

DIFFERENCES IN RESULTS OF LEARNING EVALUATION OF DELIVERY CARE USING OSCE AND NON-OSCE

Een Nuraenah^{1*}, Jujun Dwi Astuti², Syarifah³

^{1,2,3} Poltekkes Kemenkes Jakarta III, Bekasi, Jawa Barat, Indonesia

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ABSTRAK

Kurikulum Diploma 3 kebidanan meliputi pembelajaran secara teori serta keterampilan klinis yang harus dimiliki untuk menjalankan praktek kebidanan yang tepat. Evaluasi pembelajaran harus melingkupi semua area termasuk keterampilan klinik. ASuhan persalinan adalah salah satu kompetensi utama yang harus dipastikan dicapai oleh mahasiswa kebidanan. Poltekkes Jakarta 3 Jurusan Kebidanan Program Studi D3 Kebidanan melaksanakan evaluasi dengan berbagai metode. Metode evaluasi keterampilan klinik dapat melalui OSCE maupun non-OSCE.

Tujuan penelitian ini untuk mengetahui perbedaan hasil evaluasi keterampilan klinik asuhan persalinan dengan membandingkan metode OSCE dan non OSCE.

Metode penelitian ini menggunakan deskriptif analitik. Populasi dalam penelitian ini adalah mahasiswa Tingkat II program studi D3 Kebidanan sejumlah 80 mahasiswa. Hasil penelitian ini menunjukkan bahwa tingkat kelulusan keterampilan klinik mahasiswa dengan metode OSCE 97,5% lebih tinggi dibandingkan dengan metode non-OSCE 95%. Kelompok mahasiswa yang menggunakan metode evaluasi OSCE dengan mean 3.40 dan kelas dengan metode evaluasi non OSCE 3.13. Berdasarkan hasil uji statistik Independent T Test Samples didapatkan hasil signifikansi 0.001 (P value < 0.005). Hasil ini menunjukkan perbedaan secara signifikan antara hasil evaluasi metode OSCE dan metode non-OSCE pada keterampilan klinik mahasiswa kebidanan dalam Asuhan Kebidanan Pada Ibu Bersalin..

ABSTRACT

The midwifery Diploma 3 education curriculum includes theoretical learning as well as clinical skills that must be possessed to carry out proper midwifery practice. Learning evaluation should cover all areas including clinical skills. Delivery care is one of the main competencies that must be ensured by midwifery students. Poltekkes Jakarta 3 Midwifery Department D3 Midwifery Study Program conducts evaluations using various methods. Clinical skills evaluation methods can be through OSCE or non-OSCE.

The purpose of this study was to find out the differences in the results of the evaluation of clinical skills in delivery care by comparing the OSCE and non-OSCE methods.

This research method uses descriptive analytic. The population in this study were Level II students of the D3 Midwifery study program, totaling 80 students. The results of this study indicate that the clinical skill passing rate of students using the OSCE method is 97.5% higher than that of the non-OSCE method, which is 95%. The group of students who used the OSCE evaluation method with a mean of 3.40 and the class with the non-OSCE evaluation method was 3.13. Based on the results of the Independent T Test Samples statistical test, the results obtained a significance of 0.001 (P value < 0.005). These results indicate a significant difference between the evaluation results of the OSCE method and the non-OSCE method on the clinical skills of midwifery students in Midwifery Care for Maternity. The results of this study are in accordance with several other research results which recommend the OSCE method to be one of the evaluation methods in midwifery Diploma 3 education..

INTRODUCTION

The midwifery Diploma 3 education curriculum includes theoretical learning as

well as clinical skills that must be possessed to carry out proper midwifery practice (Aboud, 2013). Assessment of learning outcomes is the most important part of the curriculum because it provides a strong constructive effect on learning and the curriculum. Assessment of learning outcomes can provide feedback to educational institutions to improve the quality

*Correspondence: enadha.nuraenah@gmail.com

of education and to students as motivators for students to learn (Tambunan et al, 2011). Assessment of educational progress needs to be carried out to evaluate the performance of students and educational institutions, whether educational programs produce graduates who are competent according to predetermined competency standards for midwives (IBI & AIPKIND, 2012).

The Objective Structured Clinical Examination (OSCE) is used to assess students introduced by Ronald Harden at the University of Dundee. OSCE is likened to an assessment station circuit, students are assessed for their clinical abilities by assessors who have been prepared or previously trained, using an objective assessment rubric (Clark, 2015). The Objective Structured Clinical Examination (OSCE) is an evaluation or assessment of the clinical skills possessed by students regarding their knowledge. Assessments carried out during OSCE were carried out by observers who had been provided where student scores were obtained based on the accuracy of answers or skills shown in dealing with patients with the categories contained in the checklist for each stage (Krishnamurthy & Subbarao, 2015).

The advantage of OSCE is that the OSCE method can also be used to assess soft skill abilities. The ability of professional soft skills that can be assessed in the OSCE exam is the implementation of ethical values or professional values that must be demonstrated by students. This professional attitude assessment indicator was developed and prepared in an assessment rubric (Dunger & Schnell, 2022).

Evaluation of the learning skills of Midwifery Study Program students at the Poltekkes Kemenkes Jakarta III so far uses two techniques, namely the OSCE method is

carried out by dividing skills into stations while the non-OSCE skills test is carried out by direct skills assessment without dividing skill stations. These two methods have never been evaluated for their effectiveness and their implementation has not been carried out evenly in each course. The educational development of the DIII Midwifery Study Program is so fast but it still faces obstacles in assessing the competence of midwifery graduates, especially the integrity of the assessment of critical thinking skills which are also important to prepare for clinical skills (IBI & AIPKIND, 2012). Based on the results of Ulfatul's research, 2016, it shows that the average value of practicum tests with the OSCE and non-OSCE methods is different and there are significant differences (Ulfatul, 2016).

Based on this, the researcher was interested in knowing the differences in the evaluation results of the OSCE and Non-OSCE methods for evaluating the clinical skills of midwifery students in Midwifery Care for Maternity and Newborns at the Laboratory of the Midwifery Department, Poltekkes Kemenkes Jakarta III in 2022.

METHODS

This research is an analytic descriptive research that aims to provide an overview of the reality of the research object. The population in the study was the total population, namely Level II students of the D3 Midwifery Study Program, totaling 80 students. The instrument used in this study was the results of the Normal Childbirth Care Assessment on the OSCE and Non-OSCE methods.

in the OSCE evaluation method the exam mechanism is carried out as follows:

- a. The exam was carried out using 4 stations for the first stage of labour, the 2nd stage of labour, the third stage of labor and the surveillance period.
- b. Students are given a case scenario and given assignment instructions at the station that must be done for 10 minutes
- c. The examiner observes students doing assignments in the station by using an assessment rubric. The tester does not interrupt or take other actions beyond the tester's instructions
- d. Feedback and improvements are given after standard setting is done

In the Non-OSCE evaluation method the examination mechanism is carried out as follows:

- a. Students are tested with 1 examiner who gives questions about case scenarios.
- b. The examiner immediately made full observations from stage 1 to the period of supervision
- c. The examiner provides scenario changes if needed
- d. The examiner can provide interrupts according to the examiner's opinion
- e. Feedback and corrections are provided immediately after the exam is completed

Data analysis used univariate analysis and bivariate analysis using the Independent T test Samples. Independent T test Sample test is a parametric test used to find out whether there is a mean difference between the two independent groups or the two groups of data come from different subjects.

RESULT AND DISCUSSION

Table 1

Distribution of the frequency of graduation of students' clinical skills in midwifery care for mothers in midwifery D3 students in 2022

Evaluation Methods	Passed		Not passed		N	%
	n	%	n	%		
OSCE	39	97.5	1	2.5	40	100
Non OSCE	38	95	2	5	40	100

Based on table 1, it can be seen that the passing rate of students' clinical skills with the OSCE method is 97.5% higher than the non-OSCE method, which is 95%. 5%.

The test to find out the difference between the evaluation results using the OSCE and non-OSCE methods for midwifery students who took the midwifery care competency achievement test in childbirth used the T-test statistical test with the results in the table below:

Table 2. Differences in the results of the OSCE and non-OSCE methods on the clinical skills of midwifery students in midwifery care for mothers in midwifery D3 Midwifery students in 2022 using the Independent T test statistic.

Metode Evaluasi	n	Mean	SD	P Value
OSCE	40	3.40	0.545	0.001
non OSCE	40	3.13	0.463	

Based on table 2 it can be seen that the mean value of the student group using the OSCE evaluation method is higher than the mean value of the student group using the NON OSCE method. Based on the statistical test

results of the T test, a significance of 0.001 was obtained (P value <0.005). The results of this T test showed that there were significant differences between groups of students who were tested using the OSCE and Non-OSCE methods in the evaluation of maternity care clinical skills.

The results of this study indicate that the group of students who use the OSCE method has a higher graduation rate than the non-OSCE method. The mean value of the evaluation results for the OSCE group was also higher than the mean value for the non-OSCE group. The results of the T test showed that there were significant differences in the evaluation results using OSCE and non-OSCE.

The results of this study are also consistent with the results of Ulfatul's research (2016) which states that there are significant differences between practicum tests using the OSCE and non-OSCE methods. This may be caused by many factors that are lacking in this study, one of which is the number of respondents who may still be relatively small compared to previous research, the respondents' unpreparedness and minimal experience with practical exams with the OSCE method, the high level of anxiety of respondents by facing several observer from each station, and other factors that may trigger stressors.

In the OSCE method students are given clear case scenarios and task instructions that are directed and must be done within a certain duration. The equipment needed by students has been provided in full. The design of the room is set as closely as possible to the design of the midwife's delivery room. In the OSCE exam, the Examiner does not interrupt and shows the same behavior according to the examiner's instructions to all students being tested. There is no difference in response.

Student stressor levels are controlled with the same stimulant.

In the non-OSCE exam conducted in the second group, the behavior shown by the examiner may vary because there are no clear instructions for the examiner. The duration of time between student work is also different. This can increase stressor pressure on students who take exams because it makes students get different experiences.

The results of another study in 2019 found that there was a significant relationship between anxiety levels and OSCE exam results in medical students (Zahra et al., 2019). Based on the results of research by dean et al in 2019 it was found that most students gave a positive impression of the exam using the OSCE method compared to the exam using the Clinical Practice Evaluation (CPE) method. The results of this study found that there was no significant difference between the differences in scores between the two test methods. But in the context of the exam structure, organization, exam instructions, the OSCE exam is considered more helpful, interesting and more objective. During the OSCE examination students better understand the process that occurs and are more aware of the situation in the exam setting (Al-dean et al., 2019; Vincent et al., 2022).

Based on the D3 Midwifery education accreditation form (LAM PT Kes) it is known that the implementation of the OSCE exam is one of the recommended methods used during the midwifery education process. This encourages educational institutions to continue to explore OSCE as an effective evaluation method.

CONCLUSION

The pass rate for students' clinical skills using the OSCE method is 97.5% higher than the non-OSCE method, which is 95%. While the failure rate for the OSCE and non-OSCE methods is a difference of 2.5%. Based on the results of the study it was found that there was no significant difference between the OSCE and non-OSCE evaluation methods on the results of evaluating students' clinical skills in midwifery care for mothers in labour.

It is hoped that for future researchers the number of samples will be increased to improve the quality of better research results. And for institutions it is necessary to improve the OSCE method evaluation program both in frequency and quality of the OSCE method so that students are familiar with the clinical skills evaluation system through the OSCE method.

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