

THE EFFECT OF USING VIDEO MEDIA ON STUDENT SKILLS IN PREGNANCY EXAMINATION PRACTICUM

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ABSTRACT

One of the competencies that must be mastered by midwives graduating from Diploma Midwifery is the skill to provide Antenatal Care (ANC) services, so prospective midwives are required to be truly skilled in pregnancy examination practicum. Midwife education institutions must have the right learning strategies and methods for pregnancy examination practicum, so that students can meet the competency standards of midwives. The purpose of this study was to determine the effect of using video media on student skills in pregnancy examination practicum. This study used a Quasi Experimental research design with Posttest-Only Control Group Design. The study population was 3rd semester students of D3 Midwifery Study Program at Karsa Husada College of Health Sciences Garut Academic Year 2022/2023. The sample consisted of 60 students who were divided into 2 groups, 30 respondents for the video group and 30 respondents for the demonstration group. The statistical test results showed a value of p less than 0.05. There is an effect of using video media on student skills in pregnancy examination practicum.

Keywords: *Practicum, Pregnancy examination, Skills, students, Video media,*

INTRODUCTION

Midwives are educated medical personnel who have an important role in improving Maternal and Child Health (MCH) standards. Midwives as midwifery service providers are the spearhead in reducing maternal and infant mortality rates which are still very high in Indonesia (Hidayah, 2022). According to the Midwifery Law (2019), a midwife is a woman who has completed a midwifery education program both domestically and abroad which is legally recognized by the Central Government and

has met the requirements to practice midwifery (Campbell & Nolan, 2019).

Midwifery education plays an important role in preparing professional midwives who are of high quality and competitiveness, skilled in the midwifery profession who are able to serve the community, especially maternal and child health. Midwifery graduates are equipped with knowledge, professional ethics, skills and abilities that meet midwife competency standards. One of the competencies that must be mastered by midwives graduating from

Diploma Midwifery is the skill to provide comprehensive Antenatal Care (ANC) services to maximize the health of pregnant women and fetuses (Nurhidayah, 2018).

In accordance with the competencies that must be mastered by midwife graduates in terms of pregnancy examination / Antenatal Care, prospective midwives, in this case midwifery students, are required to really understand and be skilled in pregnancy examination practicum. Midwife education institutions must have the right learning strategies and methods for pregnancy examination practicum, so that students can meet these competency standards (Anastasiou et al., 2020).

Learning methods play an important role in the educational process. The learning method is a way or path taken by the teacher to convey learning material so that learning objectives can be achieved (Desyanti et al., 2019). There are various teaching methods that are often used in midwifery learning including lectures, questions and answers, discussions, assignments, experiments, simulations, demonstrations, seminars, and so on (Fitriliana, 2019).

The selection of learning methods is carried out by considering the situation and environmental conditions where the learning process takes place. As happened in the past few years, where there was a pandemic that affected aspects of world life, the education sector was no exception. During the

pandemic, the learning process took place online. This is a challenge for lecturers to innovate in their learning. The innovations made range from the selection of strategies to the use of learning methods (Hasbullah, 2021).

Along with the development of science and technology in the world of education, technological equipment used for interaction between students and teaching lecturers in education has also developed (Ana et al., 2021). Currently, there are many uses of audiovisual media that are used as learning methods. For example, several educational institutions, especially midwifery, have used video guides in several midwifery practicum courses.

Karsa Husada College of Health Sciences Garut is a health education institution in Garut Regency that organizes a diploma midwifery study program. In practicum learning, almost the average lecturer uses the demonstration method, where the lecturer demonstrates the practicum steps which are then followed by the students. Based on the pregnancy examination practicum scores obtained by 3rd semester students in the 2021/2022 academic year, there are still many students who have to take remedial courses because they are still considered less competent in pregnancy examination practicum.

It is hoped that with the increasing variety of learning methods used, educators,

especially midwifery lecturers, can better recognize which methods are most appropriate for the courses they provide. Based on this background, the authors are interested in conducting research with the title "The Effect of Video Media Use on Student Skills in Pregnancy Examination Practicum" conducted on 3rd Semester students of the Diploma Midwifery Study Program at Karsa Husada College of Health Sciences Garut Academic Year 2022/2023".

RESEARCH METHODS

This study used a Quasi Experimental research design with a Posttest-Only Control Group Design (Suharjito, 2021). The statistical test used was Independent Sample T. Test. The population of this study were 3rd semester students of Diploma Midwifery Study Program at Karsa Husada College of Health Sciences Garut Academic Year 2022/2023.

Sampling was done by total sampling. Grouping of samples is done by random. The 60 samples were divided into two groups, 30 respondents each for the video group and 30 respondents for the demonstration group. Each group was given treatment, for the video group getting a demonstration method accompanied by video and for the demonstration group only getting treatment in the form of giving demonstration methods only. After both groups received treatment, a posttest was then conducted to see if there were

differences in skills between the demonstration group accompanied by video and the demonstration group alone.

RESEARCH RESULTS AND DISCUSSION

RESULTS

Table 1. Student Skills in Pregnancy Examination Practicum

Students Skill	Group	
	Eksperiment f (%)	Control f (%)
Skillful	24 (80%)	18 (60%)
Unskill	6 (20%)	12 (40%)

Based on table 1, it can be seen that the skills of students in the experimental group were more in the skilled category, namely 24 students (80%) compared to the control group with 18 skilled students (60%).

Table 2: Effect of Video Media Use on Student Skills in Pregnancy Examination Practicum

Group	Mean	Std	P Value
Eksperiment	81,3000	6,571	0,00
Control	72,1667	5,411	

Based on table 2, the effect of using video media on student skills in pregnancy examination practicum, it can be seen that the results of statistical tests based on Independent Sample T. Test analysis obtained a significance value of $0.00 < 0.05$, then H_0 is rejected and H_1 is accepted, thus it can be concluded that there are differences in student skills in pregnancy examination practicum,

which means that there is an effect of using video media on student skills in pregnancy examination practicum in the diploma Midwifery Study Program of STIKes Karsa Husada Garut.

DISCUSSION

Based on the results of the study, it shows that there are differences in skills between students who get pregnancy examination practicum using the demonstration method accompanied by video with students who only get the demonstration method. Students who received the demonstration method accompanied by video as many as 24 people (80%) were declared skilled while students with the demonstration method alone were only 18 people (60%) who were declared skilled. The statistical test results showed a value of $p < 0.05$, which means that there is an effect of using video media on student skills in pregnancy examination practicum.

Learning methods play an important role in the educational process. In teaching and learning process activities, the right method is needed for the learning process to take place in order to achieve learning objectives (Wilson, 2020). Methods in a series of learning systems play an important role in the success of learning strategies. Learning strategies are highly dependent on the use of learning methods, because a learning strategy can only be implemented through the use of learning methods (Kayandra

& Agustin, 2020). There are several learning methods that can be applied in the learning process including the lecture method, the resitation method, the experiment method, the discussion method, the demonstration method, the problem solving method, the question and answer method, the simulation method, the inquiry and discovery method, and the exercise and practice method (Darmayanti et al., 2007).

According to (Dewi et al., 2021) to become a competent midwife is not only required to understand the theory given, but also to be proficient in practical skills in handling cases. For this reason, a midwife must always hone her skills in carrying out practices, including the practice of pregnancy examination. One of the learning methods most often used in practicum in midwifery laboratories is the demonstration method. The demonstration learning method is a show or demonstration. In the demonstration learning method, performances are carried out according to the process, regarding the subject matter (Zahid, 2018).

Based on the results of the study, it is known that there are differences in pregnancy examination skills in treatment group students who do practical learning in the laboratory using the demonstration method accompanied by video compared to the control group who are not given video media. Practical learning in the laboratory in the treatment group where they saw a

demonstration followed by a video of pregnancy examination was more skillful in practicing pregnancy examination compared to the control group that was not accompanied by a video.

This is in accordance with the research of (Wisada & Sudarma, 2019) which states that there is an effect of video media on student skills regarding shoulder dystocia, where skills are better in students who are given video media compared to the control group who are not given video media and research by (Suseno et al., 2020) which states that the use of video media contributes to improving student skills in conducting urine glucose checks (Febrianto et al., 2020).

Video learning media plays a role in delivering learning messages so that learning objectives can be achieved, especially in learning practical skills whose achievement targets are not only in terms of cognitive but more towards skills so that what students will practice is more clearly illustrated (Yendrita & Syafitri, 2019).

Video is very effective for assisting the learning process and adding a new dimension to learning with the characteristics of video technology that can present moving images, so that students feel like they are seeing and practicing with the program that the video shows. The level of student absorption and memory of the subject matter can increase through the process of obtaining

information through the senses of hearing and vision (Nurwahidah et al., 2021).

Video, which is included in audio-visual media, is one of the media that attracts students in education because the absorption of information through two senses, namely the sense of hearing and the sense of sight so that it can increase a person's memory by 50%. According to (Aliyyah et al., 2021), knowledge is the result of knowing after someone senses an object. Sensing occurs through the senses of sight, smell, touch, and taste. Most knowledge is gained through the senses of sight and hearing. Audiovisual media is one type of media in learning activities by involving hearing and vision at the same time in one process or activity. This is supported by Edgar Dale's theory (2014) which states that a person's memory with audio is only 10-20%, with visual (30%) while using audio-visual media (50%) (Sulhan et al., 2022).

The use of video media in the demonstration will make students better master the techniques that have been taught where they can repeat the video until they really understand the content so that it will (Perceka & Sutrisno, 2020), make it easier for students to practice. With the provision of video media after demonstration by lecturers, it can improve student skills in pregnancy examination practicum in the D3 Midwifery Study Program at Karsa Husada College of Health Sciences Garut.

CONCLUSION

Based on the results of research that has been conducted on the effect of the use of video media on student skills in pregnancy examination practicum in the Diploma Midwifery Study Program of STIKes Karsa Husada Garut, it can be concluded that there are differences in pregnancy examination skills between students who are given a demonstration method accompanied by a video with students who only get a demonstration method. Providing video media has an effect on improving student skills in pregnancy examination practicum in the Diploma Midwifery Study Program of the Karsa Husada College of Health Sciences Garut.

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