



Overview of Student Skills in Phantom-Based Contraceptive Device Installation

Sri Utami Asmarani¹, Ayu Endang Purwati¹, Sandriani¹
¹STIKes Muhammadiyah Ciamis, Ciamis, Indonesia

Correspondence author: Sri Utami Asmarani

Email: tami.asmarani@gmail.com DOI: 10.56359/genmj.v1i1.101

Alamat : Jln. K. H. Ahmad Dahlan No. 20, Ciamis, West Java, Indonesia, +6285624261118

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ABSTRACT

Introduction: The laboratory is a very important element as a means in various scientific activities. The results of the study explain that practicum activities are one of the efforts that can be made to improve science process skills and students' critical thinking skills.

Aim: This study aims to describe the skills of students in the installation of a phantom-based intrauterine device (IUD) in the practical course Women's Health and Family Planning.

Method: This research is a descriptive observational study. The population in this study were all level 2 students of the D3 Midwifery study program. The sampling technique used a total sampling of 38 people. The instrument used in this study was a checklist for the installation of an intrauterine device.

Result: The results showed that students who were able to install phantom-based intrauterine devices were more than 26 people (68.4%), while students who were proficient at installing phantom-based intrauterine devices were fewer, namely 12 people (31.6%). and students who need improvement in installing contraceptives in the womb are 0 people (0%).

Conclusion: Overall, the description of students' skills in installing phantom-based intrauterine devices is in the capable category with a percentage of 68.4%. It is hoped that in the next practicum students will be proficient in installing phantom-based intrauterine devices.

Keywords: iud insertion, midwifery student skills, phantoom

Introduction

The laboratory is a very important element as a means in various scientific activities. In line with Kartikasari (2019), the use of laboratories needs to be optimally utilized as a support for the quality of graduates, theoretical aspects, and aspects of knowledge with skills. The results of the study explain that practicum activities are one of the efforts that can be made to improve science process skills and students' critical thinking skills (Putri et al., 2022).

Women's Health and Family Planning is one of the courses in which there is a practical installation of an intrauterine device (IUD) which is carried out in a laboratory. With the practicum activities, students are expected to improve their skills in doing a practicum. Practical activities can be used to educate students to be independent, be able to solve problems and practice the skills possessed by each individual. In the Women's Health and Family Planning courses, students are required to have skills in carrying out the practical installation of intrauterine devices (IUD). To carry out the practical installation of an intrauterine device (IUD) learning media is needed.

Learning media as everything that can convey messages through various channels, can stimulate the thoughts, feelings, and willingness of students to encourage the creation of a learning process to add new information to students so that learning objectives can be achieved properly (Mustofa Abi Hamid, Rahmi Ramdhani, Masrul Juliana, Meilani Safitri, Muhammad Muisarif Jamaludin, 2020). Musfiqo (Ramadhana & Hadi, 2021) media is a tool used by teachers with designs that are tailored to improve the quality of learning. Therefore, the role of media in the learning process becomes important, more varied and not boring. In line with the research results (Khotimah, 2021) the selection in the use of learning media carried out in Teaching and Learning Activities (KMB) is a significant one by paying attention to several existing principles, one of which is by looking at the time, place and situation that exists. In this case, the situation focuses on the relevance of the health crisis which has an impact on various sectors, one of which is education (Fauzi et al., 2021).

Learning media is one of several aspects that support the success of educators in providing teaching to students, in line with Arsyad (Indriyani, 2019) which states that one of the main functions of learning media is as a teaching aid that also influences the climate, conditions, and learning environment, which are arranged and created by the teacher. In the teaching and learning process, learning media is very important in helping educators deliver material, especially in practical learning that requires teaching aids as a medium. According to Arsyad (Hutauruk & Simbolon, 2018) Props are media learning aids with all kinds of objects used to demonstrate the subject matter. In accordance with the results of research which states that teaching aids are effective in improving students' conceptual understanding (Pangke et al., 2021). The learning media used in the practice of inserting an intrauterine device (IUD) is in the form of teaching aids in the form of a phantom IUD insertion.

Objective

The purpose of this study was to describe students' skills in the installation of phantom-based intrauterine devices in the practical course of Women's Health and Family Planning..

Methods

This research is a descriptive observational study. The population in this study were all level 2 students of the D3 Midwifery study program. The sampling technique used a total sampling of 38 people. The instrument used in this study was a checklist for the installation of an intrauterine device (Tim Penulis PD IBI Jawa Barat, 2019).

Student skills are assessed in each performance step that is observed as follows:

1. Need for improvement: steps are not done or not as they should be or the order is not appropriate (if they must be sequential).
2. Able: steps are carried out according to what they should be and in sequence (if they must be sequential). The coach only guides for a little improvement or helps for conditions that are not normal.
3. Proficient: steps are done correctly, in order and very efficient working time.

Results and Discussion

The results of the research on student skills in the installation of phantom-based intrauterine devices are as follows:

Table 1. Student Skills in Phantom-Based Intrauterine Contraceptive Devices

Skills	n	%
Need for improvement	0	0
Able	26	68.4
Proficient	12	31.6
Total	33	100.0

Table 1 shows that there are 26 students (68.4%) who are able to install phantom-based intrauterine devices, while fewer students who are proficient in phantom-based intrauterine devices (31.6%) and 12 people (31.6%). students who need improvement in installing contraceptives in the womb are 0 people (0%).

Students who are able to install phantom-based intrauterine devices are more likely due to the availability of phantom intrauterine devices in the laboratory which can be used to learn and practice practising intrauterine device installation. But time is too short when doing lab work on Phantom. This is in line with research (Kodiyah et al., 2015) that the time allocation for the implementation of maternity care practicum in the Diploma III Midwifery study program of STIKES An-Nur Purwodadi has been \pm 100 minutes per meeting but is still considered insufficient by students.

One of the obstacles to the implementation of practicum activities is the suitability of the timing of the practicum activities, the availability of tools and materials in the laboratory, and poor laboratory management (Wahyuni & Taiyeb, 2021). The results of other studies explain that the implementation of the practicum has not been fully implemented (Satriani et al., 2018).

Conclusion

Overall, the description of students' skills in installing phantom-based intrauterine devices is in the capable category with a percentage of 68.4%. It is hoped that in the next practicum, students will be proficient in installing phantom-based intrauterine devices. This is in line with research (Eliyart & Rahayu, 2021) that it is hoped that in the next semester's practicum students are more motivated to take part in practicum activities, and lecturers and instructors guide them by providing fun and innovative science learning.

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