Article

Integration of Soft Skills in Student Center Learning Methods and Student Assessment in Block 2C. Adolescent Health and Preconception

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A B S T R A C T

Demand for the world of work against the criteria of candidates deemed higher. The world of work is not only a priority on academic skills (hard skills) high, but also pay attention to skills in terms of the values inherent in a person or commonly known as soft skills aspect. This capability can be referred to as non technical capabilities certainly have a role no less important than the ability academic. Soft skills taught directly by the weight of credits to student. but soft skills can be implemented in the learning process through the design system learning model based on pattern SCL / active learning.

Integration of soft skills in learning are expected to improve the results of student learning outcomes. To achieve this integration softskills done in any learning method implemented in block 2C (adolescent health and preconception). Assessment MCQ only assess cognitive not show an increase in the 2 groups were assessed. But with intergasi soft skills, show a significant improvement in the results of the results of tutorial and lab skills.

It can be concluded that it is important to implement the integration of soft skills in learning.

I. INTRODUCTION

Block 2C (Adolescent Health and Preconception) in the Bachelor of Midwifery education curriculum is a core block because students are provided with the provision of understanding the concept of adolescent health and preconception. Thus mastery of material at 2C (Adolescent Health and Preconception) is important, because it will provide provisions for students in providing high-quality midwifery care to adolescents and preconceptions. This is because when choosing a major after completing high school, they do not yet know that a midwife must have the ability as a midwifery care provider (care provider), community leader in maternal and child health, communicator (communicator), decision maker in midwifery care, and manager in midwifery care (manager). Learning methods in tertiary institutions use adult learning methods (adult learning). This method has a different approach, scope, goals and strategies from education in secondary schools. Studying in tertiary institutions, especially medical and health sciences, emphasizes continuous and lifelong education. Thus mastery of material at 2C (Adolescent Health and Preconception) is important, because it will provide provisions for students in forming thought processes and the basis for professional behavior (professional behavior) in providing Adolescent Midwifery Care and preconceptions in the future.

II. METHODS

This type of research is Quasi Experiment. The research was conducted in the working area of the undergraduate midwifery program. The target population in this study were students in Block 2C, namely 50 people. The sample in the study was total sampling. The instrument used in this study consisted of secondary data and primary data. Problem-based learning (problem-based learning/PBL) is a learning strategy for students to study together in a small group through two main learning activities, namely small group discussions facilitated by a tutor and independent learning. PBL is a form of self-directed learning (SDL) method that is more directed and structured. In contrast to pure SDL, students are given the flexibility to determine the range of material studied according to their interests. In PBL learning the scope of learning is more focused and specific. The scope of learning in PBL is based on specific learning objectives detailed in the curriculum. The amount of time used for the PBL process is also more limited than the amount of time used for pure SDL. In pure SDL, students are given the flexibility to determine the amount of time they need to complete their inquiry, whereas in PBL students must complete the achievement of their learning objectives within the time frame determined by the educational institution. In pure SDL, students can work individually based on their respective interests, so they are not dependent on the learning outcomes of other students. Whereas in PBL, the achievement of learning objectives by a student can be influenced by the results of extracting information from their colleagues in small groups because the information obtained by each student will be discussed to perfect the knowledge they acquire. Problem solving is not the only goal of the PBL process. Problems or scenarios are used as a stimulus for the learning process to increase knowledge and understanding of the learning objectives set in the curriculum. So that PBL can also be used to facilitate students to acquire basic science knowledge. Thus, PBL not only facilitates the acquisition of problem solving skills, but also the acquisition of knowledge and understanding, and some other soft skills such as communication, teamwork, independence and responsibility for learning, sharing information and respecting others.

III.   RESULT

Based on the research conducted, students are able to understand the basic concepts of Adolescent Health and Preconception. The resulting outputs are textbooks on Adolescent Health and Preconceptions, development of tutorial instruments, Integration of soft skills as Process Assessment on Tutorials (Presence, creativity, relevance, attitude), Analysis of Adolescent Health

and Preconception review items, development of KK instruments Integration of soft skills Communication, initiative, responsibility, sensitivity, Improvements to Block 2C clinical skills guidelines, Development of Block 2C clinical skills assessment instruments with the integration of soft skills cooperation, responsibility, promotive interaction, trust, decision making, communication and conflict management. With the DKK assessment instrument applying the STAD method, the latest Block 2C guidebook has been added according to research results

IV. DISCUSSION

Problem solving is not the only goal of the PBL process. Problems or scenarios are used as a stimulus for the learning process to increase knowledge and understanding of the learning objectives set in the curriculum. So that PBL can also be used to facilitate students to acquire basic science knowledge. Thus, PBL not only facilitates the acquisition of problem solving skills, but also the acquisition of knowledge and understanding, and some other soft skills such as communication, teamwork, independence and responsibility for learning, sharing information and respecting others. a) Lecturers identify, define, and classify learning objectives that will be discussed in each PBL learning session. b) The lecturer arranges, selects or looks for the right scenario to stimulate students to study the learning objectives that have been set for each PBL session. Scenarios can be in the form of cases, film fragments, pictures, news footage and others. c) The lecturer estimates the schedule for carrying out the 1st PBL tutorial, the amount of independent study time needed to achieve all the learning objectives set for the PBL session and the schedule for carrying out the 2nd PBL tutorial. d) The lecturer prepares a rubric for assessing student activity during the tutorial process which consists of attendance, creativity, relevance, attitude and other assessment points deemed necessary. e) Lecturers divide students into small groups which can consist of 5-10 students per group, ideally each group is facilitated by a tutor. f) PBL tutors do not have to be lecturers in related disciplines discussed in the scenario. PBL tutors can be anyone who can carry out the role, with the following roles: 1) Help the PBL group leader maintain group dynamics. 2) Ensuring that the group is able to complete the learning objectives that have been set. 3) Ensure that all students have done their assignments properly. 4) Help suggest a format for presenting the results of independent learning that is appropriate for group members. 5) Encourage students to evaluate their understanding of the material by asking questions, explaining the material in their own words with pictures and schemes. 6) Provide feedback to students regarding their participation in the tutorial process and regarding the achievement of learning objectives. Implementation : PBL tutorials are conducted in a number of ways. The PBL model in the Bachelor of Midwifery Study Program, Faculty of Medicine, Universitas Andalas, is seven jumps. For each module, students can be given a handbook containing scenarios, while learning resources or materials are given at the right time according to the progress of the tutorial. PBL implementation steps are as follows: 1) Students are welcome to choose their respective seats on chairs that have been arranged in such a way as to make it easier for group discussions to take place. 2) Students choose a group leader who will act as a discussion moderator, and two scribes to record the discussion on sheets of paper and on the blackboard. Roles rotate for each scenario. An appropriate flip chart or blackboard should be used to record the discussion process. 3) At the beginning of the session, depending on the type of scenario, one student reads the scenario to all group members or each student reads the scenario individually. If the trigger or scenario is a real patient in the ward, clinic or operating room then students may be asked to take a clinical history or identify abnormal physical signs before the group moves to the tutorial room. The stages of the seven jumps are as follows: Step 1: Identifying and explaining unfamiliar terms encountered in the scenario, the scribe recorded a glossary of terms that remained unexplained after discussion. Step 2: Defining the problem or issues to be discussed, students may have different views on the problem, but all must be considered, the scribe records the list of issues that have been agreed upon. Step 3: "Brainstorming" is a session to discuss issues that have been

agreed to be discussed. Students discuss possible explanations or hypotheses that will explain the problems set in step 2, using the knowledge they already have. Students work together using each other's knowledge and identify areas of knowledge that have not been explained properly or not sufficiently. The scribe recorded all the results of the discussion. Step 4: Review the discussion reviews in steps 2 and 3. Then organize the explanation into a tentative solution, which is restructured in the form of a schematic. Step 5 : Formulate learning objectives, the group reaches consensus on learning objectives, tutor ensures learning objectives are focused, achievable, comprehensive and precise.

V. CONCLUSION

The integration of soft skills in the development of learning methods and student assessment systems provides assessment results in addition to those obtained from the MCQ. without the application of soft skills, the value only depends on the students' cognitive results. In the tutorial assessment, with the integration of the soft skills assessment, there appears to be an improvement in the SCL process in Block 2C. With the integration of soft skills in learning can improve student learning outcomes, it appears that there is improvisation of the learning activities carried out.

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