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FILE	PAK_MUSHAWWIR_ARTICLE.PDF (271.98K)	WORD COUNT	3962
TIME SUBMITTED	06-SEP-2020 11:11PM (UTC+0700)	CHARACTER COUNT	22670
SUBMISSION ID	1380681321		

Evaluate the Implementation of Educational Curriculum and Lecturer's Knowledge About the Blueprint to the UKNI's Graduation Rate in South Sulawesi

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Zuidah⁵

Abstract-- Indonesian Nurse Competency Test (UKNI) is a process of measuring knowledge, skills and behavior of students in tertiary institutions conducting nursing study programs with the aim to achieve graduate competency standards that meet the competency standards of working. As many as 24 nursing study programs in South Sulawesi took UKNI's graduation test, but unfortunately in three periods of UKNI's implementation, the rate only reached 32.49%, this result was lower than the UKNI's national scale which reached 36%. This research design was the type of quantitative correlation that examined and revealed the relationship between the role of institutions and graduation's rates of UKNI. The sample of population in this study was 95 permanent nursing lecturers from 18 nursing study programs in South Sulawesi. Correlation test were chi-square and fishery with the significant level of p-valuation showed that there were the relationship between the implementation of the undergraduate curriculum (p = 0.009), the implementation of the Professional curriculum (p = 0.03), lecturers' knowledge of the UKNI blue print (p = 0.01), and the guidance / enrichment of UKNI (p = 0.00) with graduation's rates of nurses' competency test. Research conclusions showed that the role of the institution was closely related to the level of students' graduation in competency tests. Further research is necessary to be carried out to specifically analyze every role run by the institution that affects the difference in students' graduation level of each study program at UKNI.

Keywords-- implementation of Nurse curriculum, Blue print UKNI, UKNI enrichment.

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Manuscript submitted: 18 April 2020, Manuscript revised: 09 May 2020, Accepted for publication: 04 June 2020

1 Introduction

as a requirement to get a Registration Certificate, all health workers including nurses must take the competency test. Competency test is the process of measuring the knowledge, skills and behavior of students totertiary institutions that presents and runs nursing study programs with the aim to achieve the competency standards of graduation that meet the work competency standards (Nursing Law No. 38, 2014).

Testing competency or licensing has been far-off carried out in abroad. In 1938, New York was the first country to enact a nursing license. In the year of 1994, licensing test was called National Council Licensing Examination for Registered Nurses (NCLEX-RN), which is known until nowadays. The license test was managed by National Council of State Boards of Nursing (NCSBN) (Benefiel 2011). In Indonesia, the implementation of competency tests began on August 1, 2013 (RistekDikti 2014). Since then, the students who failed from UKNI would not get STR; therefore the nurse could not perform health service activities (Nursing Law No. 38, 2014).

The National descriptions of UKNI's results included the VIII period 37.42%, the IX Period 33.46% and the X period 39.3%. In South Sulawesi, there were 24 nursing study programs participating in the UKNI with a graduation rate of only 32.49% in the four periods of UKNI implementation, the results were lower than the national UKNI's results which reached 36%.

The percentage of licensing graduationexamin overseas is very important, therefore the institution commits preparations and strategies to prepare students for the licensing exam. Based on the research results of several strategies carried out by institutions abroad to achieve the graduation level reaches the specified standard including designing a specific curriculum (Johnson 2015; Kang et al. 2016), identify risky students and provide remediation, and evaluations by using the standards' questions of competency within the institution (Hooper & Ayars 2017), applycomputerized curricular assistive tools(Shoemaker et al. 2017) usepredictor exit exam assessment technologiesinstitute's RN comprehensive predictor(Brodersen & Mills 2014). Online caching, taking nursing clinical course, taking course focused on the solving problem ofclinical decisions. The briefing of competency tests is thestrategy of some institution for increasing students' passing scores in the NCLEX-RN's competency test (Mushawwir et al. 2019).

The phenomenon of UKNI's graduation rate occurred in Indonesia since the IV period continuously decline lower rather than some countries which had graduation's rates above 80%. Based on preliminary studies toward students in some nursing study programs in Makassar, there were many students retaken UKNI repeatedly until more than 5 times. Besides, some students also argued that the institution did not give special attention to the failure of students at UKNI.

The non-optimal roles of institutions to graduation of UKNI affected the impact on the graduation of participants (Kholifah & Kusumawati 2016). The roles of institutions associated with the graduation's level ofstudents of UKNI (Hartina et al. 2018). The roles thatmust be run byinstitution were to determine curriculum and learning process. The Institutions autonomously

had a role to design and determine the teaching staffs and learning/teaching process (Law No. 20 of 2003).

The research which was conducted by Hooper showed the big roles of institutions to the graduation of participants in the NCLEX test in Texas. There were three interventions generally carried out by institutions that were effective against graduating participants such as identifying the risky students beforehand, providing punctual remediation for the risky students, and implementing the policies of program (Hooper & Ayars 2017).

In Indonesia, every educational institution has mandatory to run the educational process including learning process based on the standards set by the government, but the students' graduation rate of the UKNI for each institution has a very significant difference. Some institutions have graduation rates above 80% but many other institutions have graduation rates below 20%. It illustrates that there are differences in implementing the role of study program in each institution.

The purpose of this study is to identify between relationship of educational curriculum to the implementation for the academic curriculum and educational profession, the enrichment / guidance of study program and lecturers' knowledge to the UKNI Blue Print toward the students' graduation of Indonesian Nurse Competency Test.

2 Methodology

The method of this research was a quantitative correlation type which studied and revealed correlative relationships between variables. The research design used was *across sectional* design. This study used the spreading questionnaire method to assess the implementation of the educational curriculum and lecturers' knowledge of the UKNI blue print to the students' graduation level of Indonesian Nurse Competency Test. This research was conducted in September to December 2018 in 18 nursing study programs spreading across South Sulawesi region.

Variables of this study consisted of independent and dependent variables. There were four independent variables in this study, the implementation of the academic curriculum, the implementation of the nurse's professional curriculum, the guidance / enrichment of the UKNI, and the lecturers' knowledge of the UKNI blue print, while the dependent variable was only the percentage of UKNI's graduation of study program. The population samples of this study were all lecturers of Nursing Study Program in South Sulawesi who took part at the UKNI from the range Period of VI to Period X 2018 with 24 numbers of Study Programs. The numbers of samples in this study were 95 lecturers from 18 nursing study programs and samples were selected using a *purposive sampling* approach with inclusion criteria:

- a) Supporting Courses' Lecturers of both undergraduate and profession's Program.
- b) CI Institution for the practical profession of nursing students.
- c) The lectures were in location when the research was conducted

While the exclusion criteria in this study were:

- a) the Lecturers filled out the incomplete questionnaire.
- b) the unwilling Lecturers to be respondents

This study used a questionnaire as a research instrument with 44 items of questions by using the scale of Guttman and Likert. Data analysis was SPSS by using 22 statistical testing analyses of chi-square correlation and when it was not qualifying, the Fisher test would be used. This research was approved by the ethics committee of health research, University of Hasanuddin, Makassar.

3 Results

The results obtained in the study are described as follows :

Relationship between the implementation of undergraduate curriculum with the graduation level of students in the Indonesian Nurse Competency Test

		Average UKNI Graduation Percentage for 3 periods						P value*
		High / Medium		Less		Total		
		n	%	n	%	n	%	
Bachelor curriculum	Good	26	27.4	16	16.8	42	44.2	0.009
	Less Good	1	1.1	52	54.7	53	55.8	
Total		27	28.4	68	71.6	95	100	

*fisher test

From the results above, the value of p 0.009 is obtained which indicates that there is a relationship between the implementation of the undergraduate curriculum and the graduation rate of students in the Indonesian Ners competency test.

Relationship between Implementation of professional curriculum and students graduation level of UKNI

		Average UKNI Graduation Percentage for 3 periods						P value*
		High / Medium		Less		Total		
		N	%	n	%	n	%	
Professional curriculum	Good	25	26.3	15	15.8	40	42.1	0.003
	Less Good	2	2.1	53	55.8	55	57.9	
	Total	27	28.4	68	71.6	95	100	

* fisher test

From the results above, the P value 0.003 it's indicates that there is a relationship between the implementation of the professional curriculum and student graduation level in the Indonesian Ners competency test.

Relationship between the lecturers' knowledge about the UKNI blue print and students graduation level of UKNI

		Average UKNI Graduation Percentage for 3 periods						P value*
		High / Medium		Less		Total		
		N	%	n	%	n	%	
lecturer knowledge about blue print UKNI	Good	22	44.7	24	25.3	46	48.4	0.01
	Less Good	5	12.5	44	46.3	49	51.6	
	Total	27	28.4	68	71.6	95	100	

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*Chi-square test

From the results above, the value of $p < 0.05$ is obtained which indicates that there is a relationship between the lecturers' knowledge about the UKNI blue print and students graduation level of UKNI in the Indonesian Ners competency test.

Relationship between guidance / enrichment of UKNI program and students graduation level of UKNI

		Average UKNI Graduation Percentage for 3 periods						P value*
		High / Medium		Less		Total		
		n	%	n	%	n	%	
guidance / enrichment of UKNI	Good	25	26.3	17	17.9	42	44.2	0.000
	Less Good	2	2.1	51	53.7	53	55.8	
	Total	27	28.4	68	71.6	95	100	

* fisher test

From the results above, the P value <0.05 is obtained which indicates that there is a relationship between the guidance / enrichment of UKNI in the Institution and students graduation level of the Indonesian Ners competency test.

4 Discussion

Based on the results of the ¹⁷ chi-square's or fisher's correlation test between the implementation of undergraduate curriculum to the students' graduation level of UKNI, the output was obtained $p = 0.009$ and the implementation of the professional curriculum to the students' graduation level of UKNI, $p = 0.003$ showed these two variables were significantly related to the graduation of student in competency test. The curriculum of undergraduate level was a plan of various rules regarding the content and teaching materials of lessons including teaching strategy and assessment methods used as guidelines for the implementation of teaching and learning activities in tertiary institutions (Ministry of National Education No. 232 / U / 2000).

Curriculum is a program of document and implementation. As a document of curriculum, it consists of courses details, syllabus, learning designs, and the achievement of evaluation system. Thus, curriculum is an implementation program which is performed virtually (Sailah et al. 2014).

The purpose of the curriculum can be achieved by the collage's educational system. There are four important elements in this system such as (1) input, which means lecturers, students, etc., (2) Processes (learning processes and management processes, etc.) (3) Output, i.e. graduates, the results of research, and (4) following results (outcomes) seen from the acceptance and recognition of the community towards university outcomes, sustainability, improvement to the quality of life, relationship of community and environment. In addition, a good system is supported by several elements in order to have various categories such as the good management, (3) the available learning plans from the obvious documents of curriculum and proper with fields' working requirements, (4) the skill and ability of human resources which reliable and professional in academic and non-academic fields, (5) the availability of adequate infrastructures and learning facilities, etc (Sailah et al. 2014).

If the curriculum is reviewed by documents to 18 nursing programs researched, so the 18 study programs have the similar curriculum which currently being implemented to instruct all study programs for applying and following the standards of 2015 KKNi's curriculum, but the differences are the way curriculum implemented and the input of human resources in teaching process. Besides that, there still colleges employ the teaching staffs who do yet have master's degree titles. The timing duration of lecturing and the different management of lecturers' competency development in each institution also affect the quality of student. Based on research conducted by (Sinambela 2017) stated that the presence of professional lecturers would affect the quality of education. On the other hand, the context of quality education "processes" involved various inputs (such as teaching materials; cognitive, effective and psychomotor), methodology (varies according to the ability of lecturers). From the 18 study programs researched, there were different methodologies used by teaching lecturers where those lecturers with higher educational title tend to use more various methods of teaching. The results of survey conducted by Walls, R.S., (2016) stated that the learning process should use various learning methods that can help students to understand the subject. The research showed that the traditional methods were not the most effective model to form the critical thinking skills. The alternative and recommended strategies in teaching and learning process were actively learning models (McDonald 2018). In addition, there are several studies that show several methods that can improve students' ability to think critically and some of them are cooperative models (Budiman 2018) and model of Problem Based Learning to problem solving abilities (Nasution, Sahyar & Sirait 2016). Another difference was the facilities and infrastructure including facilities and environment owned by the study program. Based on research conducted by (Minhayati Saleh 2014) showed that the environment of campus positively affected the students' GPA. Academic infrastructures influenced the graduation of students in competency tests (Syah, Iskandar & Riyadi 2017). Among the facilities of study program, the most factors that influenced students' satisfaction were teaching room's facilities, facilities of library, facilities of accommodation, working facilities and entertaining facilities in many universities in Sri Lanka (I.M.S. Weerasinghe & Fernando 2018).

In the implementation of the nursing professional curriculum, the differences existed in each study program other than academic facilities and infrastructures, such the place of practice among study programs using A-accredited hospital facilities while others only used B-accredited hospital facilities. It gave an impact on clinical instructors who accompanied students to do the clinical practice that might impact the students' knowledge, skills and attitudes. The results of research showed that the clinical nursing instructor influenced the self-efficacy of nursing students (Rowbotham & M. Owen 2015). In addition, the equal distribution of type's clinical hours throughout the curriculum could help students' preparedness to the practicum and graduation on the NCLEX test- RN on First Taker (Leslie 2016).

The variable of lecturers' knowledge about the UKNI blueprint also affected the level of students' graduation in competency test. There were some lecturers who never participating the preparation of drafting and analysis of UKNI's questions that affected the level of knowledge about the UKNI blueprint. Besides, there were some lecturers who have participated the training

however students' evaluating knowledge did not use the standards UKNI's questions, therefore this influenced the student's experience in answering questions on Competency Test affecting the graduation level of study programs to the implementation of UKNI. The constructing of UKOM's standardized questions can give the positive impact in both lecturers and students. It can provide experience for students in the questions of competency test. It also simplifies the lecturers to identify students' abilities in answering the questions on the competency test as early as possible (Shreffler 2017). The exam can be a predictor of a student's ability to pass the competency test. One of the methods that can be carried out is to give exam of each field of studies in accordance with the achievement of competencies in curriculum. This test can help to identify the risky students and it also can be a basic guidance to improve the incompetence of study's areas (Shoemaker et al. 2017). The data of examination test can be used to help study programs to identify gaps, weaknesses, and overlaps in the curriculum. The use of standards on graduate exams can be valuable in obtaining students' feedback toward the learning assessment (Shoemaker et al. 2017).

UKNI's guidance / enrichment significantly related to student graduation rates at UKNI. Study programs with a high percentage of UKNI graduation maximized the preparation by providing various briefing strategies to students more than a month before implementing the UKNI. The results showed that the strong desire of faculties to pass their students on examinations of competency was a factor to support the increase the students' graduation (DeLorenzo 2016). In addition, the high performance in academic was the strong predictor of success in the NCLEX-RN (Sears 2017).

The importance of students' graduation at the NCLEX-RN competency test encouraged the study program to formulate various programs and strategies for the students' graduation improvement. There were some programs which implemented in several universities abroad as a training form in preparing students to take NCLEX-RN competency tests such as clinical nursing course program, remediation contract, and 14 reviewed steps of the specialization exam, the courses focused on critical thinking and problem solving, and preparatory courses for competency test. (Cole & Adams 2014), conducted evaluations with adaptive quizzes (Cox-Davenport, A. & Phelan 2015), improved the students' critical thinking skills, the skills of taking test, psychosocial abilities (Quinn, Smolinski & Peters 2017), improved self-esteem (Chavis 2017), a combination of mentoring and teaching-learning strategies that could help the students to become confident and critical thinkers (Corrigan-Magaldi, Colalillo & Molloy 2014).

5 Conclusion

There is a statistically significant relationship between the implementation of the academic curriculum, the implementation of the nursing profession's curriculum, the lecturers' knowledge about the UKNI blue print, and the guidance / enrichment of UKNI to the students' graduation level at UKNI. Based on these results, it can be concluded that the role of the study program toward students' graduation at UKNI has a big opportunity to pass the test. The better of the

implementation of academic and nursing curriculum as well as the lecturers' knowledge about the UKNI blue print and the provision of study programs, the greater the possibility for students to pass the UKNI's exam.

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