

IDENTIFICATION OF LEARNING STYLE OF COMPETENCE BASED CURRICULUM OF NURSING DEPARTEMENT STUDENTS IN HANG TUAH PEKANBARU HEALTH SCIENCE SCHOOL

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Abstract

Nowadays, Indonesian educational institutions were led to use Competence Based Curriculum (CBC) to produce high quality of human resources. Nursing Department of Hang Tuah Pekanbaru Health Science School (STIKES Hang Tuah Pekanbaru) has implemented CBC since academic year 2013/2014. It was referred to the theory of Faye Glenn Abdellah in relation to market needs. Teaching method used in CBC is Student Centered Learning (SCL) in which students should be more active in finding all information about learning topic independently. It is further to describe students' learning style. The aim of this study was then to identify students' learning style of using CBC in Nursing Department of STIKES Hang Tuah Pekanbaru. This research used descriptive quantitative to 116 samples (students) who applied CBC in the academic year 2013/2014 in which the researcher used total sampling as the sampling technique. Instrument used was questionnaire consisting 24 questions. In analyzing the data, the researcher used frequency distribution. In the finding, the researcher found that 45.2% students used visual learning style, 40.9% used auditory learning style and 13.9% used kinesthetics learning style. Derived from the finding, it is suggested that lecturer should ideally consider students' learning style in teaching using SCL method. Also, suggestion was addressed to school management to provide a sufficient facilities to support teaching and learning process.

Keywords: CBC, learning style, , SCL

BACKGROUND

The rapid development of knowledge and technology nowadays requires an high quality human resources. Educational institutions are the places where proficient human resources with worldwide competent are formed. Goverment through Dirjen Dikti has developed curriculume for educational institution by altering from content-based curriculume of Kemendikbud 056/U/1994 to competence-based curriculume (CBC)

by virtue of Kemendiknas no.23/U/2000 and 045/U/2002.

Association of Indonesian Nurse Education Center (AINEC) has arranged nurse education curriculume(implementation of CBC) where issued in 2010. This curriculume was developed as a guidance for implementation of nursing profession programme for each educational institution of nursing so smart, competitive, and comprehensive human resources of nurse could be an outcomes. (AIPNI, 2010).

Nursing science departement (PSIK) of STIKes Hang Tuah Pekanbaru as one of AINEC member always obey the AINEC development and provisions. Therefore, PSIK STIKes Hang Tuah Pekanbaru utilizes CBC for nersu educational curriculume: implementation of CBC by AINEC CBC Team 2010. After attending three phase of training and workshop of CBC development guided by CBC Team of FK UGM, since academic year of 2012/2013 PSIK STIKes Hang Tuah Pekanbaru used CBC with human basic-needs approach by Faye Glenn Abdellah.

CBC teaching-learning process concern on SCL (Student Centered Learning) approach. The methode emphasize in competence goal achievment. Student must be pushed to have self motivation, then put their effort to reach the goals. By this approach student earn knowledge as a result of self learning. So, study is a knowledge seek and expand process by do in proactive and specific ways (DIKTI, 2008).

Student as mainpart of educational institution are requested to be able to have an achievment optimally and always face on learning tasks. Due to CBC use SCL approach, so student are demanded to more proactive to search and obtain all informations related to learning topics.

Through this system, it is described the various of learning methode or student learning style in the need of inquiry learning. It is appropriate with research of Elizabeth (2011) that there is a realtionship between SGD methodes and learning motivation (willing, studying stusatisfaction) in which SGD is a part of SCL methode.

This research aimed to identify learning style of student who serve CBC in PSIK STIKes Hang Tuah Pekanbaru.

METHODS

This research used descriptive quantitative to 116 samples (students) who applied CBC in the academic year 2013/2014 in which the researcher used total sampling as the sampling technique. Instrument used was questionnaire consisting 24 questions. In analyzing the data, the researcher used frequency distribution.

RESULTS

A. Characteristic of Respondent based on academic year

Respondent Characteristic based on academic year PSIK STIKes Hang Tuah Pekanbaru showed by table below.

Table 1
Frequency distribution of responden
based on academic year PSIK STIKes
Hang Tuah Pekanbaru

No	Year	f	%
1	2012	55	47,83
2	2013	60	52,17
	Jumlah	115	100,00

According to the table above, it shows most of responden is in the year of 2013 that is 60 people (52,17%), instead student from the year of 2012 are 55 people (47,83%).

Table 2
Frequency distribution of respondent
learning style based on the year PSIK
STIKes Hang Tuah Pekanbaru

No	Year	Gaya Belajar						Jumlah	
		Visual		Audio		Kinaesthetic		f	%
		f	%	f	%	f	%		
1	2012	26	47.27	21	38.18	8	14.55	55	100
2	2013	26	43.33	26	43.33	8	13.34	60	100

The table above presents learning style of student in the year of 2012 is visual numbered 26 people (47.27%), audio numbered 21 (38.18%) and kinaesthetic numbered 8 (14.55%). On the other hands, learning style of student in the year of 2013 that is visual numbered 26 people (43.33%), auditory numbered 26 orang (43.33%) dan kinaesthetic numbered 8 (13.34%).

Table 3
Frequency distribution of respondent
learning style PSIK STIKes Hang Tuah
Pekanbaru

No	Learning style	f	%
1	Visual	52	45.2
2	Auditory	47	40.9
3	Kinaesthetic	16	13.9
	Number	115	100

Based on table 3 above, it indicates that the most learning style used by student is visual, numbered 52 people (45.2%), which was followed by auditory style 47 (40.9%) and kinaesthetics 16 people (13.9%).

DISCUSSION

The result of this study showed most of respondent experienced as visual style learner, there are 52 people (45,2%), then continued by numbered of auditory people with 47 people (40,9%) and kinaesthetic numbered 16 (13,9%). This result means student of PSIK STIKes Hang Tuah Pekanbaru preferred to choose visually style that focused on describing things from the eye or sight. It is on the contrary with study done by Safitri and Aziz (2013) where the most learning style used by student is auditory, numbered 37 people (37%) followed by visual style amount 34 % and kinaesthetics around 29 %.

DePorter and Hernack (2003) explain that visual-typed learner, those who memorize thing by vision instead

hearing, has an accurate thought to everything, most considering on physical appearance or presence, carelessness of noise, reading and create self-meaningful squiggle preference, interested at something colourful and artistic to improve the understandings, speak and argue difficulties.

SCL approach apply several learning methods in which educator could choose when teaching in front of learner. Education curriculum of PSIK STIKes Hang Tuah Pekanbaru used several methods, such as Small Group Discussion (SGD), Role play & Simulation, Case Study, Discovery Learning, Self Directed Learning, Project based learning, problem based learning and inquiry. The conduct of those methods noticeable on a kind of tutorial, assignment/self-learning, in class lesson, seminar/discussion, role play, laboratory skill and work, and field trip (Academic guidance of PSIK, 2014).

Tutorial is a discussion in small group which emphasize on the conduct of Problem Based learning (PBL) method. Student divided into some small groups consist of 10-12 people. It is scheduled two times a week and assisted by tutor or by their own. The achievement of learning outcomes, student is provided some cases study then they should discuss in group by seven jumps approach.

Otherwise, that assignment is an employ of Discovery Learning and self direct learning methods. Student gave individual and group task about one topic or case study. Student, individually or by team search references (except in class lesson) such as library, website, journal, etc. By doing self-learning, it is expected that student can improve their work ability and deepen the knowledge actively.

Besides, another method of learning is role play and simulation. In this method, learning and teaching process is conducted by doing some motorik games in which contain of learning goal inside, play rules, and also fun when performing roles. Through this method, it is hoped student could arrange a plan before playing a roles, stimulate responsibility in team work, respect of people's argument and ability when making decision in group.

In the in class method, lecturer explain about the topics according to their expertise. Media used is visually powerpoint or audiovisual tools.

The method of film showing, facilitator or lecturer present a film or video related to the topic based on learning outcomes by audiovisually tool. It is supposed that student able to gather the message and meaning of the film.

Furthermore, skill laboratory is a method with SCL approach of case study

and simulation. This approach is aimed to apply certain skill included psikomotor and affective skills. In this methode, student is required to know well about clinical skills related to learning goals based on the skill and work laboratory guidance. The media used in this methode are manikin and all supportive laboratory equipments. In addition, practical laboratory is done by multi-dimension to reach the learning goals. This technique also supposed to describe the topic lesson by picture, video, or visual aids.

Additionally, another methode of SCL approach applied in PSIK STIKes Hang Tuah Pekanbaru is filed trip. This methode is a realization of Project based learning and case study approach. In this system student directly earn a learning experience through facts in the real life/ clinical/ society suitable with learning objective.

Based on explanation above, it is concluded that SCL learning methode has vary optional approach which can choosed and used by lecturer to the student so objectives and competencies expected can be achieved. However, student ability to understanding and integrate the lesson is different from each other. Therefore, it is needed a educator skills in select dan use the most suitable learning methodes, certainly, according to the learning style of

student so learning and teaching process could be effective and meaningful for student.

CONCLUSION

In the finding, the researcher found that 45.2% students used visual learning style, 40.9% used auditory learning style and 13.9% used kinesthetics learning style. Derived from the finding, it is suggested that lecturer should ideally consider students' learning style in teaching using SCL method. Also, suggestion was addressed to school management to provide a sufficient facilities to support teaching and learning process.

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