



Article

The Relationship Integration of Soft Skills in Clinical Skills Courses and The Learning Outcomes of Undergraduate Midwifery Students

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ABSTRACT

Mastery of skills at the undergraduate level is important, because it will provide provisions for students in forming the basis of professional behavior in providing effective and comprehensive Midwifery Care for pregnant, maternity and postpartum women. Learning methods in tertiary institutions use adult learning methods (adult learning). This method has a different approach, scope, goals and strategies from education in secondary schools. Studying in tertiary institutions, especially medical and health sciences, emphasizes continuous and lifelong education. This study uses a comparative study. Bivariate analysis in the form of categorical correlative using t-test, The research population was all students of the Bachelor of Midwifery Study Program, Faculty of Medicine, Andalas University, semester III. The sample is part or representative of the population studied. Based on the statistical approach, the sample size is determined by the statistical model that will be used to test the hypothesis. In this study the statistical test that will be used is the t-test for paired data. How to take samples using total sampling. Control group students were equipped with clinical skills with knowledge, general skills and special skills. After debriefing and evaluating, the results obtained were 43.5% of students had a score range between 70-74. Attitudes (soft skill roles) that are applied to these clinical skills include intrapersonal soft skills and interpersonal soft skills. Learning outcomes for psychomotor elements with the integration of soft skills, the distribution of final grades is better

I. INTRODUCTION

This basic midwifery skill III is a course that must be learned by Semester III students in the Bachelor of Midwifery Study Program, Faculty of Medicine, Andalas University. This course provides students with the opportunity to understand various types of basic midwifery skills before entering into various advanced skills related to midwifery care. Thus mastery of the material in this course is important, because it will provide provisions for students in providing high quality midwifery care. Basic midwifery skills III are carried out in parallel with Block 3.A (Midwifery care for pregnant women), Block 3.B (Midwifery care for women in childbirth), and Block 3.C (Midwifery care during the postpartum period). Learning is prepared in the form of clinical skills training in the skills lab. This course runs for 18 weeks. Every week there will be midwifery skills training with instructors, independent midwifery skills training, and formative exams. At the end of the semester, you will take part in a summative learning evaluation with a midwifery skills exam.

Learning methods in tertiary institutions use adult learning methods (adult learning). This method has a different approach, scope, goals and strategies from education in secondary schools. Studying in tertiary institutions, especially medical and health sciences, emphasizes continuous and lifelong education. Midwifery education uses a new paradigm, namely the PBL (Problem Based Learning) method, where at the basic level students must master learning techniques and it is hoped that later they will be able to learn continuously throughout their lives and are also required to master communication techniques, ranging from interpersonal communication to communicating with various parties (doctors and other health workers and other non-health workers) either verbally or nonverbally or using information technology. Mastery of education at the basic level is absolute, because it is a pre-requisite for a student to be able to continue learning at the next stage, namely learning Advanced Midwifery Skills I courses. After taking this course it is expected that they already have a solid mindset (cognitive restructuring) to be able to achieve core competencies which include a number of knowledge, skills and attitudes by demonstrating professional behavior in providing care, skills in providing care to pregnant, maternity and postpartum women seen from humans and the environment as cultural social beings, understanding aspects of their development in carrying out the profession. Thus mastery of skills in this course is important, because it will provide provisions for students in forming the basis of professional behavior in providing Midwifery Care for pregnant, maternity and postpartum women that is effective and comprehensive in the future.

II. METHODS

This study uses a comparative study. Bivariate analysis in the form of categorical correlative using t-test, The research population was all students of the Bachelor of Midwifery Study Program, Faculty of Medicine, Andalas University, semester III. The sample is part or representative of the population studied. Based on the statistical approach, the sample size is determined by the statistical model that will be used to test the hypothesis. In this study the statistical test that will be used is the t-test for paired data. How to take samples using total sampling.

III. RESULT

The following is the result of an analysis of 46 students in each control and intervention group on their learning outcomes in the third semester of clinical skills.

Table 1. Analysis of 46 students in each control and intervention group on their learning outcomes in the third semester of clinical skills

Skor	Group Control	Group Intervension	P value
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	f	%	f	%	
85 – 100	0	0	8	17.4	
80 – 84	1	2.2	15	32.6	
75 – 79	9	19.6	9	19.6	
70 – 74	20	43.5	6	13	0.001
65 – 69	13	28.3	4	8.7	
60 – 64	3	6.5	2	4.3	
55 – 59	0	0	1	2.2	
50 – 54	0	0	1	2.2	

Control group students were equipped with clinical skills with knowledge, general skills and special skills. After debriefing and evaluating, the results obtained were 43.5% of students had a score range between 70-74 (good category). Then the same research was carried out on students in the intervention group, but equipped with the role of attitude (soft skills) in carrying out skills. After being evaluated, the results showed that the majority (32.6%) of students had a score range of 80 – 84 (brilliant category).

IV. DISCUSSION

Attitudes (soft skill roles) that are applied to these clinical skills include intrapersonal soft skills and interpersonal soft skills. Intrapersonal soft skills consist of creative thinking, critical thinking, analytical thinking, innovative thinking, being able to manage time, having logical arguments, being independent, being able to deal with stress, understanding one's limitations. Interpersonal soft skills include leadership, teamwork, oral communication, self-marketing, synergy, negotiation, flexibility, adaptation, responsibility, public speaking, partnership with women, respecting women's autonomy, advocating women for self-empowerment, having cultural sensitivity. Intrapersonal and interpersonal soft skills provide an illustration to students that these students are able to measure their own abilities by using analytical thinking and are more creative. Students who are able to do well in these soft skills in the field of science they are engaged in have a positive impact on their learning outcomes, and this has been proven to increase the learning outcomes of clinical skills in students in the intervention group. Therefore it is expected that each course will not only pay attention to the level of knowledge, general skills and specific skills, but with the integration of soft skills both intrapersonal and interpersonal soft skills.

V. CONCLUSION

Learning outcomes for psychomotor elements with the integration of soft skills, the distribution of final grades is better. Student response to the development of the learning method and assessment system applied is expected to increase student competency mastery.

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