

Dimensions And Student Satisfaction In Clinical Skill Laboratory (CSL) Medical Surgical Nursing With Online Method

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ABSTRACT

Introduction: The pandemic due to the Covid-19 Virus has various impacts on people in the world, including Indonesia. All learning activities are carried out online, including the Clinical Skill Lab (CSL) in Medical-Surgery Nursing at ITEKES Bali. **Objective:** To prepare students for clinical skills, communication, physical examination, or medical procedures and invasive procedures. In teaching and learning activities, ITEKES Bali Nursing Team Lecturers use video conference media, WhatsApp group, zoom, practical learning videos and others in delivering practical subjects. This policy carried out by ITEKES would certainly affect student satisfaction in learning habits. The level of student satisfaction will be reflected in their dimensions when participating in the academic process. These dimensions include engaged learning, agency and assessment. **Methods:** this research employed a cross-sectional design. There were 189 students who took CSL at ITEKES Bali participated in this study. The data were analyzed by using chi-square, to analyze the dimensions of students with the level of student satisfaction. **Results:** The finding showed that there was a significant correlation between the student dimension and the level of student satisfaction ($p < 0.001$) where the dimension of students who disagreed had a 3.6 times chance of being dissatisfied with online learning. **Conclusion:** The level of student satisfaction can be seen from the dimensions of students when participating in online learning which consists of engaged learning, agency and assessment.

Keyword: CSL, Dimension, Satisfaction, Online

ABSTRAK

Latar belakang: Pandemi akibat Virus Covid-19 ini membawa berbagai dampak pada kehidupan masyarakat dunia termasuk Indonesia. Semua kegiatan pembelajaran dilakukan secara online termasuk dengan kegiatan Clinical Skill Lab (CSL) Keperawatan Medikal Bedah di ITEKES Bali. **Tujuan:** Clinical Skill lab merupakan pembelajaran praktik laboratorium yang bertujuan mempersiapkan keterampilan klinis, berkomunikasi, pemeriksaan fisik, ataupun tindakan medik dan prosedur invasif bagi mahasiswa. Dalam aktivitas belajar mengajar, Dosen Tim Keperawatan ITEKES Bali menggunakan media video conference, whatsapp group, zoom, video pembelajaran praktik dan lain-lain dalam menyampaikan materi praktik. Kebijakan yang dilakukan oleh ITEKES ini tentunya akan mempengaruhi kepuasan mahasiswa di dalam kebiasaan belajar. Tingkat kepuasan mahasiswa akan tercermin dari dimensi mereka saat mengikuti proses akademik. Dimensi tersebut termasuk engaged learning, agency dan assessment. **Metode:** Penelitian ini merupakan cross sectional studi yang melibatkan 189 mahasiswa yang mengikuti CSL. **Hasil:** ada hubungan yang signifikan antara dimensi mahasiswa dengan tingkat kepuasan mahasiswa ($p < 0,001$) dimana dimensi mahasiswa yang tidak setuju mempunyai peluang 3,6 kali merasa tidak puas dengan pembelajaran daring.. **Kesimpulan:** tingkat kepuasan mahasiswa dapat dilihat dari dimensi mahasiswa saat mengikuti pembelajaran daring yang terdiri dari engaged learning, agency dan assesment.

Kata Kunci: CSL, Dimensi, Kepuasan, Online

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Introduction:

Coronavirus disease 2019 (Covid-19) is a type of infectious disease caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2). Humans infected with Covid-19 have the potential to transmit the disease through air transmission. Coronaviruses can cause illnesses ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) to death if the patient is accompanied by comorbidities (WHO, 2020).

The pandemic due to the Covid-19 Virus has brought various impacts on the lives of the world's people, including Indonesia, one of which is in education. This is reflected in a government circular dated March 18, 2020 "that all indoor and outdoor activities in all sectors are temporarily postponed to reduce the spread of the coronavirus, especially in the education sector". Continuing from the circular letter, on March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of COVID, the circular explains that all teaching and learning activities are carried out at home through the online/distance method. to continue to provide a learning experience for students, (Nawang Galuh Safitri, 2020).

ITEKES BALI is one of the educational institutions in the health sector in Bali which is still used online in the learning process. All learning activities are carried out online, including the Clinical Skill Lab (CSL) in Medical-Surgery Nursing. Clinical Skills Lab (CSL) is one of the learning methods, this is because the implementation of health education is required to respond quickly to a complex and sustainable learning process to produce graduates who can work according to their field of knowledge and are accepted in society. it can be interpreted that universities must produce competent health personnel graduates by national and international standards, (Panggabean & S, 2016). Medical -Surgical Nursing (KMB) is one of the subjects that use

the CSL method in learning. KMB is a professional service based on the science and technique of Medical-Surgical Nursing in the form of bio-psycho-socio-spiritual services for adult clients to meet basic human needs in the form of increasing the abilities that exist in individuals, preventing, correcting, and carrying out rehabilitation from an illness. by individuals (CHS, 1992 in Dosen Keperawatan Medikal Bedah Indonesia., 2017).

In teaching and learning activities, Lecturers of the Bali ITEKES KMB Team use video conference media, WhatsApp group, zoom, practical learning videos and, others in delivering practical material. This policy carried out by ITEKES will certainly affect student satisfaction in learning. The level of student satisfaction will be reflected in their dimensions when participating in the academic process. These dimensions include engaged learning (learning involvement), agency (student perceptions) and, assessment (assessment) (Charles Dziuban, Patsy Moskal, Jessica Thompson & Genevieve DeCantis, 2019) (Charles Dziuban, Patsy Moskal, Jessica Thompson & Genevieve DeCantis, 2019). The elements in these dimensions reflect student interactions in learning. Satisfied students will look active, motivated, and, responsive which will contribute to effective learning. The dimensions and level of student satisfaction in learning the Clinical Skill Lab of medical surgical nursing with the online method need to be evaluated considering the importance of media in the teaching and learning process to achieve educational goals. The purpose of this study was to determine the relationship between student dimensions and the level of Student Satisfaction in online Medical-Surgical Nursing Clinical Skills Laboratory (CSL) learning.

Methods:

This research is a quantitative study with a cross-sectional approach. The sample collection used the total sampling method, all of the students in ITEKES Bali nursing undergraduate study program, amounting to 189 students. The inclusion criteria in this study were students who had participated in the online

and offline KMB practicum. The exclusion criteria, students who did not fill out the research questionnaire. This research instrument uses a student dimension questionnaire consisting of elements of engaged learning (learning involvement), agency (student perception) and assessment (assessment) which was compiled by Dziuban and Shirkey in 1993 and has been validated by Hill in 2011. The results of the validity of the variables in the questionnaire with a value of 0.94 with an overall alpha reliability coefficient of 0.96 and a practicum learning satisfaction questionnaire that has been tested for validity and reliability.

Data collection in this study used an electronic questionnaire (google form) about student satisfaction questions/statements and research-informed consent. The distribution of electronic questionnaires is carried out through WhatsApp social media in class groups or through the student body. The spread to the collection of primary data took place within a period of maybe approximately 2 months during the Covid-19 pandemic in Indonesia. Electronic questionnaires are made in the form of closed-ended questions. Analysis of the data used in this study is the chi-square statistical test to analyze the dimensions of the students with the level of student satisfaction. Before data collection, the researcher had proposed ethical clearance with the number 03.0515/KEPITEKES-BALI/IX/2021.

Results:

Below will be shown the characteristics of the respondents which include, gender and learning media that are most often used during online lectures.

Table 1 Characteristics Of Respondents

Characteristics	n	%
Gender		
Male	31	16,4
Female	158	83,6
Total	189	100
The Most Frequently Used Learning Media		
Meeting Aplication (Zoom, Google Meet, Google classroom dll)	39	20,6
Media social (Whatsapp, Instagram, Facebook, dll.)	5	2,6
Both Of Them	145	76,7

In the table of respondent characteristics above, it can be explained that the majority of students who became respondents were 83.6% female and 16.4%, male. In the use of learning media that is most often used during online lectures, the majority use two kinds of platforms, namely meeting applications and social media by 76.7%.

Dimensions of Student and Satisfaction Levels

The table below would show variable dimensions of students that include engaged learning, agency and assessment. Student dimensions were measured using a Likert scale, 1) strongly disagree, 2) disagree, 3) neutral, 4) agree, 5) strongly agree. After obtaining the total value of the student dimensions, the categorization was carried out into 2 categories, namely disagree and agree using a cut-off point of 53 (if the value <52.5 then it is categorized as disagree, the value > 53 is categorized as agree). On the variable level of satisfaction the value of 1) very dissatisfied, 2) dissatisfied, 3) neutral, 4) satisfied, 5) very satisfied. After obtaining the total value of satisfaction, the categorization was carried out into 2 categories, namely dissatisfied and satisfied by using a cut-off point of 49 (if the value < 48.5 then it was categorized as dissatisfied, the value > 48 was categorized as satisfied). The results of each variable can be seen in the table below:

Table 2 Distribution Dimensions of Student and Satisfaction Levels in Learning Clinical Skill Laboratory (CSL) Medical-Surgery

	Variable			
	Dimensions		Level Of Satisfaction	
	Agree	Disagree	satisfied	Not satisfied
n	100	89	105	84
%	52,9	47,1	55,6	44,4

Nursing with Online Methods (n=189)

In table 2, could be shown that in the student dimensions the majority of respondents agree (52.9%) and, 47.1 % disagree. In variable

of satisfaction, it could be shown that at the level of satisfaction the majority of respondents are satisfied (55.6%), and 44.4% are not satisfied.

The Relationship between Dimensions Of Student and Satisfaction Levels in Clinical Skills Medical-Surgical Nursing Laboratory (CSL) with online methods

Data analysis statistics using Chi-square to analyze the relationship between dimensions of student and satisfaction in CSL uses an online method.

Table 3. Analyze The Relationship between Dimensions Of Student and Satisfaction Levels in Clinical Skills Medical-Surgical Nursing Laboratory (CSL) with online methods

Variable	Level Of Satisfaction	p
	OR (95%CI)	
Dimension Of Student	3,6 (1,969 – 6,580)	0,001

In the table above, the OR value is 3.6 and the p-value is 0.000. The conclusion from the chi-square test is that there is a significant relationship between the student dimensions and the level of student satisfaction (p 0.001) where the dimensions of students who disagree have a 3.6 times chance of being dissatisfied with online learning. This relationship shows a strong relationship and has a positive pattern, meaning that the higher the value of the satisfaction dimension, the higher the level of student satisfaction in learning clinical skills in medical-surgical nursing with the online method.

Discussion :

Characteristics of respondents

Based on 1, we can explain that the majority of respondents are female, which is 83.6%, this can be influenced by the nursing education department which is indeed more in demand by women.

Student Dimensions in Learning Clinical Skills Laboratory (CSL) Medical-surgical Nursing with Online Methods

In table 2 showed the dimensions of students in online learning the majority agree that is 52.9%. The student dimension here is defined as the elements that become the benchmark for learning satisfaction. This dimension according to Dziuban and Shirkey in 1993 includes 3 components, namely engaged learning, agency and assessment. The dimensions of engaged learning or student involvement/presence in online learning consist of elements of students' ability to engage in online learning, ability to reflect on material received, collaborate with other students and lecturers, find new information, opportunity to ask questions or discuss, ability to understand the material, the ability to manage their learning, and the opportunity to complete a period of study. Satisfied students will appear active, motivated and responsive; and contribute to effective learning; and reach higher levels (Dziuban et al., 2019).

The Agency dimension consists of elements of student motivation in online learning, time management skills, and multitasking abilities. In this dimension, students state that they cannot directly observe, feel the laboratory atmosphere and practice the KMB actions that they can get while offline. The clinical skills laboratory learning system in the process has many advantages, namely students can practice repeatedly the actions given in stages, can directly find out physiological/pathological conditions (examples practice checking each other), students have any time to practice, get direct feedback from instructors while practicing and have high self-confidence when dealing directly with patients in real settings (Wahyuni et al., 2019).

The agency dimension is the ability of students to initiate and control their actions in the learning environment, how their abilities play a role in their satisfaction with the online learning experience. Students with a strong sense of belief will take responsibility for their learning and bring a sense of empowerment to their classrooms (Charles Dziuban, Patsy Moskal, Jessica Thompson & Genevieve DeCantis, 2019). Since most of the students in this study showed a higher level of satisfaction

with online learning, the researcher assumed that they also had a higher sense of confidence.

The assessment dimension or ability to monitor academic grades contains elements of how the assessment process is carried out online, such as the ability of students to monitor and assess the progress of their skills and the speed of response given by the instructor (Charles Dziuban, Patsy Moskal, Jessica Thompson & Genevieve DeSantis). , 2019). Learning with the online method uses internet technology facilities in its operation, the instructor or supervisor will use several media in the learning process such as meeting applications (Zoom, Google Meet, Google classroom, etc.), social media (Whatsapp, Instagram, Facebook, etc.) or combining the two the type of platform. One week before the practicum schedule, the instructor will share the SOP on WhatsApp group social media so that students can prepare the equipment used in practice. After that, when the schedule is determined, the instructor will provide practical videos according to skills and end with a discussion session via zoom media. On the way, there are still some obstacles faced by students and instructors such as provider signals, limited zoom time, and the instructor's voice which is sometimes not clear (intermittent) when explaining crucial things in practical material.

Student Satisfaction Level

From the results of the research, the level of satisfaction obtained by the majority of respondents stated that they were satisfied in the online learning process of the KMB laboratory practicum by 55.6%. Even though in the KMB laboratory practicum learning, the instructor or supervisor has prepared material and practicum videos followed by discussion sessions, students still feel doubtful about satisfaction in online practicums. This can be caused by the inability of students to directly address, feel and practice the actions that are the target of skills in KMB. The instrument also collects data suggestions from students during online practicums, namely that practicums are carried out offline and online to improve student understanding, in addition to signal problems and students'

inability to reflect on actions that are only seen through video.

Analysis of Student Dimensions with Student Satisfaction Levels in Learning Clinical Skill Laboratory (CSL) Medical-Surgical Nursing with Online Methods

There are three dimensions in evaluating students' online learning experiences, namely, 1) Engaged Learning or involvement in all learning activities, 2) Agency or student feelings in participating in online learning, and 3) Assessment or ability to monitor the progress of academic scores online (Charles Dziuban, Patsy Moskal, Jessica Thompson & Genevieve DeCantis, 2019). Several scientific studies that prove the satisfaction of online learning are evidenced by the involvement or presence of students in learning. There is a positive relationship between student involvement, feelings of self or emotional involvement, and satisfaction in online learning. (Ali et al., 2011; Cobb, 2011; Jennifer C. Richardson, Yukiko Maeda, Jing Lv, 2017). This is by the results of this study where the r-value is 0.560 and has a positive pattern, meaning that the higher the value of the satisfaction dimension, the more satisfied students are in learning clinical skills in medical-surgical nursing with online methods.

Online learning is different from traditional learning methods, wherein online learning students are required to be actively involved and they will have more attention. Student involvement in learning will encourage social interaction through emotional expression, openness, and group communication, which will affect student satisfaction when participating in online learning (Zehra Akyol, 2011). Satisfaction describes the feelings or moods of individuals when they compare between expectations and reality or expectations faced. When students are satisfied, they will have a good online learning experience and be able to fulfill their expectations in online learning. Vice versa if students feel a lack of mood or are not satisfied, it means that what is the expectation in online lectures is below their expectations (Tokan et al., 2021).

In this study, the majority of students, or 55.2% of respondents agreed and the satisfaction level of the majority or 59.6% of respondents stated that they were satisfied in learning clinical skills in medical-surgical nursing with the online method. This is in line with other studies where the student dimension has a significant relationship with student satisfaction in online learning (p -value < 0.005). This shows that the elements contained in student dimensions such as involvement in lectures, student feelings, and academic assessments are integrated into student satisfaction (r 0.86) (Charles Dziuban, Patsy Moskal, Jessica Thompson & Genevieve DeCantis, 2019).

In another qualitative study that examined student perceptions of satisfaction with online KMB practice learning, it was stated that the online learning method was less effective, although some students said it was quite good. Students' perceptions of laboratory learning with the e-learning method are still confused and feel less effective and unsatisfactory (Wahyuni et al., 2019). In this study, although the majority stated that they were satisfied with the online practicum, 44.3% stated that they were not satisfied, some of the students stated that they did not have direct experience in taking nursing actions in the laboratory so that they felt doubtful or not confident when going to practice. in real settings. Students also stated that although the practicum steps were delivered very clearly and completely by the instructors, they still felt unsatisfied and requested that the practicum activities be carried out offline or blended learning. Other research also states that student dissatisfaction in online practice can be caused by multi factors including inadequate practicum equipment and insufficient time allocation (Hardisman & Yulistini, 2013)

Considering that in this KMB laboratory practicum, the focus is more on the material in the form of practice, this is what causes most of the students to express their doubts about attending lectures. Practicum is a form of learning method that simultaneously teaches psychomotor abilities/skills, knowledge

(understanding), and effectiveness. Where the teaching and learning process is carried out in the laboratory using the facilities provided in the laboratory by the target skills (Wahyuni et al., 2019).

Conclusions:

Based on the research that has been done, there are several conclusions that are obtained according to the data, namely: The majority of the respondents are female, which is 83.6% and 24.3% live in the Denpasar area. In the use of learning media that is most often used during online lectures, the majority use two kinds of platforms, namely meeting applications and social media by 76.7%. Based on the dimensions of the students, the majority of respondents agreed, namely 52.9% in learning clinical skills laboratory medical (CSL) medical surgical nursing with the online method. Based on the distribution of satisfaction levels, the majority of respondents were satisfied, namely 55.6% with online medical surgical nursing clinical skills (CSL) learning. There is a significant relationship between the student dimension and the level of student satisfaction (p 0.000), where the student dimension who disagrees has a 3.6 times chance of being dissatisfied with online learning.

Recommendations:

Judging from the results of this study, where there is a relationship between student dimensions and the level of student satisfaction in learning clinical skills in medical surgical nursing (CSL) with the online method, further researchers can continue research related to variables that have the strongest correlation on student dimensions towards online learning satisfaction.

The limitation of this research is that the online learning satisfaction data from practical teaching lecturers is not studied so that it can be used as complementary data in the learning process. The weakness in this study is the absence of data related to the location and provider used by respondents when participating in online practicum because it can affect the online interaction process

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