

Management of Obstetric Practice with Objective Structure Clinical Examination (OSCE) Method In Laboratory Practice (Case Study At Polytechnicbhakti Asih Purwakarta)

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ABSTRACT

The management of midwifery practice using the objective structure clinical examination (OSCE) in method of laboratory practice requires instruments that have been tested or validated so that they can provide valid assessment results, compared with instruments by the person in charge of the laboratory or a quality person who is only limited to do observations during learning. The value standard is carried out by implementing 6 value standards, namely the theological value of students always praying before doing osce exams, ethical-legal values of students respecting lecturers and being responsible for all actions while in the laboratory, aesthetic values where students always maintain a neat osce room, quiet and beautiful room, logical-rational value: students take practical exams in accordance with existing standards, physical-physiological values students must be able to analyze each existing case, such as the diagnosis and actions to be carried out in the osce process, teleologic scores: students can use every component in the laboratory according to its function. The student observation sheet contains 17 questions that have passed the midwifery and education expert test, then tested to 77 students with the results of the Alpha Cronbach reliability test of $0.86 > 0.6$ which are in the category of "reliable", so the Osce Assessment Instrument can be used or is feasible to measure student at osce towards the midwifery care course at Bhakti Asih Polytechnic Purwakarta because of its reliability value of 0.860.

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1. INTRODUCTION

Law of the Republic of Indonesia Number 4 of 2019 regulates midwifery, regulates the implementation of midwifery education must meet national standards of midwifery education, and midwifery students at the end of the vocational education period or professional education must take the national Competency Test [1]. To face the competency test of midwives, one of the efforts from internal conducting exams with the Objective Structured Clinical Examination method [2].

When students are in the Education stage, they will undergo several exams, such as block exams such as middle and end of semester exams, practical exams such as field practice and stage exams, namely Objective Structured Clinical Examination. As for the problems that occur in osce assessment, namely the lack of laboratory personnel, lecturers who are not qualified, lecturers have not yet referred to the semester learning plan, lecturers who rarely enter classes so that students cannot be supervised properly, lecturers who do not understand the needs of each student [3], [4].

Polytechnic as an educational institution, especially midwifery study program, conducts Laboratory learning in almost every obstetrics course or core course, for the Objective Structured Clinical Examination exam is carried out at the end of each semester before students are sent to the field.

Management of Obstetric Practice with Objective Structure Clinical Examination (Osce) Method In Laboratory Practice (Case Study At Polytechnicbhakti Asih Purwakarta). Nova Rati Lova,

et.al

887

2. METHOD

This study used two approaches or mixmethods. The qualitative approach is obtained from the validation questionnaire of the results of the assessment by a team of experts in evaluating student laboratory assessment instruments [5]. The quantitative approach is obtained from the questionnaire of the Midwifery Practice Checklist sheet with the Objective Structured Clinical Examination Method in Laboratory Practice. The research method carried out is in the form of a qualitative approach as for the research method by conducting interviews, the data needed by the author is related to the obstacles that ad in the laboratory, the subject in this study is :P representing Campus P students. and Development (R&D) [6], [7].

Data or Information Collection through interviews and theories to obtain data and information that supports the development of instruments. The checklist (checklist) is used to conduct an assessment of the student's laboratory, there are 4 research statements that are in accordance with the needs of the laboratory. The observation sheet contains 17 statements that show the student Laboratory has an ideal character. The procedure for collecting data using primary data, namely research data is obtained directly from students who are respondents to the research by asking directly using observation sheets.

3. RESULTS AND DISCUSSION

The instrument produced in this study is in the form of an observation sheet. On the observation sheet three columns are made, each of which is a no, a statement and a score. The second column is the statement, the number of statements is 17, with the first 3 statements being part of the tangible aspect, statements 4-8 being part of the reliability aspect, statements 9-10 being part of the responsiveness aspect, statements 11-13 being part of the assurance aspect, and statements 14-17 being part of the empathy aspect.

The assessment instrument is very feasible to use, because the validation value obtained has an average of 4 or the percentage score is 100% or is in the range of 80.1% Thus the student osce management instrument, namely the checklist sheet that was successfully developed was declared valid or worthy of trial with respondents or to Campus P students.

Table 1. Results Total score of 77 students with 17 statements

Observers	Name	Total Value
1	Lecturer 1	4933
2	Lecturer 2	4899
3	Lecturer 3	4894
4	Lecturer 4	4915
5	Lecturer 5	4859
6	Lecturer 6	4907
7	Lecturer 7	4916
8	Lecturer 8	4907
9	Lecturer 9	4908

The results of all the scores of 77 students given by each observer are summed, then the results are as in the table.1

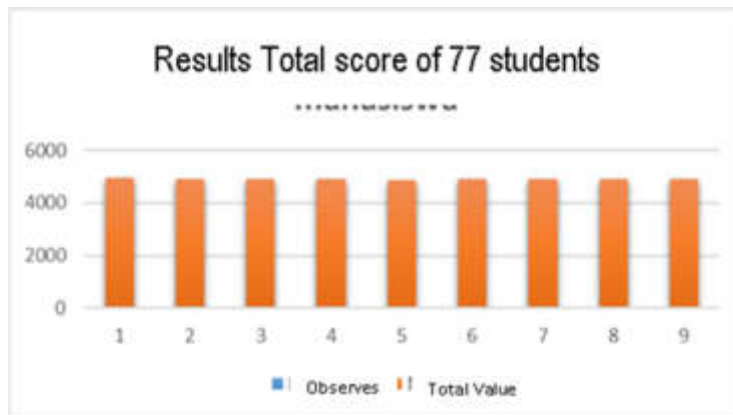


Figure 1. Total Score of 77 students

The trial of 77 students with 17 statements by 9 lecturers as observers produced 154 variations in answers, after the data were calculated using the SPSS program produced a reliability value equal to 0.860. The value of 0.860 was greater than 0.6, so that it could be concluded that the reliability of the instrument was good. The result of 0.860 shows that the reliability for the obstetrics laboratory observation sheet by the student shows that the student assessment instrument is reliable.

The Objective Structured Clinical Examination (OSCE) is an examination frequently used in the health sciences to test the performance of clinical skills and competencies in skills such as communication, clinical examination, medical procedures, prescription writing, examination technique, and interpretation of examination results. The OSCE exam was first introduced by Dr. Ronald Harden in 1975 as a means of assessing the clinical skills of medical students [8]. Although OSCE developed from medical education, it has been widely used in midwifery and other health institutions [9].

The OSCE exam is used to evaluate clinical skills, attitudes and standardized behaviors used by practitioners in patient care. In addition, the OSCE exam has been endorsed as an appropriate method of evaluating nursing clinical skills due to various advantages such as improving student clinical performance, preparing qualified and competent graduates, enhancing decision-making abilities, and increasing teaching levels [10].

OSCE is a method for assessing clinical competence objectively and in a structured manner, in the form of rotating stations at a certain time. This method is called objective and structured, objective because all examinees are tested with the same exam material. OSCE examiners, given a guide to the assessment sheet and how to assess the clinical skills of the examinees. Subjectivity can be avoided by using this method, because the examiner assesses based on the actions taken by the participants and then matches them with the existing assessment criteria, not based on the examiner's knowledge. Structured because all exam instructions are written in sequence on the sheet provided.

During the exam the examiner must test participants who visit several stations in succession. At each station there is a task or question that must be done/demonstrated or a question that must be answered by the examinee. The examiner must observe participants who come to the test station which is their responsibility regarding the ability to interpret data or clinical material and answer oral questions. Each station, made like clinical conditions that are as close to real as possible. OSCE examiners assess based on decisions that are comprehensive, sourced from various competency components. Each tester assigned to each station is responsible for specific test materials. Each examiner must provide the same clinical trial material to all examinees. Each examiner prepares time for each examinee, depending on the learning module, which ranges from five to fifteen minutes. Most often use ten minutes. (CL, Al, Bl, Cl)

Lecturers have an important role in guiding and encouraging students. In midwifery practice learning using the objective structure clinical examination (OSCE) method, the lecturer acts as a guide or facilitator. (CL, Bl, Cl) .

Planning is nothing but an activity to set goals to be achieved along with ways to achieve these goals. As regarding planning and plans are: planning is a process that precedes decision making. A plan is can be defined as a decision, with regard to the cause of action. planning includes (1) selection or goals of setting organizational goals, (2) determining strategies, policies, projects, programs, procedures, methods, systems, budgets, and standards needed to achieve goals. [11].

4. CONCLUSION

The trial of 77 students with 17 statements by 9 lecturers as observers produced 154 variations in answers, after the data were calculated using the SPSS program produced a reliability value equal to 0.862. The value of 0.860 is greater than 0.6, so it can be concluded that the reliability of the instrument is good. The result of 0.860 shows that the reliability for the obstetrics laboratory observation sheet by the student shows that the student assessment instrument is reliable. The Midwifery Practice Management Instrument With the Objective Structure Clinical Examination Method can be used to measure the student's laboratory against the Midwifery Care course Campus P because the reliability value is 0.860.

Trials of the use of attitude assessment instruments can be carried out several times so that observers are more skilled in conducting student laboratory assessments. Develop observation sheets or other attitude assessment instruments capable of covering the entire attitude, not just assessing one particular attitude. So that lecturers can assess all attitudes in one attitude assessment instrument.

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