

Article

## Effect of Implementation of Blended Learning Method on Student Learning Outcomes At Block 5a. Professional Ethics and Health Law in Undergraduate Midwifery Program, Faculty of Medicine Andalas University

*Ulfa Farrah Lisa<sup>1</sup>, Yulizawati<sup>2</sup>, Miranie Safaringga<sup>3</sup>**<sup>1,2,3</sup>Undergraduates Midwifery Medical Faculty, Andalas University, Padang, Indonesia***SUBMISSION TRACK**

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**CORRESPONDENCE**

Phone: +62 85260557780  
E-mail: [ulfafarahlisa@med.unand.ac.id](mailto:ulfafarahlisa@med.unand.ac.id)

**A B S T R A C T**

Midwives are one of the main health workers as the spearhead of health development in an effort to accelerate the reduction of MMR and IMR. For this reason, midwives who are skilled in conducting clinical procedures are needed with analytical, critical and precise skills in the management of care for women. This can be generated through quality midwife education providers, which are determined by the availability of human resources (lecturers), the quality of infrastructure, classroom learning curricula, laboratory and clinical practice and the condition of the practice area. The learning method is one of the supporting methods for the successful achievement of graduate competencies. This study aims to analyze the effect of the implementation of the blended learning method on the learning outcomes of block 5A midwifery students. Professional Ethics and Health Law in Midwifery Undergraduate Study Program, FK Unand. Design pThis research is a quasi experiment with a control group design research design. The research subjects were given treatment, namely the blended learning method. The analysis used to test the hypothesis is to seedifferences in the mean (average) of data for the treatment group (this year) and the control group (last year) fordetermine whether there is an effect of the implementation of the blended learning method on the learning outcomes of block 5A students. This study applies online learning methods in Block 5A. Respondents who were given treatment in this study were BP18 students, and control respondents were BP17 students who had implemented Block 5A learning in the previous year without using online methods. The results of the unpaired t test with the level of significance ( $\alpha$ ) are  $<0.05$ , which results in a probability value (p) of 0.000, which means that there is an effect of the implementation of the blended learning method on the learning outcomes of Block 5A students. In conclusion, blended learning has a positive impact on increasing the value and motivation of student learning in

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## I. INTRODUCTION

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Maternal mortality rate (MMR) and infant mortality rate (IMR) are indicators of a country's health status. In the world, it is known that there were 295,000 maternal deaths in 2017 (830 deaths per day) and in 2018 an estimated 2.5 million babies died in the first month of birth (7000 deaths per day) (WHO, 2019). Although maternal and infant mortality rates have decreased over the past two decades, they are not evenly distributed in developing countries and poor countries (Alwan, 2018).

In Indonesia, MMR and IMR are still relatively high compared to ASEAN countries. According to the 2015 Indonesian Demographic and Health Survey (IDHS), the number of MMR in Indonesia was 305 / 100,000 live births, which means that there were 38 maternal deaths every day. Meanwhile, IMR in Indonesia in 2015 in Indonesia was 22.23 / 1000 KH (Directorate of Family Health, 2016; Alchadi, 2019).

One of the efforts to accelerate the reduction in MMR and IMR is by providing competent midwives. Midwives are one of the main health workers as the spearhead of health development in an effort to accelerate the reduction of MMR and IMR. For this reason, midwives who are skilled in conducting clinical procedures are needed with analytical, critical and precise skills in the management of care for women. The involvement of a midwife in normal and physiological care is very decisive for the sake of saving the lives of mothers and babies because their professional authority and responsibilities are very different from other health workers. In handling normal cases as well as cases with complications, midwives must know their authority in providing care, and always maintain an attitude in accordance with the professional ethics of the midwife.

Along with the development of science and technology, it has an impact on the increasing need for the community for the quality of health services, especially midwifery services, with indicators of success in significantly decreasing MMR / IMR. The quality of midwifery services is synonymous with competent midwives.

Midwives are qualified, have comprehensive and professional abilities that can only be produced through quality midwifery education institutions. The quality of midwifery education is determined by the availability of human resources (lecturers), the quality of infrastructure, classroom learning curriculum, laboratory and clinical practice and the condition of the practice area.

The learning process involves cognitive, affective and psychomotor elements, each education unit has a system to produce quality graduates. The higher education system is seen as a process that will have four main stages, namely input, process, output and outcome.

Block 5A. Professional ethics, health law, politics and policy in midwifery are compulsory subjects that must be mastered by students of the Midwifery undergraduate study program with a weight of 2 credits, S1 Midwifery Study Program has been accredited B by Lam-PTKes. This subject is also a competency that must be mastered when the student graduates and when he becomes a health worker. The high incidence of maternal morbidity and mortality in many developing countries is mainly caused by postpartum hemorrhage, eclampsia, sepsis and complications of miscarriage. In handling physiological and

pathological cases, midwives must know legal ethics, laws and policies in providing midwifery care. This has been obtained by midwives during their studies, one of which is from Block 5A. Professional ethics, health law, politics and policy in midwifery,

Learning media serves to convey learning messages where the communication process occurs between students, lecturers, and teaching materials. Communication will not run without the help of means of conveying messages or the media. Suitable media in learning can provide the same stimulus, compare experiences and cause the same perception.

Video media can make students work independently, students can watch videos while following manual actions, answer questions before practicing, do practicum skills and finally carry out an assessment of what has been done. The function of video media in cognitive terms can facilitate the achievement of goals to understand and remember information or messages and help understanding and memory content for students who are weak in reading. The results of Ulfa Farrah Lisa's research (2015) show that video media has a significant effect on students' knowledge and skills.

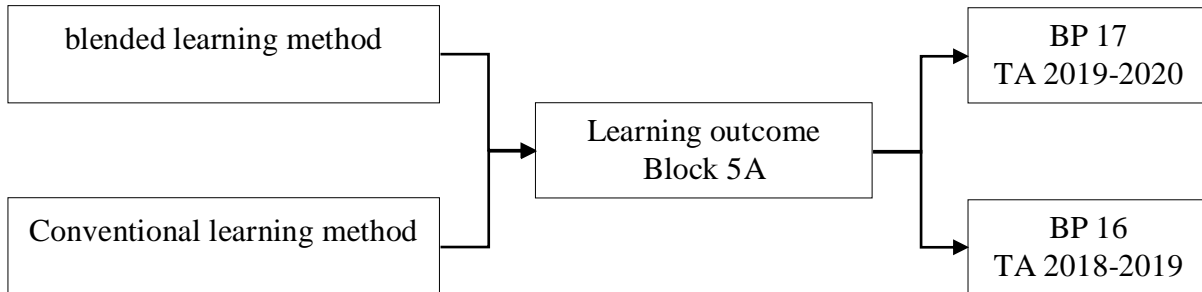
Learning method is one of the supporting success of the achievement of graduate competencies. One of the methods is e-learning which is called online lectures. This online lecture is a form of online lecture that is officially organized by DIKTI. Online lectures organized by the Directorate of Higher Education already have international standards, and this can be used as an additional course for students who want to have more value in some of the courses provided provided that the material or courses in the online course and will be followed have at least 90% similarity with courses delivered at higher education (PT).

Online lectures are one of the breakthroughs of the Ministry of Research, Technology and Higher Education which has now become the Ministry of Education and Culture, in responding to higher education challenges such as limited PT capacity; low affordability of universities due to uneven distribution; there are still many universities that do not have adequate and quality educational resources, quality universities are still concentrated in Java Island; the lack of equal and quality higher education services; and the guarantee of meeting the needs and demands for quality higher education is still low. Thus, a group of students on a certain campus can take one or more courses from other campuses with other qualified lecturers, so that this can increase student access and equity to quality courses from other quality campuses.

PDITT (Open and Integrated Indonesian Online Learning) was held to answer problems in order to improve: the quality of higher education; access to quality higher education; higher education participation rates; flexible provision of quality higher education; and providing opportunities for students to receive quality higher education so as to achieve good Learning Outcomes from leading universities that have reliable learning process standards starting from preparation, learning, assessment and follow-up. One of them can be applied to the effect of the implementation of the blended learning method on the learning outcomes of block 5A students. Professional ethics and health law study program Midwifery, Faculty of Medicine, Andalas University.

## II. METHODS

The type of research used in this research is quasi-experimental with a control group design research design. The research subjects were given treatment, namely the blended learning method.



The analysis used to test the hypothesis is to look at the difference in the mean (average) data of the treatment group (this year) and the control group (last year) to determine whether there is an effect of the implementation of the blended learning method on the learning outcomes of block 5A students.

## III. RESULT

This study applies online learning methods in Block 5A. Professional Ethics and Health Law in Midwifery Undergraduate Study Program, FK Unand. Respondents who were given treatment in this study were BP18 students, and control respondents were BP17 students who had implemented Block 5A learning in the previous year without using online methods. The research results can be seen in the following table:

**Table 5.1 The Effect of Blended Learning Method Implementation on Learning Outcomes of Block 5a Students. Professional Ethics and Health Law for S1 Midwifery Study Program Andalas University Faculty of Medicine**

Group	Mean	SD	Range	P-Value
Control Group	63.73	5.71	52-79.5	0.000
Treatment Group	70.41	8.51	42.7-83.3	

Based on Table 5.1, it can be seen from the respondents in the control group that the mean (std.Deviation) was 63.73 (5.71), while the treatment group using the blended learning method obtained a mean (std.Deviation) value of 70.41 ( 8.51). Which means that there is an effect of the implementation of the blended learning method on the learning outcomes of Block 5a students. Professional Ethics and Health Law for Undergraduate Midwifery Study Program, Faculty of Medicine, Andalas University.

Furthermore, the result of the unpaired t test with the level of significance ( $\alpha$ ) is  $<0.05$ , which results in a probability value (p) of 0.000. So it can be concluded that  $p < 0.05$ , which means that  $H_a$  is accepted or there is an effect of the implementation of the blended learning

method on the learning outcomes of Block 5a students. Professional Ethics and Health Law for Undergraduate Midwifery Study Program, Faculty of Medicine, Andalas University.

#### IV. DISCUSSION

Based on the definition of blended learning that has been described, this paper will discuss in more depth how the position and role of using this mixed learning strategy in improving the quality of education, especially in Indonesia. The complexity of the reasons for Indonesian education to find solutions and alternative solutions is the purpose of why this mixed learning is developed. Armed with an initial understanding of the basic concepts of blended learning, the author will try to present the current learning conditions by presenting blended learning as an innovation in the world of learning in Indonesia to overcome the problems that are currently being faced.

Students of 2018 class both use the student center learning (STL) learning method with a problem-based learning (PBL) approach through blended learning, namely by using several methods, including tutorials, plenary, topic discussion, independent study, practicum and introductory lectures . the process includes using the online method using the Ilearn application that has been facilitated by academics.

Each student and lecturer has previously had an account in order to access Ilearn. In Ilearn, the lecturer acts as a provider of teaching materials that can be uploaded to the account of the lecturer concerned, then at a predetermined time, students will access their ilearn account and enter the part of the course they want to study at that time. In Block 5A, students on their Illegal account can access in the form of block guides, scenarios as material for tutorial discussions and teaching materials in the Introductory Lecture by each lecturer giving the lecture This teaching material can be in the form of modules, videos or podcasts so that it is more attractive to students and can be accessed from their respective places without having to meet face to face. This is expected to increase student output and outcomes so that they can make students more qualified, especially in block 5A.

This is in line with the results of research by Lutfiasari D & Prasetyanti DK (2016), there is an effect of using problem-based learning methods on partograph filling skills. The PBL learning method can be an alternative learning method in the partograph sub-chapter of the Maternity and Newborns Midwifery Care course. So far, a popular learning strategy in Indonesia is traditional class-based learning (classical) using the lecture method. In classical learning, the student learning process is bound by the dimensions of time and space which require students to be in the same space and time as their classmates and lecturers. While the use of the lecture method will lead students to be less honed because they are not accustomed to thinking outside the context conveyed by the lecturer and become passive in choosing additional learning sources outside of the learning resources provided by the lecturer. In fact, lecturers as not the only source of learning, especially in today's digital era, can be obtained relatively easily through the use of ICT (Information and Communication Technology). This condition will cause students to be less active and creative in developing and exploring learning from various sources. The implication is that graduates who are formed will not be independent and confident because they feel dependent on learning activities that originate from lecturers alone (Widiara, 2019).

Furthermore, in the research journal by Annisa Ratna Sari (2013), another impact of using classical learning concepts with the lecture method will cause students' critical thinking skills to

become less honed because students are not accustomed to thinking outside the context conveyed by the lecturer and become passive in choosing. additional learning resources outside of the learning resources provided by the lecturer. Therefore, the blended learning strategy is an alternative in improving student learning outcomes.

The combination of classical learning added with the use of the internet becomes a supplement in increasing student achievement. This is because the resulting pedagogy is better, increased access and flexibility, and increased costs of benefits (Annisa, 2013: 34).

The addition of learning innovations will generate independence and confidence in students who have tried to find and explore learning resources not only from lecturers. Student independence plays an important role in learning success. Sandi (2012) states, students who have high independence excel in blended learning that is more student-centered. Therefore, increasing student independence is critical in improving learning outcomes that need to be the attention of lecturers and other educational researchers.

Various studies have also shown that blended learning is more effective than conventional learning with Delivery of learning can be carried out anytime and anywhere by utilizing the internet network system.

Students have the flexibility to study materials or teaching materials independently by utilizing teaching materials stored online. Discussion activities take place online / offline and take place outside of class hours, discussion activities take place both between students and lecturers and between students themselves. Teachers can manage and control the learning carried out by students outside of students' lesson hours. Teachers can ask students to review the subject matter before face-to-face learning takes place by preparing supporting tasks. The target for the attainment of teaching materials can be achieved in accordance with the targets set. Learning becomes flexible and not rigid

Of course, learning with the concept of combination / blending in addition to having the advantages above also has drawbacks, including :Pengajar perlu memiliki keterampilan dalam menyelenggarakan e-learning

- Teachers need to prepare time to develop and manage the learning system of the e-learning, such as developing materials, preparing assessments, conducting assessments, and answering or giving statements in forums delivered by students.
- Teachers need to prepare digital references as a reference for students and digital references that are integrated with face-to-face learning
- Inequality of supporting facilities and infrastructure and low understanding of technology.
- Learning strategies are needed by teachers to maximize the potential for blended learning

In a study conducted by Manggabari in 2016, learning using the blended learning method was proven to increase student learning motivation at SMAN 1 Patpetua, Wajo Regency. which uses the Blended Learning learning model which is 3.4 higher than the average score of student motivation in the control class that uses direct learning, namely 2.7. This shows that the motivation of students in the control class is lower than the experimental class. The level of student motivation also affects learning outcomes or student achievement. This is evidenced by

the results of class completeness obtained as an illustration of the effect of learning with Blended Learning by 90% for the experimental class.

Based on the results of the discussion above, it can be concluded that blended learning has a positive impact on increasing the value and motivation of student learning in Block 5A.

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