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**SOCIALIZATION AND APPLICATION OF THE FLIPPED CLASSROOM
LEARNING METHOD IN THE NURSING METHODOLOGY COURSE FOR
NURSING STUDENTS OF THE JAYAPURA MINISTRY OF HEALTH
POLYTECHNIC**

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Abstrak

Background: The current conditions are challenging to demand students to play an active role, get high marks, and have good nursing competence. It happens because the learning method is not exactly applied to increasing the interaction of students and lecturers in the classroom. Laboratory practicum is monotonous and carried out in a brief time also affects it. In addition, the lack of learning media makes student learning motivation very low. It has an impact on student passivity. They also do not understand the importance of learning and developing nursing competencies to become professional and dignified nurses. **Method:** The research design uses a Quasi Experiment. It is a research design with a purposive sampling technique. The purpose of this study was to find out the difference in the level of student knowledge before and after the application of the flipped classroom learning method. It conducted twice observations. They are before and after being given the flipped classroom learning method. The student's knowledge level was measured twice, namely before the flipped classroom learning method was applied (pre-test) and after the flipped classroom learning method was applied (Posttest). The sample in the study was 41 respondents. The research data were analyzed using the Paired T-Test with a significant traffic P value $\alpha=0.05$. **Result:** The results of the research on the application of the Flipped classroom learning method obtained a mean value of student knowledge of 35.36. There was an increase of 51.95 to 87.31, with a p-value of 0.000 $\alpha=0.05$. **Conclusion:** There is an influence of the application of the Flipped Classroom learning method on the level of knowledge of Nursing Students at Health Polytechnic Jayapura. In this research, the researchers hoped that it can be used as an evaluation material and become an effective learning method to increase students' knowledge and learning motivation at the Jayapura Ministry of Health Polytechnic.

Keywords: Flipped Classroom, Learning Method, Students

INTRODUCTION

According to Law No. 5 of 2014, the State Civil Apparatus (SCA) is a profession for Civil Servants and Government Employees with Employment Agreements (GEEA). A State Civil Apparatus (SCA) functions as a public policy implementer, public servant, and glue and unifier of the nation. In carrying out their duties and responsibilities, a State Civil Apparatus (SCA) must adhere to basic values and a code of ethics.

Every Prospective Civil Servant (PCS) is required to take part in the basic education and training process conducted by government agencies. It aims to build integrity, morals, honesty, enthusiasm, nationalism, and

motivation. Besides that, it also builds a superior and responsible personality and strengthens professionalism and field competence. Learning Basic Training for SCA Candidates for each training participant is required to actualize the substance of the learning material that has been studied. Then do the habituation facilitated in the Habituation agenda. The learning materials obtained include the basic values of the SCA profession which consist of Service Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative, as well as material regarding the position and role of SCA in the Republic of Indonesia (SCA Management and Smart SCA).

The rapid development of information technology requires lecturers to be able to innovate and adapt to the use of various digital-based learning methods. Therefore, educators must teach students as millennials according to their needs. They are used to spending time with gadgets in accessing various information and knowledge sources. One of the newest learning models in the digital era is blended learning. It is a combination of learning methods using online technology media, especially outside and inside the classroom, and face-to-face interaction. The derivative of the blended learning method is called the flipped classroom method.

The method is an active learning design that requires students to complete assigned pre-class learning activities in preparation for face-to-face sessions. Timely, regular, and productive engagement of students in pre-class activities is considered critical to the overall success of the Flipped Classroom design. This activity serves to prepare students to participate effectively in face-to-face sessions. In addition, students can increase their knowledge and competence because the flipped learning model can build active and interactive teaching and learning activities through individual and group activities. This learning model is also able to make students more confident in carrying out discussion activities, debriefing, and providing solutions in solving various problems.

ASN candidates are required to design and implement the basic values of the ASN profession. In addition, it must pay attention to its position and role in the Unitary State of the Republic of Indonesia. They must carry out their duties in their respective work units in the form of an "actualization". It is a form of planning that describes how ASN candidates translate theory into practice. In addition, they must also be able to turn concepts into constructs and turn ideas into activities. ASN candidates are expected to be able to directly apply the basic values of the ASN profession as well as the vision and mission of the work unit in carrying out their main duties and functions. Poltekkes Kemenkes Jayapura also supports this. Poltekkes Kemenkes Jayapura is one of the vocational tertiary institutions under the

Ministry of Health which specifically focuses on the health sector. It is equipped with an organizational structure, each of which has duties and functions starting from the Director, Deputy Director, Head of Department, Head of Study Program, and Lecturer in implementing the Tri Dharma of Higher Education.

Based on preliminary studies and direct observations in the author's work unit (D-III Nursing Study Program at Poltekkes Kemenkes Jayapura), it can be seen that knowledge, interaction, competence, learning motivation, and self-confidence are still very low. The current conditions are challenging to demand that students play an active role and get high scores. In addition, students also find it hard to have good nursing competence. It happens because the learning method is not exactly applied to increase the interaction between students and lecturers in the classroom. Laboratory practicum is also monotonous and carried out in a short time. In addition, the lack of learning media makes student learning motivation very low. It has an impact on student passivity. They also do not understand the importance of learning and developing nursing competencies to become professional and dignified nurses. Through these problems, the author wants to create an innovative learning method that is effective in increasing the nursing knowledge and competence of nursing students at the Jayapura Health Polytechnic. The author also innovates by drafting the Flipped Classroom learning method module. It is intended so that lecturers and students receive guidance on the Flipped Classroom learning method. To support this activity, the author compiled an actualization under the title "Socialization and Application of the Flipped Classroom Learning Method in the Nursing Methodology Course for Nursing Students of the Jayapura Ministry of Health Polytechnic".

METHOD

The research design uses a Quasi Experiment. It is a design with a purposive sampling technique. The study aimed to find out the difference in student knowledge levels before and after the flipped classroom learning

method was implemented. The research made two observations, namely before and after being given the flipped classroom learning method. The level of student knowledge is measured twice, namely before applied (pre-test) and after being applied the flipped classroom learning method (Posttest). The sample in this study was 41 respondents. The research data were analyzed using the Paired T-Test with a significant traffic P value $<\alpha=0.05$.

RESULT

Respondent Characteristics

The distribution of the characteristics of the respondents can be seen in the following table:

Table 1 Respondent Characteristics

Variable	F	n
Gender		
Male	11	26,82
Female	30	73,18
Age		
18 years old	15	36,58
19 years old	13	31,71
20 years old	13	31,71

Description of Student Knowledge Level

Figure 1 Student Knowledge Level



Paired T Test

The pair t-test test shows that there is an effect of applying the flipped classroom learning method to the level of student knowledge. The test results can be seen in the following table:

Table 2 Paired T Test

Knowledge	Mean	n	Std. Dev	P Value
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Pre-test	35.36	41	9.77	0,000
Pos-test	87.31	41	9.49326	

Based on the results of the analysis in Table 2, it is known that the mean value before applying the Flipped Classroom learning method obtained a student mean value of 35.36. Then it increased by 51.95 to 87.31 with a known p-value of $0.000 < \alpha = 0.05$.

DISCUSSION

Based on the research results, it is known that the application of the Flipped classroom learning method obtains a mean student knowledge of 35.36. It has increased by 51.95 to 87.31 with a known p-value of $0.000 < \alpha = 0.05$. It indicates that there is an effect of applying the Flipped Classroom learning method to the level of student knowledge.

This research is in line with the research conducted by Ario & Asra (2018) states that there is an effect of flipped classroom learning method on learning outcomes of integral calculus material for mathematics education students. The influence is caused by the flipped classroom learning process gives students a longer time to understand the subject matter. The existence of learning videos allows students to play them repeatedly if they forget the previous material. In general, flipped classroom learning consists of activities outside and in the classroom. Both of these activities are equally important and must work properly to obtain maximum results. It is also supported by Sahara & Sofya (2020) showed that the group of students who had learning motivation, with an average score of economic learning outcomes given the flipped learning model was much higher than the conventional learning model group. It proves that different treatment of students who have high motivation with flipped learning models is more effective when compared to students who have high learning motivation with conventional learning models (Arisjulyanto et al., 2019).

The research from Walidah et al., (2020) said that FC (Flipped Classroom) model influences student learning outcomes. It is because the FC model has the advantage that students can watch learning videos provided by

the teacher at home to discover the concept of subject matter that is following their respective understandings. So that when in class, students have time to do assignments, practice questions, and projects, or discuss material from the videos being studied. Based on Nurhasanah (2021) said there is a difference in the increase in the ability to understand mathematical concepts of students who are given the application of the Flipped Classroom learning model with conventional learning. Based on the results of N-Gain data processing, it can be concluded that increasing the ability of the Flipped Classroom (FC) Learning Model Effect Learning Outcomes of students' understanding of mathematical concepts with Flipped Classroom learning models is better than conventional learning models (Pratiwi et al., 2017; Ridha et al., 2016) Arisjulyanto et al., 2021).

Qualified knowledge, understanding, and competence are the main assets that must be possessed by nursing students undergoing OSCE (Objective Structured Clinical Examination). OSCE is a method for testing clinical competence objectively and structured in the form of round stations within a certain time. The clinical exam is a mandatory exam that must be passed. The aim is to prepare students who are ready to go into the field with qualified and competent skills. However, the basic knowledge they have from theoretical lectures is not enough to support students' abilities when practicing in the laboratory. This condition causes students to be more likely to be silent and only listen to the explanation from the lecturer. In addition, there is no meaningful interaction between students and lecturers. This situation occurs because the learning method used is not quite right. The lack of lecturer innovation in developing learning methods makes class lectures less effective and passive.

This learning method is considered innovative because it can apply learning methods effectively, interestingly, and interactively, and can carry out good cognitive functions for students. This method is also able to make students more active and critical in analyzing disease cases that occur in the surrounding environment. The method is an

active learning design that requires students to complete assigned pre-class learning activities in preparation for face-to-face sessions. Timely, regular, and productive engagement of students in pre-class activities is considered critical to the overall success of the flipped classroom design. This activity serves to prepare students to participate effectively in face-to-face sessions (Jovanovic et al., 2019; Pharamita & Muchtar, 2016)

Based on the theory of Blossom's Taxonomy which looks at human abilities at the cognitive stage, looking at student actions on intellectual aspects, such as knowledge and thinking skills after receiving learning is also needed. This aspect can be seen from the level of knowledge and understanding of students about the teaching material provided. As done by Magdalena et al., (2020) said that mastery of the cognitive domain of students includes actions shown through intellectual aspects, such as knowledge and thinking skills. It can be seen from the development of theories possessed by students. And the thinking memory of students who can store new things they receive. It will show which students have strong cognition so they can remember a theory that they get more powerfully.

CONCLUSION

Based on the results of the research and discussion in this study, the authors concluded that the application of the Flipped classroom learning method obtained a mean student knowledge of 35.36. This value has increased by 51.95 to 87.31 with a p-value of $0.000 < \alpha = 0.05$. It indicates that there is an effect of applying the Flipped Classroom learning method to the level of knowledge of Nursing Students at the Jayapura Health Polytechnic. The author also hopes that this research can be used as an evaluation material and become an effective learning method in increasing students' knowledge and learning motivation at the Jayapura Ministry of Health Polytechnic.

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