THE PERCEPTION AND READINESS OF NURSING HIGHER EDUCATION INSTITUTIONS IN THE IMPLEMENTATION OF OUTCOME-BASED EDUCATION CURRICULUM

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Abstract

Introduction: *Graduates of higher education are expected to be able to answer the challenges and needs of the business world and the development of social life. The OBE (Outcome-Based Education) curriculum is a learning approach that focuses on student competencies and is based on outcomes. The OBE curriculum is expected to be applied in the curriculum of higher nursing education in Indonesia to answer these challenges. This study aims to describe the perceptions and readiness of nursing higher education institutions in implementing that curriculum.*

Methods: *This study used a descriptive quantitative design with a cross-sectional approach. The study was conducted in the nursing higher education institutions of AIPNI (Asosiasi Institusi Pendidikan Ners Indonesia/The Association of Indonesian Nurses Education) members spread over 13 regionals of Indonesia from May to September 2022. The research sample is 108 institutions through the purposive sampling technique. Inclusion criterion is institutions registered as active members of AIPNI. The variables of this research are perception and readiness of institution education in implementing the OBE curriculum. The research instrument uses a perception and readiness questionnaire of OBE with a reliability score = 0.919. Data analysis uses descriptive frequency. This research passed the ethical review from the Research Ethics Committee of the Faculty of Nursing, University of Indonesia Number: KET-190/UN2.F12.D1.2.1/PPM.00.02/2022.*

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Results: *The results showed that the mean of age of the Head of Nursing Profession Program was 41.05 years old, the SD was 7,844 and 80 (74.1%) had master's degree. Half of the heads of the nursing professional education study program have a poor perception of the implementation of the results-based curriculum as many as 58 people (51.9%) and have poor readiness about the implementation of the results-based curriculum as many as 54 people (50%).*
Conclusions: *In conclusion the Heads of Nursing Profession Program have a poor perception and readiness in implementing the OBE curriculum. The results of this research become the basic data in determining policies for the OBE curriculum implementation, especially at the level of nursing profession program. Socialization and guidance from the associations of educational institutions is needed, that nursing higher education institutions have similar perception and readiness in implementing the OBE curriculum.*

Keywords: *nursing, outcome-based education, perception, readiness*

INTRODUCTION

Graduates of higher education are expected to be able to answer the challenges and needs of the business world as well as the development of social life which is always changing rapidly. The importance of this is reflected in the Graduate Profile which is part of the Higher Education Curriculum as an indicator of the existence of graduates with high quality human resources (HR) to respond to globalization. Mastery of Science, Technology, and Arts (IPTEKS) is a new focus of higher education rather than the view of education as a commodity. Thus, the role of an appropriate and relevant curriculum is very important to connect the Industrial Revolution 4.0 with Education 4.0 which is more flexible and also renewable (2018). Permendikbud Number 3 year 2020 is the National Standards for Higher Education (SNPT) and explains that the curriculum is a set of plans and rules regarding the objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve the goals of higher education (PT).

Outcome-Based Education (OBE) curriculum is a learning approach that focuses entirely on learner competencies, that it is expected to be able to demonstrate transparency in a PT system and learner qualifications through evaluation of learning achievement criteria. Outcome itself refers to the highest ability in demonstrating significant learning abilities in context (Killen, 2005 in Arifin, 2020). This OBE is an approach that emphasizes the sustainability of the learning process in an innovative, interactive, and effective way (Muhammad, 2021). OBE is considered able to answer the problem of HR qualifications in the era of globalization because of the emphasis on how learners have mastery of competencies in aspects of knowledge, skills, and attitudes according to social, economic, and academic cultural conditions (Wahyudi & Wibowo, 2018). Thus, in contrast to the teacher-centered learning system which measures learning outcomes at the end of the course (MK), OBE looks at the ability to master student competencies during the learning process. OBE Learning Outcomes (CP) are identified first, followed by planning learning methods and assessments according to the outcomes to be achieved or known as backwards curriculum design (Directorate of Quality Assurance Kemenristekdikti, 2018). Thus, in its preparation, the OBE curriculum pays attention to the structural alignment (constructive alignment) between learning outcomes (CP), learning activities and assessments which are in a systematic Plan Do Check Action (PDCA) system

(Directorate of Quality Assurance, Kemenristekdikti, 2018).

The Higher Education Curriculum (KPT) has continued to undergo renewal since being established in 1994. The National Curriculum still emphasizes the content of the curriculum, and was updated with the Competency-Based Curriculum (KBK) in 2000 which unfortunately did not meet a good enough standard of competence even though there were descriptions of Main Competencies, Supporting Competencies, and Other Competencies. Then in 2012 until now, a Higher Education Curriculum (KPT) was introduced whose formulation of Graduate Competency Standards (SKL) and Graduate Learning Outcomes (CPL) were in line with the level of the Indonesian National Qualifications Framework (KKNI). The OBE-based curriculum, which is actually the main component of KBK and KPT, does not have a study or evaluation of its implementation. Nursing education institutions are no exception, so it is necessary to explore the application of the OBE-based curriculum in nursing education institutions in Indonesia. The objective of this research is to describe the perceptions and readiness of nursing higher education institutions in implementing the OBE curriculum.

METHODS

Study design

The research uses descriptive quantitative design with cross-sectional approach. Researchers will identify perceptions and readiness of nursing higher education institutions as members of AIPNI in implementing the OBE curriculum. This research data are identified in one time or one measurement.

Population, samples, and sampling

Respondents in this research are the heads of nursing higher education institutions who have Nursing Profession Program (Ners) and are active members of AIPNI, namely, 108 respondents. The sample estimate for the infinite population is determined according to the Lemeshow formula. The sampling technique of research is consecutive sampling by conducting initial proportion based on the regional area.

Instruments

The first instrument used in this study is a demographic data questionnaire including name, age, gender, education level, and position in the institution. The second, perception is measured using the instrument from Rhaffor, Rdzak, and Abdullah (2016). The instrument consists of 20 choices with an answer value of 1 = low (1.00-1.49), 2 = moderate (1.50-2.49), 3 = high (2.50-3.49). 4= very high (3.50-4.00). The measurement results use the mean value (if the data are normally distributed). The third, readiness, is measured using instruments from Mercado and Lagto (2018). This instrument consists of 10 favorable questions about attitudes toward the development and importance of the OBE strategy. The assessment method uses a Likert scale with an answer value of 1 = do not know, 2 = know a little, 3 = know enough, 4 = know. 5 = very knowledgeable. The measurement results use the mean value (if the data are normally distributed). The perception questionnaire has been tested for reliability using the Cronbach alpha test with r count value of the perception questionnaire (0.919), the questionnaire had a value of > 0.60 which indicates that all items are reliable.

Procedure

The data collection procedure is online method; the questionnaire is uploaded into free online application formula, namely, Google Forms. The questionnaire is divided into three parts; the first is an explanation of the research and informed consent, the second part is respondent data, and the third part is the question of perception indicators and readiness of OBE implementation. The questionnaire is distributed into selected institutions, namely, the 13 AIPNI regional areas. If there are difficulties or questions, the researchers provide the opportunity for respondents to ask directly. Respondents were given two weeks to fill in the questionnaire. After all respondents finished filling in, the researchers performed data cleaning.

Data analysis

Data analysis in this research uses data processing application with descriptive frequency analysis method; this method is used to view the perception and readiness of institutions in implementing the OBE curriculum.

Ethical clearance

This research had passed the ethical feasibility test conducted on the research ethics committee of the Faculty of Nursing, University of Indonesia with the number KET-190/UN2.F12.D1.2.1/PPM.00.02/2022.

Table 1. Characteristics head of nursing profession program based on age and education level (n=108)

Characteristics	mean	SD	f	%
Age	41.05	7,844	-	-
Education Level	-	-		
Master			80	74.1
Specialist			20	18.5
Doctor			8	7.4
Total			**108**	**100**

Table 2. Description of perception and readiness of outcome-based education (OBE) Curriculum Implementation (n=108)

Variable	f	%
Perception		
Good	52	48.1
Poor	58	51.9
Readiness		
Good	54	50
Poor	54	50
Total	**108**	**100**

RESULTS

The Characteristics of Respondents

The results showed the mean age of the heads of nursing profession program was 41.05 years old with an SD of 7,844 and 80 respondents had master's degree (74.1%).

The Description of Perceptions and Readiness of Outcome-Based Education (OBE) Curriculum Implementation

Table 2 shows half of the heads of the nursing professional education study program have a poor perception of the implementation of the results-based curriculum as many as 58 people (51.9%) and have poor readiness about the implementation of the results-based curriculum as many as 54 people (50%).

DISCUSSION

The Description of Characteristics of the Heads of Nursing Profession Program

The results showed the mean age of the Heads of Nursing Profession Program was 41.05 years old with a SD of 7,844 or was in the middle adulthood age

group. Adult age is a time when a person is mature in him/herself, has had meaning in life and is able to sort and choose values or norms or maintain norms. Looking from the cognitive aspect, a person with an adult age can think reflectively based on logic, environment and has had a perception of sharing things in his/her environment (Mariyati & Rezania, 2021).

The middle adulthood period is a period of crisis in determining the dominance between the tendency to produce something more successful or to stop / settle and not do new things anymore. The middle adulthood period is an important period in an individual's life span (Masyukuroh, 2021). Various changes experienced by individuals at middle adulthood include cognitive changes. In middle adulthood, the decline in cognitive abilities occurs due to the obtained information which is not sometimes used repeatedly or the ability to get information is less optimal (Ajhuri, 2019).

Age is an individual internal factor that can affect the cognitive ability or perception of an individual (Ramadhani, 2015). In addition, physical and spiritual maturity in middle adulthood can affect the readiness to benefit from experience (Slameto, 2010). Middle adulthood has the concept of being a decision-maker, having a perspective, knowledge, experience, consideration or readiness (Indati, 2019).

In addition to age, this research describes the educational level of the head of nursing profession program, which is dominated by higher education levels, namely, master's degree (74.1%), specialist (18.5%) and doctor (7.4%). The level of education is an educational stage that is determined based on the level of students' development, the goals to be achieved and the developed capabilities (PP 57 of 2021). Education level is an academic qualification that must be owned by lecturers or leaders in improving performance. Performance is closely related to the level of knowledge and ability to solve problems that shows an individual or organizational success in achieving work targets, including leadership performance (Kusdibyo, 2021).

The level of education can strengthen self-concept and have a positive view and motivation about life (Montaseri, 2021). Higher education levels increase knowledge about humans and improve the abilities to play a role in the formation of human personality. Furthermore, higher education increases the level of awareness and understanding of concepts and responsibilities and the application (Darjan, Gordana, & Mladan, 2017).

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Sikul (in Koni, 2018) states the level of education is a long, systematic and organized process through teaching and training efforts. The education level of the head of the nursing profession program shows that most of them have high abilities and can develop themselves in their field of work, Koni's research (2018) shows a relationship between the level of education and the performance of lecturers because

the quality of education and teaching of a lecturer is influenced by the level of education; the higher lecturer education level will have a broad dimension of perception or attitude (readiness).

The Description of Respondents' Perceptions in the Implementation of Outcome-Based Education (OBE)

The results showed the head of nursing profession program had less perception about the implementation of the OBE curriculum (51.9%). This lack of perception can be caused by various factors; both internal and external in implementing the OBE curriculum. OBE is an education system that focuses not only on the completion of learning materials but also on the results or outcomes of graduates and influences all learning processes starting from curriculum formulation, determining learning goals and achievements, preparing educational strategies, designing learning methods, determining the process of assessing results, and the learning environment. The application of the OBE learning system focuses on an innovative, interactive, and effective sustainable learning approach (Ramli, Thaha, & Tjaronge, 2022). This is an external factor that causes the perception of the head of nursing profession program to be in the less category.

Perception is a way of thinking about something through the senses and the natural ability to understand or pay attention to something. The perception dimension is divided into two, namely the physical dimension and the psychological dimension. The physical dimension is generally related to the stimulus and the function of obtaining information or knowledge from the outside, while the psychological function is the interpretation of certain stimuli in the form of beliefs, values, attitudes, needs, and interests received from the outside. Perception is also influenced by cultural differences between one culture and another, so that it has different values and views. This causes communication and experience as well as different or unequal expressions between respondents (Qiong, 2017).

A study from Setiawan (2021) shows that there is still a lack of perception by lecturers in knowing the implementation of the independent campus learning program which is a part of the OBE implementation because they have never participated in socialization activities. Socialization activities are part of the physical dimension of perception, namely the function of obtaining information. Although, the results of the study show that the average respondents have high level of education, the socialization of the OBE program is important to support the perception of the head of the nursing profession program, especially the demographic factors of each respondents area spread throughout Indonesia.

CONCLUSIONS

The Heads of the Nursing Profession Program have poor perception and readiness in implementing the OBE curriculum in each nursing higher education institution. The results of this research become the basic data in determining the program and policy for implementing the OBE curriculum, especially at the level of nursing profession education in Indonesia. Socialization and assistance from educational institution associations regarding the implementation of the OBE curriculum in all 13 regional nursing higher education institutions is needed, so that

nursing higher education institutions have the same perception and readiness in implementing the OBE curriculum.

The OBE curriculum is expected to be able to establish nursing profession education graduates who are able to answer the challenges and needs of the health world, especially nursing and the development of social life. The OBE curriculum is a learning approach that focuses on student competencies and is based on outputs. The OBE curriculum model is expected to be applied in the nursing higher education curriculum, especially at the nursing profession education level in Indonesia.

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CONFLICT OF INTEREST

The authors declare no conflict of interest.

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