Article

Formula of Learning Outcome Soft Skills Under Graduate Midwifery

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ABSTRACT

Midwives as women’s partners are professions that have jobs with great complexity and responsibility. To achieve access to and quality of good reproductive health, maternal and child health services, fight poverty, improve education, increase the Human Development Index (IPM/HDI) and empower women and gender equality is an important issue to be managed and realized through planned and systematic midwifery education to create a conducive learning atmosphere and learning process so that students actively develop their potential optimally as midwives who have religious spiritual strength, self-control, personality, intelligence, sincerity, noble character, as well as the wisdom and skills needed by themselves, society, nation and country with the ability to develop abilities as a care providers, decision makers, communicators, community leaders and managers, as well as profiles of midwives as life long learners, entrepreneurs and faith and piety. Areas of competence in S1 midwifery education are Effective communication, Legal ethics and patient safety, Self-development and professionalism, Scientific foundation of midwifery practice, Clinical skills in midwifery practice, Health promotion, Management, Leadership and Entrepreneurship in every stage of a woman’s life cycle namely Female reproductive health, Pre-marital, Pre-conceptional period, Pregnancy, physiological childbirth and postpartum, Early detection and early management of pathological pregnancy, childbirth and postpartum, Physiological newborns, neonates and toddlers, Early detection and early management of pathological newborns, neonates and toddlers, early detection and early treatment of female reproductive disorders and community midwifery.

KEYWORDS
Formula, learning outcome, soft skills, midwifery

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I. INTRODUCTION
Midwives as women's partners are professions that have jobs with great complexity and responsibility. To prepare midwives who are responsive to the latest situations and can overcome the various complex situations faced by women throughout their reproductive cycles and healthy babies and toddlers, then midwives are needed who have the basic abilities of midwifery services, effective communication skills, technology skills and digital understanding, have high curiosity and rational and critical thinking skills, interpersonal abilities, can be produced by a quality midwifery higher education system and is able to develop according to the needs and progress of the times. Thus midwives are not only required to have clinical skills but also must have the ability to analyze non-clinical and socio-cultural issues that affect the quality of women's reproductive health, as well as empowerment, advocacy and negotiation skills as well as research capabilities in the development of midwifery science and practice. To achieve access to and quality of good reproductive health, maternal and child health services, fight poverty, improve education, increase the Human Development Index (IPM/HDI) and empower women and gender equality is an important issue to be managed and realized through planned and systematic midwifery education to create a conducive learning atmosphere and learning process so that students actively develop their potential optimally as midwives who have religious spiritual strength, self-control, personality, intelligence, sincerity, noble character, as well as the wisdom and skills needed by themselves, society, nation and country with the ability to develop abilities as a care providers, decision makers, communicators, community leaders and managers, as well as profiles of midwives as life long learners, entrepreneurs and faith and piety. The further development of midwifery education was carried out with the development of a new undergraduate academic-midwifery profession starting in 2008 and stratum two starting in 2006. At the end of 2013 the number of undergraduate students was three institutions (Airlangga University, Brawijaya University and Andalas University), and the number of undergraduate students was five institutions. (Padjajaran University, Brawijaya University, Andalas University and Hassanudin and Aisyiyah Universities, Yogyakarta). The fact that midwifery education has so far been mostly at the vocational level has resulted in very slow development of the midwifery profession due to the limited number of midwives who meet the qualifications to conduct research. In addition, graduates produced by vocational education are more trained labor in nature with minimal clinical reasoning and clinical judgment skills so they do not meet competency standards and midwives' profiles. . The ICM Congress in 2008 decided on a global standard for midwifery professional education, at least at the undergraduate level (S1–Professional-Academic) and held at the university level. It is hoped that with increased education for midwives, both through formal and non-formal education, midwives will be able to think more critically and be more efficient and patient safety in carrying out midwifery practices so as to be able to provide better services to protect the community and be able to compete in the free market era. This is reinforced by the National Education System Law No. 20 of 2003 which states that professional education is obtained through education after strata one. The results of research at Harvard University, success is only determined about 20% by hard skills and the remaining 80% by soft skills. Almost all companies today require an appropriate combination of hard skills and soft skills, regardless of the position one is applying for. Among HR development practitioners, the hard skill approach alone has now been abandoned because in principle hard skills without soft skills are useless.

II. METHODS
The method used in writing this article is eksplorative study. The inclusion criteria for journal searches are full-text journals that discuss the topic Meanwhile, the inclusion criteria for journal searches are secondary journals or research tertiary journals.
III. RESULT

The application of soft skills at the end of education, graduates of the Midwifery Profession are able to practice midwifery professionally, based on ethics, morals, culture and legal aspects and are oriented towards the safety of women, families and society. Intrapersonal skills: Creative thinking, Critical thinking, Analytical thinking, Innovative thinking, Able to manage time, Logical arguments, Independent, Can cope with stress, Understand your own limitations. Interpersonal skills: Leadership: Team work, Verbal communication, Market yourself, Synergy, Negotiation, Flexible, Adaptation, Responsibilities, Public speaking, Partnership with women, Respect women's autonomy, Women's advocacy for self-empowerment and Have cultural sensitivity. Values: Integrity (honest & trustworthy), Discipline, Responsible, Hard work, Motivation, Can cope with stress, Courtesy/ethical/have values, Be confident, Adhere to social and cultural rules.

IV. DISCUSSION

According to Casner-Lotto and Barrington (2006), there are two skills needed to enter the workforce, namely basic knowledge/skills and applied skills. The applied skills needed are: 1) critical thinking/problem solving; 2) oral communications; 3) written communications; 4) teamwork/collaboration; 5) diversity; 6) information technology application; 7) leadership; 8) creativity/innovation; 9) lifelong learning/self direction; 10) professionalism/work ethic; and 11) ethics/social responsibility. According to Arthur et al. (2009), value is an aspect of character that is vital for the social environment and for life long learning. The concept of value is an idea, belief or a person's understanding that guides and reflects a person's behavior. The concept of character is the actions, attitudes and practices that characterize a person. Someone who has good character will have good morals. Good character will help choose the right knowledge. According to Keohane (1999), academic integrity is a commitment to five basic values, namely honesty, trust, fairness, respect, and responsibility. From these values flow the principles of behavior into an academic action. Honesty is a foundation for both teaching, learning, research and service, and a prerequisite for providing trust, fairness, respect and responsibility. Cultivating honesty is the same as laying the foundation for lifelong integrity, developing the courage to choose and accept difficult responsibilities for actions and their consequences. Furthermore, Gokhale (2011) from his literature study concluded that developing critical skills and analysis, developing and understanding personal ethical values, lecturers play multiple roles, namely the roles of Coordinator, counselor, motivator, friend, consultant, facilitator and stimulator. This dual role will touch our students in developing their capacity to think analytically, to become better communicators and better individuals.

V. CONCLUSION

The curriculum is designed based on its relevance to the objectives, the scope and depth of the material, the organization that encourages the formation of hard skills and personality and behavioral skills (soft skills) that can be applied in various situations and conditions.
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