

Student Satisfaction In Objective Structured Clinical Examination (OSCE) At Nursing Students In Wamena

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ABSTRACT

The target population in this research were students of SMA Negeri 2 The clinical trial evaluation assessment method is divided into interviews, written tests, observations and the implementation of OSCE. The OSCE evaluation method uses students displaying their competencies or abilities at various simulation stages to prove the extent of student competence in performing basic clinical competency skills, which are evaluated in the form of examinations. The satisfaction of examinees or students with the OSCE method can be seen through the achievement of the needs and expectations of examinees or students towards implementing OSCE. The study aims to determine student satisfaction with the Objective Structured Clinical Examination (OSCE). This descriptive research was conducted in the Wamena Nursing Study Program with a sample of 39 respondents. Respondents were given a questionnaire containing six aspects of student satisfaction, then analyzed using univariate analysis. The results of the student satisfaction research were obtained very satisfied as many as four respondents (10.3%), satisfied 23 respondents (59.0%), quite pleased happy as many as 11 respondents (28.2%) and dissatisfied as many as one respondents (2.6%). Tangibles aspect with an average student of 3.5. Responsiveness and empathy with an average of 3.4, Information System with an average of 3.2, and Assurance with an average of 3.1. It was concluded that most students were satisfied with the Objective Structured Clinical Examination (OSCE), the highest aspect of student satisfaction in reliability and the lowest in the element of Assurance

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1. INTRODUCTION

The evaluation process is important in assessing students' abilities in nursing education programs. Clinical trials are one of the keys to conducting competency assessments on nursing students? Passing the exam is standard, and one must know how much competence students have obtained. Therefore, evaluation standards on clinical performance should be prepared properly and continuously and provide opportunities for students to show their abilities properly. Professional and optimal. An evaluation process is needed to achieve competence at each stage so that the necessary professional skills are formed. The assessment method of clinical trial evaluation is divided into interviews, written tests, observations and the implementation of OSCE [1]. The OSCE evaluation method uses students displaying their competencies or abilities at various simulation stages to prove the extent of competence students in performing basic clinical competency skills are evaluated in the form of examinations [2].

Five components have a role in implementing OSCE, including examiners, simulated patient standards, facilities, infrastructure, OSCE process design and OSCE regulatory standards [3]. The satisfaction of examinees or students with the OSCE method can be seen through the achievement of the needs and expectations of examinees or students towards implementing OSCE. According to Avianti, 2005, satisfaction is a condition where students' expectations, needs and desires can be met. Therefore, a service will be considered satisfactory if it can meet the expectations and needs of students [4]. The results of Hardita's research, 2018 showed the highest satisfaction of lecturers and students in the OSCE process exercise, namely the satisfied group, the percentage of satisfied students was 54.9%, and the percentage of the teaching staff was satisfied at 67.5% (Hardita, 2018). Another study conducted by Wahyuni showed quite satisfied 75 respondents (46%), satisfied 48 respondents (29%), dissatisfied 24 respondents (15%), very satisfied 13 respondents (8%) and very dissatisfied two respondents (1%), where respondents stated dissatisfied and very dissatisfied about the accuracy of the implementation of the OSCE exam schedule [5].

In a preliminary study conducted by researchers on five students in the Wamena Nursing Study Program obtained by two students saying that the time given was very short, and some examiners gave comments so that students were difficult to concentrate. While three other students said, they were satisfied with the implementation of OSCE activities. Based on this description, researchers are interested in researching Wamena Nursing Study Program students to determine student satisfaction with OSCE.

2. METHOD

This descriptive research method describes or describes the variables to be studied without analyzing variable relationships[6]. This research design aims to determine the satisfaction of Wamena Nursing Study Program students with the Objective Structured Clinical Examination.

The research was carried out in the Wamena Nursing Study Program. The population is enrolled in the fourth semester of 67 students with a sample of 39 students. Researchers determine samples by probability sampling, a simple random sampling method.

Researchers used an instrument in the form of a questionnaire containing six aspects of student satisfaction with 23 questions. The measurement scale used for the question is 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Satisfied, 4 = Enough Puas, and 5 = Very Satisfied. The study results were analyzed using descriptive statistical tests describing and presenting data in descriptive form.

3. RESULTS AND DISCUSSION

Characteristics of respondents include gender and age

Table 1. Characteristics of respondents

Characteristics of Respondents'		Sum	Percentage
Gender	Man	8	20.5
	Woman	31	79.5
Age	< 20 years	10	25.6
	≥ 20 years	29	74.4

The study's results obtained data that the number of respondents was 39, where men amounted to 8 people (20.5%) and women 31 people (79.5%). It is the reality in the Wamena Nursing Study Program, where most students are female. Female students are often serious, conscientious, careful and highly critical in their studies. While students like technical things that require thinking and planning, such as logical information, prefer avoiding making mistakes and paying more attention to facts and figures [7].

Most respondents are aged ≥ 20 years, and as many as 29 respondents (74.4%), where that age is young adults. Young adulthood is the period after adolescence. Although it cannot be truly mature, this age is approaching maturity [8]. A person has entered the early stages of adulthood if he has maximum strength in the body, is ready to produce, is expected to have cognitive, psychomotor and affective readiness, and is expected to play a role with individuals in the community setting. The young adult stage is a period of adjusting to new life patterns and is expected to play new roles, the development of new attitudes or behaviours, the existence of new desires or desires and new values[9]. As you get older, the more maturity, maturity and experience you receive through the learning or educational process can be a provision in solving the problems faced.

Student Satisfaction with the Objective Structured Clinical Examination (OSCE)

Student satisfaction at OSCE is divided into 5: very satisfied, satisfied, quite satisfied, dissatisfied and very dissatisfied.

Table 2. Student Satisfaction with OSCE

Student Satisfaction	Sum	Percentage
Very satisfied	4	10.3
Satisfied	23	59.0

Quite Satisfied	11	28.2
Not Satisfied	1	2.6
Very dissatisfied	0	0.0

The results of the student satisfaction research showed very satisfaction with four respondents (10.3%), satisfaction with 23 respondents (59.0%), quite a satisfaction with 11 respondents (28.2%), and dissatisfaction with one respondent (2.6%). This study's results align with Kurniawan&Iswati's research at Akper Adi Husada Surabaya, which found that most students were satisfied with the implementation of OSCE, namely as many as 49 students (67%) [10].

Shows that the highest distribution is satisfactory at 56.2%. This result illustrates that students consider OSCE exams very important and positively influence examinees or students [11]. Majumder's 2019 research found that most OSCE students (67-79%) are stressed, intimidated, and time-limited. Therefore, OSCE will positively impact knowledge and competence if the implementation of OSCE is managed properly[12]. According to Zaric & Belfield, 2015, direct feedback on OSCE can improve clinical skills competence. Conversely, negative feedback can trigger students' emotional responses [13].

According to Brosnan (2006) stated that OSCE has various advantages and is important for students because OSCE has a positive impact, including having a meaningful assessment (47.7%), being a fair assessment (57.3%), and students being better prepared before doing hospital clinical practice (47.7%). OSCE processes have a positive educational effect in providing a meaningful understanding and accurate assessment of nurses' competencies. A proper OSCE program is essential for beginning nursing practitioners, educators, and administrators. Effective implementation of OSCE can help nursing practitioners gain confidence in their clinical skills [15]. Therefore, students need to be prepared and equipped with the OSCE training process to improve student skills, and in the future, students can be prepared to practice at health service facilities.

Average Aspects of Student Satisfaction with the Objective Structured Clinical Examination (OSCE)

The distribution of samples based on the average student satisfaction is divided into six aspects: tangibles, reliability, responsiveness, Assurance, empathy, and information system.

Table 3. Average Aspects of Student Satisfaction with OSCE

Aspects	Average Student
Tangibles	3.5
Reliability	3.6
Responsiveness	3.4
Assurance	3.1
Emphaty	3.4
Information System	3.2

Based on the table above, the highest aspect of student satisfaction is obtained, namely the reliability aspect, with an average student of 3.6. Then the tangibles aspect with an average student of 3.5. Furthermore, the responsiveness aspect and empathy aspect with an average of 3.4. Then the information system aspect with an average of 3.2, and the lowest assurance aspect with an average of 3.1. The highest aspect of student satisfaction in reliability shows that students are satisfied with the teaching materials provided for OSCE preparation, and lecturers provide time for OSCE discussions and exercises. Students expressed satisfaction because the Study Program prepared laboratory guidelines as teaching materials for OSCE exercises. Students were given time to practice OSCE independently, accompanied by laboratory instructors; lecturers arrived on time and objectively provided exam results. While the lowest aspect of satisfaction with Assurance is the need for more politeness of lecturers or laboratory officers in providing services, lecturers have not used time effectively in teaching OSCE exercises.

According to Avianti, reliability is the ability of lecturers to provide services on time according to the schedule that has been promised, relevant, accurate and immediate in order to provide satisfaction to students. For example, the development of administration, the lecture process runs smoothly according to time or schedule, and the results of study assessments objectively, fairly and on time. While Assurance includes competence, skills, knowledge, politeness, respect for everyone and trust that all staff have. For example, lecturers give lectures by the field of expertise, always add knowledge or insight, and have good attitudes and behaviours [4].

Research by Sarbina, 2021, found that tangibles, responsiveness, reliability, and empathy positively and meaningfully impact student satisfaction, while the assurance aspect results have no impact on student satisfaction in FK Undip (sarbina et al., 2020). Biben's 2018 research found that reliability is the most significant aspect of student satisfaction. An increase in this aspect, followed by other important aspects, will lead to student satisfaction [17]. While Widyakto's research shows tangible evidence (tangibles), responsiveness, and reliability (reliability) have a partial and significant positive influence on satisfaction with services that have an impact on the loyalty/loyalty of FEB Diponegoro university students [18]

4. CONCLUSION

Based Most students are satisfied with the Objective Structured Clinical Examination (OSCE). The highest aspect of student satisfaction is reliability, and the lowest is Assurance. The results of this research can provide input to lecturers and ins laboratory structure to improve service delivery to students and use time regularly. Effective during OSCE exercises.

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