

Research Article

Objective Structured Clinical Examination (OSCE) Laboratory Learning Management for Nursing Students

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ORCIDSunardi: <https://orcid.org/0000-0002-2501-9694>**Abstract.**

Objective Structured Clinical Examination (OSCE) is used at the end of skill lab learning to determine students' success in learning a skill given by the lecturer. This research aims to identify UMM Nursing Students in terms of nursing student values regarding OSCE Laboratory learning. This research is descriptive. The sample of 2016 PSIK students in Classes A and B of the University of Muhammadiyah Malang in the BLOK KMB 1 course was 84 respondents. Sampling was done using value blanks from the OSCE results for the BLOK KMB 1 course. Data analysis used a univariate analysis test. The results showed that nursing students who took part in the OSCE had good average scores when viewed by category. The results of OSCE laboratory learning for nursing students in the 2016 BLOCK KMB 1 course are very good, where the distribution of average scores, grades by category, and grades and categories show that more students get very good and good grades.

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1. Introduction

Learning is an accumulation of teaching and learning concepts, which are emphasized in the activities of students. Therefore, the concept is seen as an important system. The learning system has several components, such as the presence of students, goals, materials to achieve goals, facilities, procedures, and learning tools or media that must be prepared. Therefore, effective learning is learning provided by teachers or lecturers to improve student understanding by using appropriate facilities and assessments or assessments so that they can affect student learning outcomes themselves. In this case, one of the facilities used in learning is a laboratory. The same thing was stated by Joyce et al. (2011)[1] that the laboratory as a place for the learning process shows that building students' scientific work skills can be done with constructivist-based learning. OSCE. OSCE (Objective Structured Clinical Examination) is used at the end of the skill lab

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learning to determine students' success in learning a skill given by the lecturer. Usually, the teacher gives skills to nursing students in several meetings until finally, a practical exam is carried out, commonly known as the OSCE. OSCE (Objective Structured Clinical Examination) is used at the end of the skill lab learning to determine students' success in learning a skill given by the lecturer. Usually, the teacher gives skills to nursing students in several meetings until finally, a practical exam is carried out, commonly known as the OSCE. OSCE (Objective Structured Clinical Examination) is used at the end of the skill lab learning to determine students' success in learning a skill given by the lecturer.

As understood, OSCE has good benefits for nursing students to improve their abilities and deeper understanding of a skill. According to Fidment S (2012)[2], OSCE stress test participants. Anxiety that arises when facing exams will affect student performance. Namely, those with lower anxiety levels will perform better than those who experience moderate and high anxiety. Another study found that students with moderate anxiety could perform better on exams [3].

As understood, OSCE has good benefits for nursing students to improve their abilities and deeper understanding of a skill. On the other hand, based on the author's observations and experiences, the OSCE laboratory also has weaknesses or limitations, namely where there are still students who do not understand and are unable to apply the theory learned in class with the reality experienced when doing OSCE. One example, there are still many students who are anxious about when they will do the OSCE, and this greatly affects the learning outcomes of the OSCE laboratory for nursing students at UMM.

2. Material and methods

This research uses document study research with a descriptive approach. The single variable in this study was the result of OSCE laboratory learning for nursing students at UMM. The population and sample in this study are documentation of the results of the OSCE KMB 1.

3. Results

The univariate analysis of the Distribution of the Average Value of KMB 1 Based on Class A and B PSIK 2016 UMM Semester IV Academic Year 2017/2018 shows that two classes participate in the OSCE. In class A, 41 students who actively participated in the OSCE had an average score of 67.89. While in class B, 43 students who actively participated

in the OSCE were found with an average score of 67.93. Then the Distribution of OSCE KMB 1 Values Based on Categories in the 2016 UMM APSIK Class can be described that from class A, it is known that there are 41 students, those who get very good scores are 13 (31.7%), good scores are 20 (48.8%), the adequate score is 1(2.4%), the bad score is 5(12.2%), and the very bad score is 2(4.9%).

Next, the OSCE frequency distribution based on class and category is described in class A with 41 students; 13 (31.7%) got very good scores, 20 (48.8%) got good scores, and 1 (2.4%) got good grades. enough, while 5(12.2%) got a bad score and 2(4.9) got a very bad score. While in class B with 43 students, it can be explained that 14 (32.6%) got very good scores, 16 (37.2%) got good grades, 3 (7%) got average scores, and 4 (9.3) got a bad score, and 6(14%) got a very bad score.

4. Discussion

The results of the univariate analysis regarding the distribution of the average value based on class in PSIK 2016 UMM students MBA BLOCK 1 July 2018, it is known that class A has 41 active students with an average value or mean of 67.89. While in class B, the number of active students who took part in the OSCE was as many as 43, with an average score of 67.93. According to Mailina (2015), with a descriptive type of research, the median score of the data group is 80, the lowest score is 54, the highest score is 92, and the highest value appears to be 85. Meanwhile, regarding the distribution of OSCE scores based on categories in class A, it can be explained that from 41 students, 13 (31.7%) students got very good scores, 20 (48.8%) students got good scores, 1 (2.4) students get an average score, 5(12.2%) students get a bad score and 2(4, 9%) other students scored Very Poor. Regarding the distribution of OSCE scores based on categories in class B, from 43 students, 14 (32.6%) students got very good scores, 16 (37.2%) students got good scores, 3 (7%) students got an average score, 4 (9.3%) students get a bad score and 6 (14%) get a very bad score [4].

Next, regarding the distribution of OSCE scores by class and category, it can be explained that two classes make up the population and sample with 84 students, recorded from class A and class B, more students who get very good scores, namely class B with a percentage of 33.6%. Then, those who get good grades from scores of 65 – 69 are class A of 20 students with a percentage level of 48.8%. The next one who scores more enough from 60 – 64 is class B, 3 students with a percentage rate of 7%. Then, the next class that gets more Bad scores from 55 – 59 is class A, with 5 students

with a percentage level of 7%, and lastly, the class that gets more Very Bad scores is class B, with 6 students with a 7% percentage rate.

5. Conclusions

From the results of research regarding the identification of OSCE Laboratory Learning Outcomes for Nursing Students at UMM, which was carried out on campus II of the University of Muhammadiyah Malang, as many as 84 populations and samples, the researchers can conclude that in terms of distribution of the average value by class, which has the highest average value is class B with a percentage of 67.93%. Meanwhile, in terms of the OSCE frequency distribution based on class and category, of the two classes that became the research sample, it was recorded that class B received more excellent scores, namely 32.6%.

Suggestions from this research are to provide information and insight in the Nursing Field so that this research can be used as input in the nursing field and provide information to add insight, knowledge, and skills so that it can increase UMM Student Knowledge About OSCE Laboratory Learning Outcomes for Nursing Students at UMM. In addition, the community as information material for the public to find out the OSCE Laboratory Learning Outcomes for Nursing Students at UMM. For Further Researchers, This research is expected to increase further research with other factors regarding OSCE laboratory learning outcomes, as well as further improve insights and knowledge and as literature for future researchers.

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