

## THE COMPARISON OF APPLYING CURRICULUM BASED ON COMPETENCY AND CONVENTIONAL CURRICULUM TOWARDS STUDENTS GPA.

Ennimay<sup>1</sup>, Abdurrahman Hamid<sup>2</sup>

Nursing Lecturer of Nursing Program of Hang Tuah Pekanbaru Health School<sup>1,2</sup>

Email: ennimay@yahoo.com

### Abstract

The development of Education curriculum today demand to encourage students learning achievement, based on Kepmendiknas no. 232 / U / 2000 and no. 045 / U / 2002 AIPNI which had been successfully implemented competency-based curriculum (CBC) undergraduate education since 2008. Therefore, Nursing Program of Hang Tuah Pekanbaru Health School in the 2012 began implementing CBC. The aim of this study was to compare the Implementation of curriculum CBC and Conventional with the students GPA in Nursing Program. The research design used in this study was a causal comparative study. The samples in this study were 53 students with CBC system and 48 students conventional system. The analysis was used univariate analysis with the frequency distribution of the average GPA of students in semester 1<sup>st</sup> and 2<sup>nd</sup>, bivariate analysis with chi-square and independent t-test. Analysis chi-square was used to know the relationship between curriculum systems and students GPA. The results of this study obtained p value = 0.019 < 0.05, which means that there were a relationship between the applications of the CBC with a GPA of students achievement. For comparison used for the independent t-test comparing students with GPA of students at CBC and Conventional and get p value 0.029 < (0.05). From these results it appears that the implementation of the curriculum system of CBC gave effect to a better direction in improving the achievement of students.

**Keywords** : curriculum system, competency-based, conventional, student.

### A. Introduction

Competency-based curriculum is still regarded only as an implementation of the student centered learning as a factor to serious difficulties, especially for the new institution. In once explanation, learning outcomes assessment system to be disseminated to the students so that the students know the components assessed valuation, Rita & Elda (2013). Referring to the nurses education curriculum; Curriculum Implementation compiled by AIPNI 2009-2013, which is designated as a national core curriculum, in July 2010, the Nursing Program of Hang Tuah

Pekanbaru Health School cooperate with Nursing Program – Medicine Faculty UGM Work Shop conducted a Training and Competency-Based Competency-Based Curriculum development.

Nursing education is a professional academic education with the learning process that emphasizes the growth and development of students' ability to become a scientist beginners and professionals. Nursing is a profession that serve mankind and humanity, put the interests of the client's health above their own interests, a form of service / care that is humanistic, holistic approach, implemented based on

nursing science and troubleshooting, as well as using the nursing code of ethics as the main guidance in carrying out the service / nursing care.

The curriculum can be interpreted as a program in the form of program documents and program implementation. As a curriculum documents or curriculum plan. In the form of the details of the course, syllabus, lesson plan, evaluation of the success of the system. Being curriculum as a program implementation is a real form of learning is done or actual curriculum. A curriculum change is often only focused on the conversion of documents alone, but the implementation of learning, creating an atmosphere of learning, how the evaluation / assessment of learning, does not change often. It should be changed to change the curriculum as a whole, Fatimah (2010).

Based Kepmendiknas no. 232 / U / 2000 and no. 045 / U / 2002 the Indonesian Nurses Association Education Institute (AIPNI) which in 2008 had been successfully implemented competency-based curriculum (CBC) undergraduate education. Actual competence curriculum is to give students the competence to be able to develop a lifelong science, Fatimah (2010). In addition, the implementation of the CBC is able to make the students independent and have a sense of

responsibility to always try to learn new things that have not known, Rahnia et al (2012). With the CBC system changes in the method of learning that is teacher-centered teaching methods (Teacher Centered Learning) turns into pembelajaran centered on a student (Student Centered Learning).

## **B. The Research Methods.**

This research designed was a causal comparative study. in this study conducted a comparison evaluation of student learning outcomes using CBC and Curriculum Conventional systems. The Object of research was all the result of the evaluation of student learning with CBC and Conventional systems. While the sampling technique was based on the number of students of the college population  $N = 105$  people with a comparison of students in 2012/2013 = 55 people and students in 2010/2011 = 50 people. As a tool used in this study was the format of the results of the evaluation study (Performance Index) students according to student assessment instruments applicable standards in Nursing Science Program Health School Hangtuah Pekanbaru.

Measurement methods with direct observation of the results of the evaluation study format (GPA) of students using the

evaluation form to see the truth and make the results of the assessment questionnaire structured questions for students to determine student opinion on the implementation of CBC system.

**C. The research results and discussion**

The distribution level of the student result study based on performance indexes

Tabel 2. The distribution level of performance indexes cumulative (N = 101 Students)

GPA level	CBC		Conventional	
	Frequency	Persentas (%)	Frequency	Persentas (%)
< 2,00	1	1,9	1	2,1
2,00 - 2,50	9	17	16	33,3
2,51 - 2,75	13	24,5	8	16,7
2,76 - 3,00	14	26,4	14	29,2
>3,00	16	30,2	9	18,8
Total	53	100	48	100

Based on table 2 showed that for GPA Over 3,00 students with CBC better

that was 16 students or 30,2 % compared with conventional curriculum as many 9 students or 18,8 %.

The comparison between Competency Based Curriculum Implementation with students satisfaction level to wards curriculum implementation PSIK Stikes Hang Tuah Pekanbaru.

Table 3. The correlation between curriculum implementation with students level satisfaction.

Curriculum	Satisfaction level	Not satisfy N %	Satisfy N %	Total N %	P value
CBC		9,4	48	53	
		9,4	90,6	10	
Conventional		20,8	38	48	0,018
		20,8	79,2	10	
Total		14,9	86	101	
		14,9	85,1	10	

Based on table 3, showed that students with curriculum based competency feel satisfy with curriculum implementation in PSIK Stikes Hang Tuah Pekanbaru as much as 48 persons (71,7%). While the students with conventional

curriculum said satisfy with curriculum implementation as much as 38 persons (79,2%). The statistic test chi-square result was got p value = 0,018, it means p value < (0,05), so that Ho was rejected. Could be concluded there was significant relationship between curriculum based competency implementation with students satisfaction level to wards curriculum implementation in PSIK Stikes Hang Tuah Pekanbaru.

Rita Endriani and Elda Nazriati (2007) studied about students opinion to wards PBL, as much as 64 persons (68,8%) said agree that PBL advantage or benefit competency in order students learn autonomy . With Curriculum Based Competency not only stressed on capable about subject matter but also to developed students character, students could use many media, lecturer function as fasilitator and evaluation did together with students, learning process and evaluation did continually and integreted at tutorial process.

Curriculum based competency showed learning pattern that students centered learning. Leturer or tutor only gave introduction and experiences to get competency that they needed through planning and very mature learning. Students were hope more competible to analyse and achieve learning need that

accordance with complected level and competencies that will be reached (Nurakhir, 2012).

Hang Tuah Pekanbaru.

Table 4. The Correlation between Curriculum Implementation with GPA (IPK) are reached.

Curr iculu m	GPA(IPK)								T O T A L	p- v a l u e
	<2,5		2,50		2,76		>3,0			
	N	%	N	%	N	%	N	%		
CBC	10	83,9	13	81,5	14	87,5	16	81,2	53	0,1
Conv entio nal	7	54,4	8	61,5	9	68,2	9	45,2	48	0,1
Total	17	66,9	21	81,5	23	87,5	25	78,8	101	

Based on table 4 were known that students with CBC system reached GPA over 3,00 as much as 16 persons or about 30,2 %. The students with conventional curriculum reached GPA more over 3,00 as much as 9 persons or about 18,8%. The

students and lecturer learn together to developed knowledge, concept and skills. The students could learn not only from the class but could use variously and activities. As long as learning process could use various learning model in CBC, That was small group discussion, case study, discovery learning, etc. In fact every lecturer also could develop their learning model themself.

The comparison CBC and curriculum conventional to wards students GPA PSIK Stikes Hang Tuah Pekanbaru.

Table 5

The comparison between CBC and curriculum conventional to wards students GPA in PSIK Stikes Hang Tuah Pekanbaru.

Curriculum	CBC (53)		Conventional (48)		T	p-value
	Mean	SD	Mean	SD		
GPA	3,49	1,24	2,95	1,11	2,21	0,029

Based on table 5, it could be GPA of students with CBC = 3,49 (SD=1,24) and conventional 2,95 (SD= 1,11). The result of T independent test showed that significantly differentiation of GPA between students with CBC and conventional with p-value = 0,029<

(0,05), so it could be concluded that there were significant different GPA between the students with CBC and Curriculum Conventional or it could be said GPA students with CBC higher than conventional curriculum.

**The comparison analaysis achievement indexes levels towards curriculum based on competency and conventional .**

Based on Bivariat test result , there was significant different GPA between students with CBC and Conventional or it could be said that average students GPA with CBC higher than Conventional. At this matter according to the objectives that to be reached with CBC implementation the result would be better towards students GPA and achievement indexes that to be used was GPA to second semester for every curriculum that to be used. At this matter according to teaching learning process theory, Brunner in Nasution, (2011) said that, there were 4 principal for discussion in learning process that was structure role, readiness to learn something, in fact intuition learning process and motivation to learn and the way to improved.

For the students with CBC did not used subject matter, but it had been in curriculum system and the system had structure, concept that arranged goodly. So

the students would be able to understand concept as structure easily, and able to change their mindset and learning from teacher centered learning method become student centered learning.

The readiness to learn something become very important thing to improved learning performance and learning process (Nasution, 2011). In conventional curriculum students preparation to start learning process are not showed because the students only focus towards the subjects matters that gave by the teachers/teacher centered learning, while the students with CBC had module and guide book that already in beginning completed with cases or scenario as a trigger and borderline in searching or developing topic that will be studied.

The intuition in learning process was mental ability to find out hypothesis of problem solving with out steps of analysis. The Intuition have a play role in critical thinking and problem solving that found (Nasution, 2011). The Students with curriculum based on competency trained to be able to solved the problem that given individually with used many varieties of sources information. With this way could train their intuition to develop study method that more independent and match for them. So for the last learning process was motivation for learning and this was

taken by lucture. The Lectures was demanded to have more deeply knowledge and that always updated so could follow the students study pattern variously media.

### **Conclusion**

Applying curriculum in PSIK Stikes Hang Tuah Pekanbaru has differenciation of study result between students with curriculum based on competency and conventional curriculum in first and second semester. Study result students with curriculum based on competency more better than students with conventional curriculum. To get better study result, lectures could develop curriculum that could be applied to the students. With curriculum based on competency gave more choices for lectures to developed the ability of students in cognitive, affective and psychomotor.

### **Reference**

- Arends Richard I.(2007) *Belajar untuk mengajar (Learning to teach)*, terj. Made Frida Yulia, Jakarta: Mc Graw Hill Education (Asia) dan Salemba Humanika.
- Arikunto. (1996). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta. Ed. Revisi III.

- Budiman dan Agus riyanto.(2013). *Kapita Selekta Kuesioner; Pengetahuan dan Sikap dalam Penelitian Kesehatan*. Jakarta: Salemba Medika.
- Brocopp Dorothy Young dan Marie T. Hastings-Tolsma.(2003). *Dasar-Dasar Riset Keperawatan*, terj. Yasmin Asih dan Aniek Maryunani, Ed-2. Jakarta: Penerbit Buku Kedokteran EGC.
- Endriani Rita dan Elda Nazriati.(2007). *Jurnal Pendapat mahasiswa terhadap implementasi KBK dengan Problem Based Learning (PBL) di FK Universitas Riau*. Pekanbaru:FK Universitas Riau.
- Fakultas Keperawatan UNPAD.(2010). *Jurnal Kenapa KBK lebih baik untuk Fakultas Keperawatan*. 26 Sept 2010.
- Fakultas Keperawatan UNDIP. (2012). *Profil Kurikulum Berbasis Kompetensi*. Diakses [www.keperawatan.undip.ac.id](http://www.keperawatan.undip.ac.id).
- Fakultas Keperawatan UNDIP. (2008). *KBK bagi pendidikan tinggi keperawatan* . Diakses [www.keperawatan.undip.ac.id](http://www.keperawatan.undip.ac.id)
- Nasution, S.(2011). *Berbagai pendekatan dalam proses belajar dan mengajar*. Jakarta: Bumi Aksara.
- Tahniah Alifa, M. Yulis Hamidi dan Riki Sukiandra. *Jurnal Pengetahuan dan Keterampilan Klinik mahasiswa dengan KBK dan Konvensional di Bag Obstetri Ginekologi FK UR thn 2011-2012*. Pekanbaru: FK UR, 2012.
- PSIK FK UNDIP.(2008). *Jurnal Kurikulum Berbasis Kompetensi bagi Pendidikan Tinggi Keperawatan*.
- Sari, Fatimah.(2010). *KBK lebih untuk keperawatan*. Diakses melalui [www.unpad.ac.id](http://www.unpad.ac.id) pada tanggal 23 Oktober 2013.
- Sub Direktorat KPS (Kurikulum dan Program Studi). 2008. *Direktorat Akademik Direktorat Jenderal Pendidikan tinggi. Buku Panduan Pengembangan Kurikulum Berbasis Kompetensi Pendidikan Tinggi*. Jakarta.
- Tahniah., Hamidi., Sukiandra .(2012). *Pengetahuan dan keterampilan klinik mahasiswa dengan KBK dan Konvensional di bagian Obstetri ginekologi FK UNRI*. Pkenabaru: Universitas Riau.
- Sugiono. (1997). *Metode penelitian administrasi*. Bandung: Alfa Beta.