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Evaluation of problem-based learning models in the integrated midwifery curriculum

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ABSTRACT

Evaluation of the Problem-Based Learning (PBL) model in the integrated curriculum aims to encourage midwifery students' learning abilities, evaluate the effectiveness of learning, and test students' abilities in midwifery knowledge. This article aims to evaluate the PBL model's evaluation in the integrated midwifery curriculum. The research method uses descriptive cross-sectional. Data was collected by administering content-validated questionnaires to 113 D4 Midwifery Study Program students, and then the univariate data was analyzed descriptively. The research results showed that the majority of students rated the implementation of the tutorial method and practice with lab activities, evaluation of theoretical learning with Multiple Choice Questions (MCQ) and Structure Oral Case Assessment (SOCA), and practice evaluation using the Direct Observation of Procedural Skills (DOPS) method. Apart from that, the majority of students agree that evaluation of field practice learning (clinic/community) can improve clinical abilities and advocacy skills across sectors (56.6%), and students are satisfied with lecturers as tutors during the learning process. This research concludes that the integrated curriculum uses tutorial learning strategies with MCQ and SOCA evaluations, thereby improving clinical and cross-sector advocacy skills based on student perceptions.

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ABSTRAK

Evaluasi model *Problem Based Learning* (PBL) pada kurikulum terintegrasi bertujuan mendorong kemampuan belajar mahasiswa kebidanan, mengevaluasi keefektifan pembelajaran dan menguji kemampuan mahasiswa dalam pengetahuan kebidanan. Artikel ini bertujuan untuk mengetahui evaluasi model *PBL* pada kurikulum kebidanan terintegrasi. Metode penelitian menggunakan deskriptif dengan *cross sectional*. Pengumpulan data dilakukan dengan memberikan kuesioner yang telah tervalidasi *content* kepada 113 mahasiswa Program Studi D4 Kebidanan, kemudian data univariat dianalisis secara deskriptif. Hasil penelitian didapatkan sebagian besar mahasiswa menilai baik terhadap pelaksanaan metode *tutorial* dan praktik dengan *lab activity*, evaluasi pembelajaran teori dengan *Multiple Choice Question* (MCQ) dan *Structure Oral Case Assesment* (SOCA), dan evaluasi praktik dengan metode *Direct Observation of Prosedural Skills* (DOPS). Selain itu, sebagian besar mahasiswa setuju terhadap evaluasi pembelajaran praktik lapangan (klinik/komunitas) dapat meningkatkan kemampuan klinis dan keterampilan advokasi pada lintas sektor, serta mahasiswa puas terhadap dosen sebagai tutor saat proses pembelajaran. Simpulan pada penelitian ini bahwa kurikulum terintegrasi menggunakan strategi pembelajaran tutorial dengan evaluasi MCQ dan SOCA sehingga meningkatkan keterampilan advokasi klinis dan lintas sektor berdasarkan persepsi mahasiswa.

Kata Kunci: *Evaluasi; kurikulum terintegrasi; problem-based learning*

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INTRODUCTION

Each level of education will have a curriculum to guide achieving educational goals. The higher education curriculum is designed to produce graduates with qualifications based on the levels of the Indonesian National Qualifications Framework or *Kerangka Kualifikasi Nasional Indonesia* (KKNI). Junaidi in "*Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar Kampus Merdeka*" states that each university can develop a curriculum that produces graduates with literacy skills, including data literacy, technological literacy, and human literacy, with noble morals based on an understanding of religious beliefs to face global challenges in the industrial era 4.0.

The curriculum contained in the current National Education system is an integrated curriculum that combines spiritual aspects, noble morals, intellectual intelligence, life skills, and nationalism (Mukhlasin, 2018). An integrated curriculum can stimulate students to think critically and creatively increasing student competence so that it is very suitable to face the challenges of the 21st century (Drake & Reid, 2018). The current curriculum in the National Education system is an integrated curriculum that combines spiritual aspects, noble morals, intellectual intelligence, life skills, and nationalism (Mukhlasin, 2018). An integrated curriculum can stimulate students to think critically and creatively increasing student competence, making it very suitable to face the challenges of the 21st century (Drake & Reid, 2018; Marcotte & Gruppen, 2022).

An integrated curriculum can improve reasoning abilities in forming knowledge based on interactions with the environment and experiences in life. An integrated learning approach can help students connect what they have learned with what they have just learned (Mukhlasin, 2018). Integrated learning in health worker education can increase student competency to provide health care based on patient needs. Apart from that, students have the competence to solve health problems to improve the level of health in society (Prabandari, 2019). According to Islamiah in the book "*Peran Pembimbing Klinik sebagai Evaluator dan Motivator Berbasis e-Monitoring Interaktif pada Kegiatan Praktik Klinik Kebidanan*", Integrating learning objectives between modules can improve student competency in the midwifery profession by solving Maternal and Child Health (MCH) problems.

Nehru & Purwaningsih in their report entitled *"Penilaian Kemampuan Berpikir Kritis Mahasiswa Menggunakan Halpern Critical Thinking Assesment (HCTA) Berdasarkan Penerapan Pembelajaran STEM-Project Based Learning (STEM-PjBL) pada Materi Dinamika Rotasi*" explain that one learning model of the integrative curriculum is Problem-Based Learning (PBL), where students are given a case or problem so that critical thinking and problem-solving are needed to achieve the expected learning objectives. The process of PBL fosters creativity, enhances capabilities, nurtures individuality, and addresses the requirements of students. It also promotes self-reliance in students as they actively engage with both their peers and educators, as well as various learning materials, to pursue and acquire knowledge (Wardani & Romadon, 2023). Referring to Peraturan Presiden Republik Indonesia No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI), graduates of the midwifery diploma program (Applied Bachelor) are equivalent to level 6 (technician/analyst position). Therefore, a suitable learning process is required to use the Problem-Based Learning (PBL) model. The advantages of PBL are that it is an active learning method that facilitates students' higher cognitive abilities, trains them in problem-solving and clinical decision-making, integrates ethics and humanism, provides relevance, and facilitates the transfer of knowledge to clinical practice. However, PBL has disadvantages, namely that it requires quite a large amount of money to develop cases, requires lecturers as facilitators, and lecturers need sufficient time to prepare cases to be discussed, and students need preparation in learning.

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The learning environment is currently an essential factor in determining learning success. Affordable learning resources are increasingly available in various print and electronic forms. According to Junaidi the learning atmosphere and infrastructure and the diversity of student conditions become separate learning sources that encourage students to learn to collaborate and empathize. The results of research conducted in the midwifery program at the Faculty of Medicine, Universitas Padjadjaran, show that an integrated curriculum for midwife education has been implemented in the Introduction to Midwifery Profession (IMP) block. This integration involves various cross-disciplinary subjects in the IMP block, ultimately helping students better understand the midwifery profession for the future. Therefore, according to Athallah in "*Pengelolaan Kurikulum Terintegrasi di SMP An-Naja Boarding School Bandung Barat*" it is necessary to evaluate learning in an integrated curriculum, including input, process, and output components, to determine the implementation of the integrated curriculum in achieving goals. Integrated curriculum evaluation can be obtained from student feedback on human resources, facilities, and infrastructure that can support and enrich the learning process (Napitupulu et al, 2023). Apart from that, competent lecturers, adequate classroom facilities, laboratories with complete equipment, adequate internet, and other facilities are needed (Lestari et al, 2023).

Research related to learning evaluation is carried out quite often. Many learning models eventually become objects of evaluation research. One of the studies related to learning evaluation was carried out by Ramdhani (2021) who evaluated the project-based learning model for former Drama Arts Education courses which was carried out online at universities. Ramdhani found that project-based learning provides motivation for students to remain productive even though the learning process is carried out online. Research that evaluates the learning process using problem-based learning is quite rare. Generally, problem-based learning research focuses on its application and implementation in the learning process to improve the learning quality. One of them was carried out by Hotimah (2020) who implemented problem-based learning to improve elementary school students' storytelling abilities. Hotimah found that Problem-Based Learning can be applied effectively in elementary school classes to improve elementary school students' storytelling abilities. Many studies have concluded the success of PBL implementation in a learning process. Therefore, further analysis is needed to evaluate the implementation of PBL itself.

In contrast to previous research, this study emphasizes the evaluation of PBL in the integrated nursing curriculum of the Faculty of Medicine, Universitas Padjajaran. The D4 Midwifery study program, Faculty of Medicine, Universitas Padjadjaran, has used the PBL model in the form of tutorials since 2012. Before PBL is carried out, tutor guides are prepared for lecturers as tutors so that the breadth and depth of the study material are the same between groups. However, feedback given by midwifery students regarding the PBL process was that the breadth and depth of the study material differed for each group, even though the learning objectives were achieved. Each course or module must have learning outcomes so that techniques and criteria must be determined and assessment weights based on the knowledge, skills, and attitudes students acquire during the learning process. Learning achievement must be tested using an assessment tool that aims to condition students always to be involved in learning (student engagement in learning). Based on this, the aim of this research is to determine the evaluation of the Problem-Based Learning model in the integrated midwifery curriculum.

LITERATURE REVIEW

Evaluation of the Problem-Based Learning (PBL) Model

Assessment is an extensive, intricate, and ongoing process aimed at assessing both the process and outcomes of implementing the educational system to attain predefined objectives. Curriculum evaluation plays a vital role in determining educational policy and making decisions regarding the curriculum

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(Laksono & Izzulka, 2022). Integrated curriculum evaluation has four components, namely the context component (curriculum foundation, community needs, and the feasibility of the implementing institution), the input component (educators and assessment of learning facilities), the process component (implementation of learning and additional hours outside the specified hours) and result components (summative, formative assessment results, achievements achieved, and community responses). Curriculum evaluation must assess learning objectives, resource availability, stakeholder involvement, and curriculum renewal and development (Alhayat & Arifin, 2022; Suyanto, 2017). Evaluation of learning is critical to know whether or not educators implement a learning system. Educators must create innovative learning systems that will be implemented in the classroom, including learning strategies (learning methods and media), teaching materials, learning resources, environment, and assessment. Educators must also pay attention to the basic principles and requirements for conducting learning evaluations. Learning evaluation requirements must use correct (valid) measuring instruments based on learning objectives. Instruments must be reliable or provide the same results (consistent). Therefore, evaluation must be easy to use, so that it does not make things difficult for educators or students (Suardipa & Primayana, 2023).

Learning is a two-way communication process by educators and students to get good learning results by applying the PBL model as a teaching and learning activity. The teaching and learning process in the PBL model consists of asking questions or problems, focusing on interdisciplinary relationships, collaboration, and producing work. PBL is learning that uses natural, unstructured, and open-ended problems as a context for students to develop problem-solving and critical thinking skills while building new knowledge (Inayati, 2022).

Problem-Based Learning is a learning model that involves students in solving problems related to the real world. From this problem, students are directed to study and construct the problem based on the knowledge and experience students have studied previously. Based on the results of research conducted in Malang, there are differences in learning outcomes between classes that use PBL and classes that do not use PBL (Nicahya et al., 2023). The results of this research are supported by research conducted in Wonoharjo that there is an increase in students' critical thinking abilities. The Problem-Based Learning (PBL) model also allows students to interact with each other in small groups (Sariastuti & Mawardi, 2021).

Integrated Midwifery Curriculum

The implementation of integrated curriculum-based education in higher education includes integrated vision and mission, institutional alignment, and curriculum incorporation. The learning model in an integrated curriculum consists of individual scientific disciplines, multiple fields, and the learner's cognitive processes. The approach employs rational interaction and deductive reasoning to delineate roles among leaders, staff, and instructors. Classroom techniques and strategies in integrated curriculum-based education involve problem-solving methodologies like the PBL model, Project Based Learning (PjBL) method, inquiry, discovery, and thematic approaches (Rahman, 2021). Developing the midwife education curriculum must refer to the midwifery curriculum design. According to Ornstein and Hunkins in "*Curriculum: Foundation, Principles and Issues*" says that the curriculum is developed electrically from the concept of an academic curriculum design model (subject academic curriculum) and a humanistic curriculum, which is arranged based on two dimensions, namely the horizontal dimension which structures the curriculum from the scope curriculum content that is integrated with the learning and teaching process and a vertical dimension that arranges the curriculum sequentially based on the order of difficulty level, starting from easy to more complex, or starting from suggestions continuing with advanced ones.

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METHODS

This research uses descriptive cross-sectional research. This research was carried out from June to July 2023 by giving questionnaires to 113 D4 Midwifery Study Program students, Faculty of Medicine, Universitas Padjadjaran. The sampling technique uses random sampling. This questionnaire was tested for content validation by curriculum and learning experts before the questionnaire was given to students. This questionnaire consists of 23 statement items, which include 6 statement items about learning strategies, 5 statement items regarding the evaluation of integrated curriculum-based learning, 4 statement items regarding the Evaluation of the Benefits of Field Practice Learning (Clinic/Community), and 8 statement items regarding Student Satisfaction with the Learning Process. Univariate data were processed and analyzed descriptively (frequency values and percentages) using SPSS version 24 software.

RESULT AND DISCUSSION

The learning model used in the integrated curriculum is the Problem-Based Learning (PBL) model in undergraduate education programs for health workers, especially in undergraduate education for midwives. The PBL model can improve critical thinking and problem-solving skills on Maternal and Child Health (KIA) problems so that midwifery students must possess it in providing MCH services**.**

Model Problem-Based Learning (PBL)

The educational process involves dynamic interactions between students, instructors, and the various learning resources within the educational setting. In higher education, the learning process is marked by its interactive, holistic, integrative, scientific, contextual, thematic, practical, collaborative, and student-centered characteristics (SN DIKTI, 2020). The integrated curriculum aims to ensure that graduates can achieve comprehensive learning outcomes in one unified program, so it is carried out through an interdisciplinary and multidisciplinary approach. To achieve the goals of an integrative curriculum, a student-centered learning (SCL) process is needed with learning strategies that suit educational goals.

The results of the questionnaire given to students in Figure 1 show that most students rated the implementation of online learning as well as 43 people. The theory learning process (tutorials and questions and answers) using the blended learning method is carried out online with Zoom meetings, Google Classroom, live Unpad, and offline in skills lab and lab activity activities. The learning system utilizing technology is carried out through a Learning Management System (LMS) using software applications for online learning. Currently, LMS applications developed by universities and those provided by the government are beneficial as online learning media. Even communication between students and lecturers can still run well to achieve learning goals. However, lecturer skills greatly influence the success of learning using LMS (Andriani & Daroin, 2022).

One of the advantages of the blended learning method in the classroom is that students receive learning materials and learning experiences (orientation, practice, and feedback) on good practice, both motivation and demonstrations, directly from the lecturer. Meanwhile, according to Junaidi, when studying online, students can manage their own study time, so they can study anywhere, anytime, and are not tied to the lecturer's teaching method. The tutorial method is conducted face-to-face (both online and offline) based on independent learning with the basic principles of constructive, independent, collaborative, and contextual learning (Supardi & Sennen, 2022). Mursid et al., in their book entitled "*Pengembangan Model Pembelajaran Kolaborasi Berbasis E-Learning Terintegrasi 4C Untuk Meningkatkan Capaian Pembelajaran Mata Kuliah Keahlian Berkarya*" explain that each course or

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module can use one or a combination of several learning methods. Learning methods are the right strategy to achieve learning goals.

Learning methods can be chosen according to the characteristics of the course to achieve specific abilities specified in the courses in the series of fulfilling Graduate Learning Outcomes (CPL). Each learning model has several strategies and approaches that can be used to achieve learning objectives. The D4 Midwifery study program, Faculty of Medicine, Universitas Padjadjaran, as a vocational education whose graduates have the KKNI level 6 competency standard, of course, does not only focus on the ability to master theory but also practical learning. The theoretical learning method applied in the D4 Midwifery Study Program, Faculty of Medicine, Universitas Padjadjaran, consists of online learning, tutorial learning, and lectures. To provide students with skills/practical learning experiences using the skills lab and lab activity learning methods, as well as midwifery clinical practice using the Bed Side Teaching (BST) approach in health service facilities in stages according to the learning objectives to be achieved.

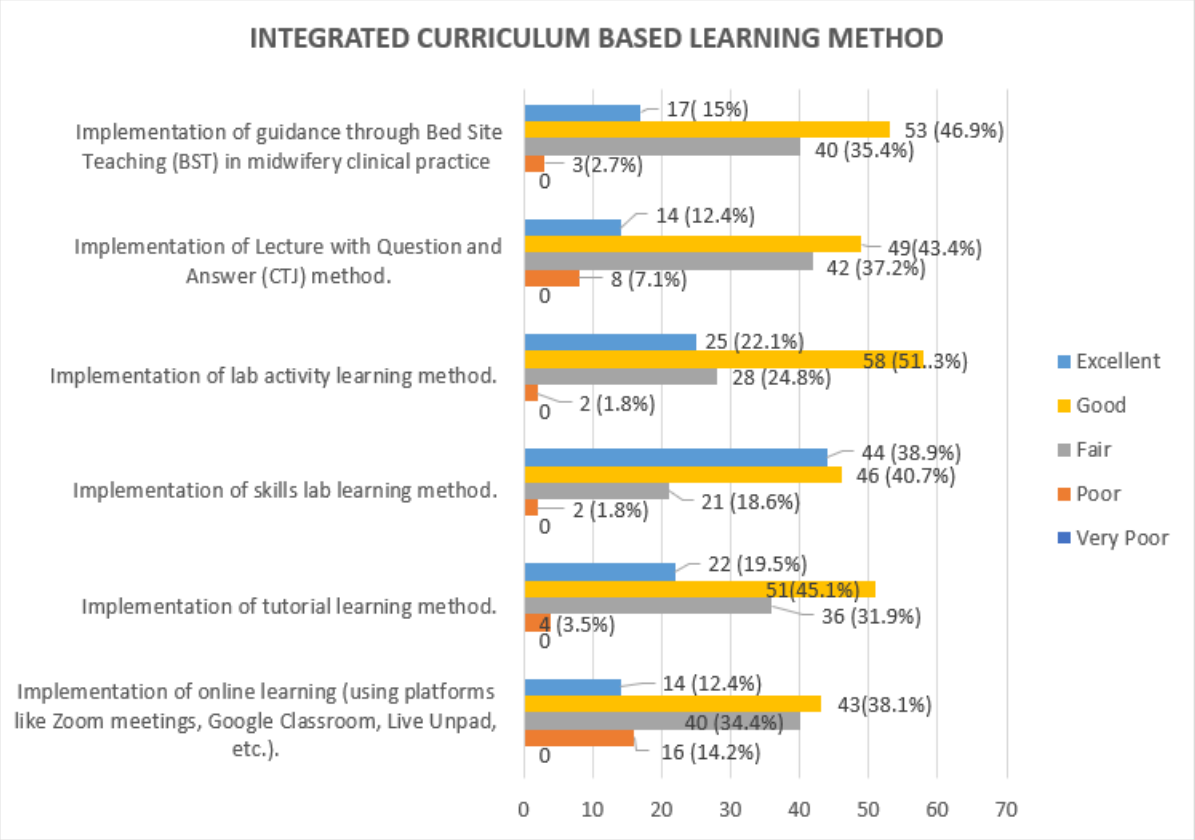

Figure 1. Integrated Curriculum Based Learning Method
Source: Research (2023)

Figure 1 shows that most students rated the PBL method favorably in practical learning with laboratory activities in the integrated curriculum (58 people). Practicums are carried out in the laboratory to improve theoretical understanding and learn clinical skills. The psychomotor aspect of skills learning is related to students' ability to gain learning experience from the cognitive aspect of learning outcomes (Solikah & Hasnah, 2022). Students studying clinical skills directly with actual patients need to pay attention to ethics. They can endanger patient safety, so it is necessary to learn skills using a phantom or standard patient (SP) in the laboratory before students have direct contact with patients. Thus, the skills that students carry out in the laboratory can help students obtain the necessary techniques and appropriate assessments before these skills are practiced directly on patients (Donkin et al., 2019).

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To gain skills and experience, midwifery clinical practice is carried out using the BST method. The results showed that most students rated midwifery clinical practice favorably with BST guidance (53 people). BST is an effective method in clinical learning for students because it can help them achieve clinical competency and develop communication skills. Apart from that, BST can facilitate lecturers to become good role models in front of students and patients to get information about their cases (Asmara, 2017).

PBL Model Evaluation

According to SN DIKTI, assessment of student learning processes and outcomes aims to achieve graduate learning goals, so assessment standards are needed, including assessment principles, assessment techniques and instruments, assessment mechanisms and procedures, implementation and reporting, and student graduation criteria. These assessment techniques include observation, participation, performance, written tests, oral tests, and questionnaires. Attitude assessment can use observation assessment techniques and assessment of mastery of knowledge, general skills, and specific skills, which is carried out by selecting one or a combination of various techniques and assessment instruments (Nafisah & Budiarso, 2023).

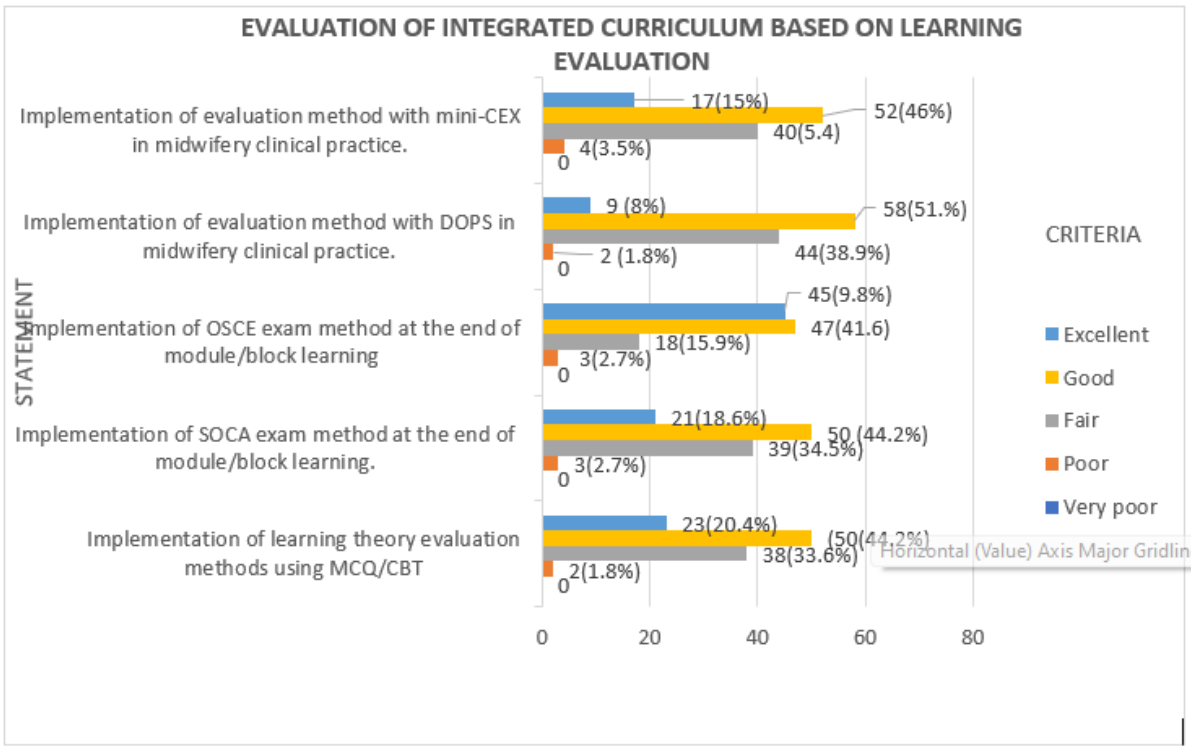

Figure 2. Evaluation of Integrated Curriculum Based on Learning Evaluation
Source: Research (2023)

Evaluation in the Problem-Based Learning (PBL) education system is essential to encourage midwifery students' ability to learn, evaluate learning effectiveness, and test students' abilities in their midwifery knowledge (Maharani et al., 2022). **Figure 2** shows that most students rated the theoretical learning evaluation method favorably with Multiple Choice Questions (MCQ) as a Computer Based Test (CBT) for as many as 50 people. The MCQ assessment method is recommended for high-task examinations, so the MCQ assessment system using patient scenarios and problems is highly recommended. A properly constructed MCQ (well-constructed MCQ) can assess student knowledge, which can be used as a summative evaluation, and has high content validity and high reliability.

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Most students scored well on the Structure Oral Case Assessment (SOCA) exam method, with as many as 50 people. SOCA as an oral exam can increase students' motivation, critical thinking, and ability to analyze a clinical case (Febriza & Fitria, 2022). This form of oral exam is expected to train clinical, cognitive, and affective reasoning skills in an integrated manner (Putranti et al., 2016). The assessment method for practical learning in the laboratory using the OSCE method was assessed as very good by 45 students. The OSCE method is a test that aims to test attitudes and psychomotor skills (Hakimi et al., 2021; Nuraenah et al., 2023). In addition, OSCE can improve communication skills by assessing clinical performance and professional behavior as a midwife (Piumatti et al., 2021; Wilhite et al., 2022).

Clinical education is one of the most essential parts of midwifery student education, so the direct observation of the Procedure Skill (DOPS) assessment method is needed as an effective clinical learning evaluation tool. Thus, evaluation of clinical practice in the field was carried out using the DOPS and Mini Clinical Evaluation Exercise (Mini-CEX) methods. This research showed that 58 students rated the DOPS method favorably, and 52 people did the Mini-CEX. Both methods were carried out during midwifery clinical practice, which aims to determine the competencies that students have achieved. The supervisor implements the DOPS method directly by observing procedural skills (Shayan et al., 2020). Meanwhile, Mini-CEX is an evaluation method carried out simultaneously on clinical skills, and the preceptor provides feedback on student performance (Najari & Najari, 2020; Yilmaz et al., 2020). The DOPS and Mini-CEX evaluation methods are used to evaluate clinical skills effectively in improving the learning abilities of midwifery students. Applying this assessment method improves students' clinical skills so that midwifery students can provide high-quality health services to patients (Jasemi et al., 2020).

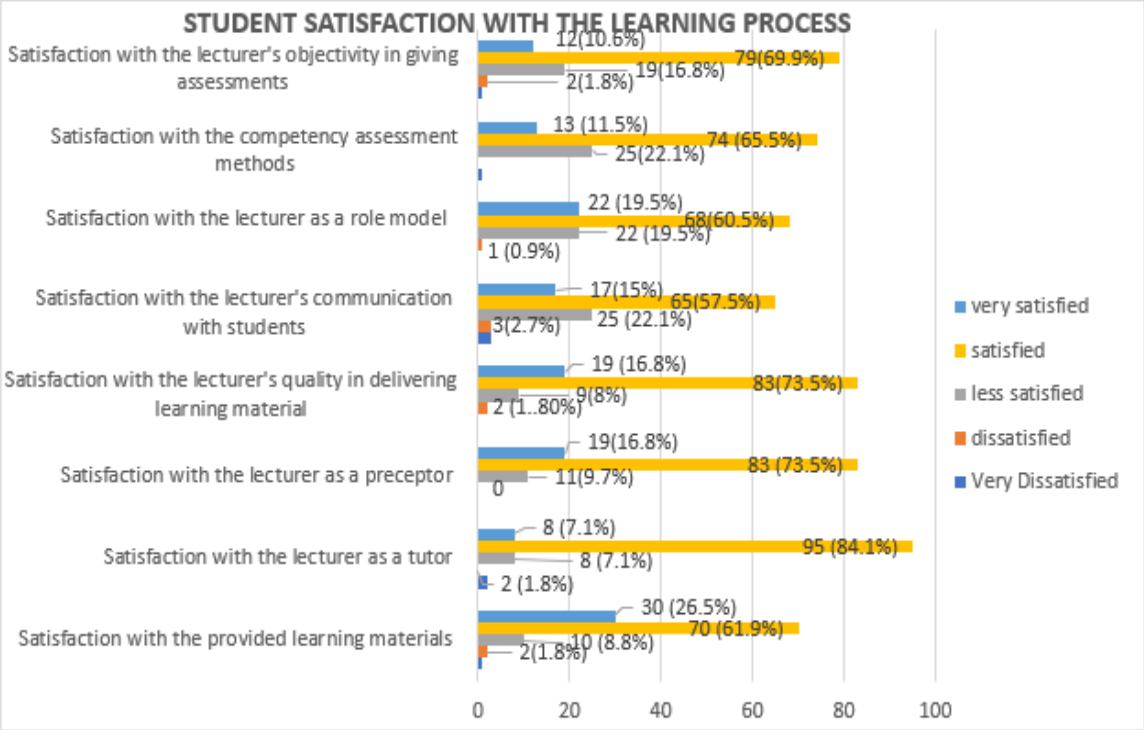

Figure 3. Student satisfaction with the learning process
Source: Research (2023)

Figure 3 shows that most students are satisfied with lecturers as tutors in the learning process, 95 people. *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen*, states a lecturer must receive coaching and development of the lecturer profession, including pedagogical, personality, social, and professional competence. Pedagogical competency is the ability to manage student learning. Personality competency is having a strong personality, noble character, wisdom, and authority and being a role model for students. Professional competence is the ability to master subject

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matter broadly and in-depth. In contrast, social competence is the ability of lecturers to communicate and interact effectively and efficiently with students, fellow lecturers, parents/guardians of students, and the surrounding community. Therefore, academic education for midwifery educators and mentoring programs facilitates the pedagogy and assessment process, focusing on critical thinking, reflection, and decision-making skills (Bogren et al., 2022).

The learning process in the university environment no longer focuses on face-to-face online (asynchronous) learning processes in communicating and providing learning materials. In the results of this research, the majority of students were satisfied with the quality of the lecturers in delivering learning material, as many as 83 people. Thus, lecturer involvement during online learning can influence the level of student satisfaction in learning (Hutabarat, 2020). This is because students in the online lecture process already understand the learning instructions for using learning media and always complete the assignments submitted by the lecturer within the agreed time. However, the level of student attention in the online lecture process, especially when presenting material by lecturers, still needs to be improved. Students feel satisfied if, in implementing online lectures, there are no problems with the internet network and internet quota. Students choose Google Classroom as the most preferred learning media. This becomes input in choosing learning media for online lectures (Hakim & Mulyapradana, 2020).

This is in line with research conducted in Yogyakarta that there is an influence on the quality of online learning and the level of student satisfaction with learning outcomes. Service quality has a positive and significant effect on student satisfaction. Likewise, the quality of online learning also has a positive and significant effect on student satisfaction. Improving the quality of learning with face-to-face learning provides more student satisfaction, making it easier to absorb courses. Thus, student satisfaction surveys must be carried out periodically to continue to improve academic services to students to become better (Widiastuti et al., 2023).

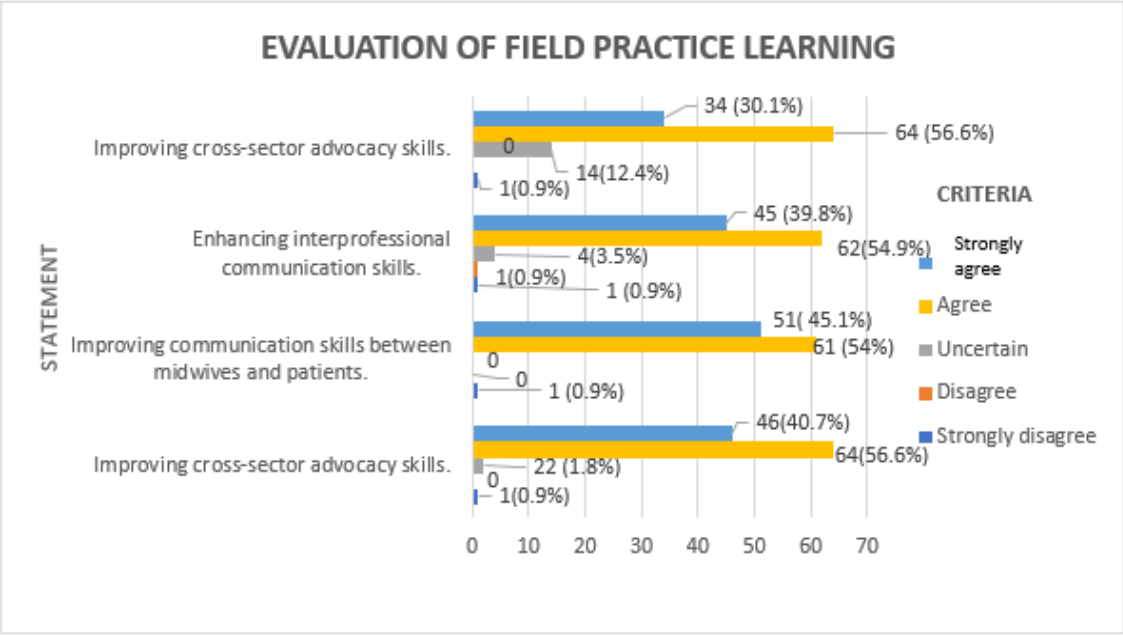

Figure 4. Evaluation of Field Practice Learning (Clinic/Community)
Source: Research (2023)

Figure 4 shows that most students agree about the benefits of field practice learning (clinic/community) in improving clinical skills, as many as 64 people. The clinical guidance process can help students implement theoretical concepts and prepare strategies to develop a better understanding of the provision

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of midwifery care (Etlidawati & Yulistika, 2022). However, in midwifery care, most students agreed on the benefits of clinical learning in terms of communication skills between midwives and patients, as many as 61 people, and interprofessional communication skills (between midwives and other health professionals), as many as 62 people. *Interprofessional communication* is a collaborative practice integrating different knowledge and skills between health workers to facilitate decision-making and communication processes when caring for patients. Effective communication between health workers is essential because it can provide better-integrated management (Rensa et al., 2017).

Keputusan Menteri Kesehatan Republik Indonesia Nomor 320 tahun 2020 Standar Profesi Bidan states that midwives must have competence in understanding and advocating to stakeholders regarding the health situation of women, families, society, and the profession. This is in accordance with the results of this research that most students agree about the benefits of practical learning to improve advocacy skills across sectors as many as 64 people. Therefore, there is a need to set priorities in midwifery education and evaluation of midwifery programs to implement quality education and practice. It requires joint responsibility between educational institutions and health services (McKellar et al., 2023).

CONCLUSION

The evaluation results of the integrated curriculum-based PBL model show theoretical learning methods with tutorials and practical learning in class with Lab Activity. Then, evaluate theory learning with MCQ/CBT and SOCA using cases as questions. In evaluating practical learning in community health centers (Puskesmas), hospitals, and communities with DOPS to improve clinical capabilities and cross-sector advocacy skills. To develop the most appropriate midwifery education curriculum, further research is needed regarding the evaluation of the implementation of the integrated curriculum currently implemented.

AUTHOR'S NOTE

Further research on evaluating the currently implemented integrated curriculum with suitable methods is needed to develop the most appropriate curriculum for midwifery education.

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