obtained that the implementation of learning planning is not in line with previous research and not all are carried out by a lecturer, even though a lecturer must be able to make good planning (Choe et al., 2019; Syakur, 2019; Bi et al., 2019) and also be able to carry it out when the lecturer provides learning to be able to increase test scores and learning outcomes for students we teach for the improvement of grades and those who have good grades (Podolsky et al., 2019), then an implementation of learning planning if it has been well planned must be able to carry out properly as well so that a test or learning outcome can be better for the future (Dwijayani, 2019). Learning outcomes or test results determine a good assessment for students in order to be able to measure a category of good or bad (Nelson, 2018).
Based on the results of the Askeb I test at the Midwifery Academy with a good category of 14 students (28.3%), a sufficient category of 15 students (26.4%), and with a category of less as many as 11 students (20.8%). According to the author of the research results obtained that the learning outcomes in Askeb I learning are not in line with previous researchers. The results of this test do not use a final score from learning if a test is run, meaning that the researcher has conducted a study using the test to be filled out by the student after getting the results of what the student did. It's different if you use learning outcomes, learning outcomes use the final value of the overall learning (Hussey & Smith, 2003; Sailer & Hommer, 2020; Van Alten et al., 2019). The results of this test are actually more effective than learning outcomes, because the test is carried out directly from the field where the research is located so that the truth of the answers from students can be measured more effectively.

Student perceptions of the implementation of lecturer learning with the results of the askeb I course test (pregnancy). From the chi-square result at a confidence level of 95% with α = 0.05 obtained the value of p = 0.012 then p (0.012) < α = 0.05. Thus, it can be concluded that there is a relationship between student perceptions of the implementation of Lecturer Learning and the Results of the Askeb I Course Test in DIII Midwifery. From the chi-square result at a confidence level of 95% with α = 0.05 obtained the value of p = 0.012 then p (0.012) < α = 0.05. Thus, it can be concluded that there is a relationship between students’ perceptions of the implementation of Lecturer Learning and the test results of the Askeb I course in DIII Midwifery. According to the results of the research obtained that from the students' perception (Licorish et al., 2018; Ahmed et al., 2018; Colomo-Magaña et al., 2020) of the implementation of this learning is not in line with previous research, but only previous researchers get a significant value for their research.

Quite a lot of lecturers carry out their learning planning well, and there are not many lecturers who can only plan a learning plan but do not carry it out when the learning begins. Not many lecturers forget how important a learning plan is to be carried out when learning begins (Winaryati et al., 2020; Puspita & Hasyim 2019), but at least as a lecturer he is able to understand how to convey the implementation of learning (Gunawan 2018) with what has been planned in advance, because learning planning is very influential on the level of learning assessment by implementing better learning planning as well (Khoiriyah & Husamah, 2018).

CONCLUSION

After carrying out research at the Midwifery Academy, it can be concluded as follows: Student perceptions in the implementation of learning with a good category of 16 students (30.2%), with a sufficient category of 13 students (24.5%), and a category of less as many as 11 students (20.8%). Askeb I test results at the Midwifery Academy with a good category of 14 students (28.3%), a sufficient category of 15 students (26.4%), and with a category of less as many as 11 students (20.8%). From the chi-square result the confidence level of 95% with α=0.012 obtained the value of p = 0.012, then p (0.012) < α (0.05). Thus, there is a significant relationship between students' perceptions of the implementation of learning and the results of the Askeb I test in the D-III Midwifery.

For Students as a lesson to improve the quality and value of learning it is also to set an example and enthusiasm for better subsequent learning. Divide the Research Site as input for the Midwifery Academy and to improve the quality of learning and student learning planning so that graduates can adjust the competency standards of graduates. For Educational Institutions the results of this study can be a source of reading for students The Helvetia Medan Midwifery Academy is further in order to continue research on other factors related to learning planning with even better methods and ways of perfecting this research. For the next researcher it is hoped that the next researcher can be used as a reference material or reference for future students.

REFERENCES

International Journal of Medical Education, 9, 145.


