

# Efforts to Increase CI Ability Based on Analysis of Basic Students Ability on Helping Delivery at Puskesmas in Jember Regency

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**Abstract:** *One of the competencies that must be possessed by DIII obstetrician after graduation is to help with physiological delivery. Data on delivery delivery outcomes by students up to the end of semester V, from 2013 to 2015 experienced a downward trend. The supervisor of midwifery clinical practice (CI), especially in Puskesmas, plays an important role for the achievement. The research objective is Efforts to improve the ability of supervisor of midwifery clinical practice (CI) based on the analysis on basic ability of students with the independence of students in the help of physiological labor in Puskesmas Jember District. The research design used correlation, the number of samples of 46 respondents and the analysis using SPSS with spearman test. The elitist result of a significant correlation between technical skill and problem solving skill by establishing students in the delivery aid. As a solution, counselors should be able to assess more objectively the ability of each student with appropriate instruments and educational institutions with the health department needing to work together to facilitate mentors in CI training and encourage improvement them to improve the minimal education DIV.*

**Keywords:** basic, ability, students, midwifery

## 1. Introduction

One health worker who can participate in the effort to realize the achievement of optimal public health status, especially mother and child welfare is midwife. Qualified midwife is a manpower produced by a midwifery educational institution that is managed with attention to the development of science and technology and in accordance with the regulations. The midwife's primary education level in Indonesia is currently at the midst of the Midwifery D-III qualification as an implementing midwife who has the ability to perform good practices in service institutions such as hospitals, health centers and private practice midwives (BPS).

Currently, the implementation of midwifery D-III education uses the curriculum stipulated by the Minister of Health Decree No: HK.00.06.2.4.1.1.1583 on the Midwifery D-III curriculum of 2002. The purpose of the implementation of D-III midwifery education as contained in the education curriculum D-III midwifery in 2011 is producing Midwifery Midwife as an executing midwife capable of performing duties according to authority and competence. In accordance with Kepmendiknas Number 232 / U / 2000 the study load of D-III program is at least 110 credits and as many as 120 credits.

D-III Midwifery Malang holds 6 semesters of education with a study load of 96 credits (core curriculum) consisting of 38 SKS, practicum and clinics as much as 58 credits. Coupled with local content according to the needs of 20 credits, so the whole has a load of 116 credits, consisting of 47 credits of theory and 69 credits of practicum and clinics. Especially for the clinical learning of this activity the learning process is done in the clinical practice field in the context of practicum and clinic, both in service institution (RS, BPS, RB, Puskesmas) and in society.

Clinical practice learning activities carried out in several

stages namely: At this stage of a pr pertamamahasiswa ktik with full guidance, stage two students practice with minimal guidance and the third phase students practice independently. One of the competencies a student must have to be a midwife is competence in assisting physiologic childbirth independently with the achievement of minimum target of 30 deliveries.

Factors affecting clinical counselors (CIs) perceive negatively to the ability of Jember's Midwifery Study Program students in helping to deliver physiologically, are the background factors of the clinical practice counselor. Some important factors are the knowledge and skills possessed by the clinical practice bomber.

This study has the following problem formulation: How is the effort to improve the ability of clinical supervisor (CI) based on basic ability analysis include : basic literacy skill, technical skill, problem solving skill and interpersonal skill with student independence in physiological delivery aid at Puskesmas Jember District?

## 2. Methods

Design of the research is something very important in the study, which allows maximizing control of several factors that can affect the accuracy of an outcome (Nursalam 2008) The design used in this research is correlation research that analyze the relationship of independent variables with the dependent variable. In this study analyze the relationship of basic ability include : basic literacy skill, technical skill, problem solving skill and interpersonal skill of student with independence of student in relief of physiological labor. The results of further research conducted FGD involving CI to find solutions in the process of guidance. FGD results are used as a recommendation for improving clinical practice clinical skills (CI)

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**Population**

The population is any subject that meets the predefined criteria ( Nursalam , 2008) . The population in this study is all midwives Puskesmas District Jember as much as 52 midwives CI

**Sample**

According to Zainudin M, 2000 adopted by Nursalam, determining the sample size if the population number is less than 1000 can be calculated. Based on the above formula after the calculation, the sample size is 46 people

**Place:** Puskesmas of Jember district

**Time :**September 15th to October 31st, 2016

**Data collection techniques**

Respondents were asked to make informed consent

Collecting data through two stages:

Phase I conducted an interview with a clinical guide (CI) using a questionnaire instrument to find out the perception of clinical supervisor on *basic ability* including: *basic literacy skill, technical skill, problem solving skill and interpersonal skill* by enabling students in physiological delivery assistance at Puskesmas Jember District ..

Phase II Collecting data through FGD efforts to improve clinical practice guidance ability based on *basic ability* analysis include: *basic literacy skill, technical skill, problem solving skill, interpersonal skill* with independent student in relief physiological delivery. FGD involved all midwives of CI48 Puskesmas supervisor in Jember District

**Data analysis**

Data analyzed as follows: characteristics of respondent and identification data of respondent's perception toward basic ability include: basic literacy skill, technical skill, problem solving skill, interpersonal skill and identification of respondent in self-reliance student in physiological delivery, analyzed descriptively with frequency distribution and percentage.

While for the analysis of the relationship between basic ability include : basic literacy skill, technical skill, problem solving skill, interpersonal skill with respondent in Independent student in relief of physiological labor and analysis of relation between respondent's perception to basic ability of student with respondent in self-reliance student in relief of physiological labor analyzed with spearman test

**3. Results**

Identify the general characteristics of respondents or supervisors of clinical practice midwifery (CI) Puskesmas in the District Health Office Kab. Jember includes: age, employment status, length of service, ownership of CI certificate, education level as in table 4.1 to 4.5 tables below:

**Table 1:** Distribution of Frequency of Respondent Age at Puskesmas Daerah of 2016

No	Category	Frequency	Percent
1	20-30 years	1	2.2
2	31-40 years old	6	13.0
3	over 40 years	39	84.8
4	Total	46	100.0

Source: Primary data 2016

Based on the data as in the table above, almost all respondents aged over 40 years category as much as 39 or 84.8%, at the age of the psychologically mature respondents, the condition is very supportive in guiding students

**1) Analysis of Perception Respondents' Relationship on Technical Students Skill with Student Ending**

Spearman Rho correlation test results obtained r-count value of 0.057 with a value of significance (p-value) of 0.709. The significance value of 0.709 is greater than the value of  $\alpha$  (0.05), meaning that there is no significant correlation between *basic literacy* skill and student *self-esteem* . The relationship between the *basic literacy* great skill with the student's independence at 5.7% which is included in the category of relationship is very weak (0.0% - 19.9%).

**2) Analysis of Perception Respondents' Relationship on Technical Students Skill with Student Ending**

Spearman Rho correlation test results obtained r-count value of -0.539 with a value of significance (p-value) of 0.000. A significance value of 0.000 is smaller than the value of  $\alpha$  (0.05), meaning that there is a significant relationship between *technical skill* and student self-esteem . The correlation between *technical skill* with 53,9% student attachment is included in moderate relationship category (40,0% - 59,9%). Negative value shows relationship of these two variables are not direction (not linear).

**3) Perception Respondent Relationship Analysis on problem solving student skill with Independent Student**

Spearman Rho correlation test results obtained r-count value of -0.334 with a value of significance (p-value) of 0.023. The significance value of 0.023 is smaller than the value of  $\alpha$  (0.05), meaning that there is a significant correlation between *problem solving skill* by establishing students . The relationship between *problem solving skill* and student self-esteem is 33,4% which is in weak relationship category (20,0% - 39,9%). Negative value shows relationship of these two variables are not direction (not linear).

**4) Analysis of Respondents' Perception Relationship on Interpersonal Student Skills with Student Self-Esteem**

Spearman Rho correlation test results obtained r-count value of -0.185 with a value of significance (p-value) of 0.219. The fish significance value of 0.219 is smaller than the value of  $\alpha$  (0.05), meaning that there is no significant correlation between *interpersonal skill* with student self-esteem . The relation between *interpersonal skill* and student self-esteem is 18,5% which is in very weak relation category (0,0% - 19,9%). Negative value shows relationship of these two variables are not direction (not linear)

#### 4. Discussion

In this discussion discussed the results of research and compare the results of research with a variety of references that have been found previously, whether sourced from books, journals and field conditions (empirical). The discussion described the relationship perception of respondents on a *basic ability* to cover: *basic literacy skills, technical skills, problem solving skills and interpersonal skills* of students on aid delivery physiologic make independent of current student aid delivery and an association perception of respondents on the basic abilities of students on aid delivery physiologic of deliberate student during physiological delivery.

The results showed almost all respondents have perceptions of *basic student skill literacy* on the help of physiological delivery in good category that is as much as 44 or 95,7%. Spearman Rho correlation test results obtained r-count value of 0.057 with a value of significance (p-value) of 0.709. The significance value of 0.709 is greater than the value of  $\alpha$  (0.05), meaning that there is no significant relationship between *basic literacy* skill by establishing students .

The relationship between the *basic literacy* great skill with the student's independence at 5.7% which is included in the category of relationship is very weak (0.0% - 19.9%). The absence of relationships on the two variables above can be understood, As stated by Robbins (2000), basic literacy skill is a basic skill that must be owned by everyone such as reading, writing, arithmetic and listening. This means that the respondents to the thinkers have been ingrained that the students have been considered to have sufficient knowledge about the help of physiological delivery.

The literacy in English literacy comes from the Latin literacy (letters) whose understanding involves the mastery of the writing systems and the accompanying conventions. However, the main literacy relates to the language and how it is used. The writing system is secondary. When it comes to language, it can not be separated from the talk of culture because the language itself is part of the culture. Thus, defining the term literacy must include the element that encompasses the language itself, the cultural social situation.

Reinforcing the above explanation Kern (2000) defines the term literacy comprehensively as the use of social, historical, and cultural practices in creating and interpreting meaning through text. Literacy requires at least an unspoken sensitivity about the relationships between textual conventions and the context of their use and ideally the ability to reflect critically on those relationships. Being sensitive to purpose, the literacy is dynamic not static and can vary between and within the community and discourse / discourse culture. Literacy requires a range of cognitive abilities, written and spoken language knowledge, knowledge of genres, and cultural knowledge).

Most respondents have perceptions of technical skill of students in good category physiological delivery assistance that is as much as 34 or 73.9%, it is quite supportive in establishing students in the help of physiological delivery. Spearman Rho correlation test results obtained r-count value

-0.539 with a value of significance (p-value) of 0.000. A significance value of 0.000 is smaller than the value of  $\alpha$  (0.05), meaning that there is a significant relationship between technical skill and student self-esteem. The greatest relation between technical skill and 53,9% student attachment is in medium category (40,0% - 59,9%). Negative value shows relationship of these two variables are not direction (not linear).

From the results of the above study it is clear that although respondents give a good perception of the ability of students technically on delivery help but in implementation of deliberate students in labor delivery, the respondent is still not. Midwives may think with well-perceived literacy skill is not enough for students to be entrusted to help self-help. As stated by some experts who say that technical expertise is a person's expertise in the development of techniques owned, such as calculate precisely, operate the computer. Technical Skill (Technical Ability) is the knowledge and control of the activities concerned with the way processes and procedures relating to work and work tools. technical capability in question is that a person in the work must be able to master the methods of work there. This means that an employee who has technical capabilities that include working procedures, working methods and existing tools such as those that have been assessed to improve employee work so that more leverage.

The result of the research was the respondent's perception on the problem solving skill of students on the help of physiological delivery in most of the good category that is as much as 34 or 73,9%, this is enough support in deliberate student in relief physiological. Spearman Rho correlation test results obtained r-count value of -0.334 with a value of significance (p- value) of 0.023. The significance value of 0.023 is smaller than the value of  $\alpha$  (0.05), meaning that there is a significant correlation between problem solving skill by establishing students. The relation between problem solving skill with student's degree is 33,4% which is in weak relationship category (20,0% - 39,9%). Negative value shows relationship of these two variables are not direction (not linear).

From the results of the above research respondents have a good perception of the ability of students in solving problems when helping childbirth, that perception of the respondents to make students independent when helping childbirth. That perception is possible because the respondent thinks someone with a high enough education will have the ability to solve various problems, including problems that arise when helping childbirth. Because of the ability to solve problems include the use of logic and feelings so that it is difficult to measure, therefore the assessment of respondents results in less objective. Problem solving skills is someone's expertise in solving problems using logic or his feelings Robbins (2000). Problem solving is a complex cognitive skill, and is probably the most intelligent skill possessed by humans (Chi & Glaser in Matlin, 1989). This is because when solving a problem, an individual not only needs to think, but he needs to think critically to be able to see a problem and think creatively to be able to solve the problem. In an effort to solve the problems encountered, an individual will perform the steps

associated with the cognitive process.

Research conducted by Guilford et al (Evans, 1992), summarizes some of the cognitive functions involved in problem solving namely: a. Thinking fast about the characteristics of an object or situation b. Classification of objects or ideas c. Establish or establish relationships between objects or ideas. Thinking about the various possible outcomes i.e. List the characteristics of the objectives and produce a logical solution

Given that solving the problem is a complex, high-level cognitive ability, there must be a difference in the ability to solve problems in different individuals. There are some individuals who have no difficulty in solving the problem, but there are also some individuals who are less able to solve the problem. Watson (in Evans, 1992) Definition of Interpersonal Competence As Buhrmester discloses, et al (1988) interpret interpersonal competence as the abilities that a person possesses in fostering interpersonal relationships. Interpersonal competence is viewed from 5 dimensions, namely: the ability to initiate a relationship (initiation), the ability to affirm displeasure to others (negative assertion), the ability to disclose personal information (self disclosure), the ability to provide support to others (emotional support), and ability manage conflict (conflict management).

The results of the study most of the respondents have no perception of interpersonal skill students on the help of physiological labor category is not good as much as 29 or 63.0%, this does not support in deliberate students on the help of physiological delivery. Spearman Rho correlation test results obtained r-count value of -0.185 with a value of significance (p-value) of 0.219 . The significance value of 0.219 is smaller than the value of  $\alpha$  (0.05), meaning that there is no significant correlation between interpersonal skill and student self-esteem. The relationship between interpersonal skill and self-esteem is 18.5% which is included in very weak relationship category (0,0% - 19,9%). Negative value shows relationship of these two variables are not direction (not linear).

Assessment of respondents to the interpersonal skills of students when helping childbirth, perceived not too difficult because it is easily observed. In general, respondents assess the interpersonal skills of students when students are interacting with clients or family. Assessment of interaction is usually associated with the ability to communicate, especially verbal communication. Assessment of other forms of communication is generally rare when it is important.

Interpersonal skills are one's ability to effectively interact with others as well as with colleagues, such as a good listener, expressing opinions clearly and working in a team. Definition of Interpersonal Competence. As revealed Buhrmester, et al (1988) interpret the interpersonal competence as the abilities possessed by someone in fostering interpersonal relationships. Interpersonal competence is viewed from 5 dimensions, namely: ability to initiate a relationship (initiation), ability to assert displeasure to others (negative assertion), ability to disclose personal information (self disclosure), ability to give support to others

(emotional support), and ability manage conflict (conflict management).

Spearman Rho correlation test results obtained r-count value of 0.368 with significant value (p-value) of 0.012. The significance value of 0.012 is smaller than the value of  $\alpha$  (0.05), meaning that there is a significant relationship between *basic ability* by establishing students . The big relation between *basic ability* with student self-esteem is 36,8% which is in weak relationship category (20,0% - 39,9%). Assessment of the *Basic Ability of the* students in the delivery to help several dimensions, namely: *basic skills skill, technical skill, interpersonal skills and problem solving skills*. The existence of a significant relationship on both variables above, because to be able to give independence to students in helping the delivery of students must have a good basic ability.

Robbins (2000) says skills are divided into 4 categories, namely: *Basic Literacy Skill* : A basic skill that everyone should definitely have like reading, writing, math and listening. *Technical Skill* : *Technical* expertise gained through learning in engineering such as operating computer and other digital tools. *Interpersonal Skill* : Everyone's expertise in communicating with each other is like listening to someone, giving opinions and working on a team basis. *Problem Solving skill* : A person's expertise in solving problems using his logic or feelings . Respondents perceive when the student will help childbirth independently, must have the ability of good basic ability.

High subjectivity when data collection is caused, respondents feel uncomfortable to assess the students Prodi DIII Jember because most respondents alumni of SPK, P2B and DIII Jember

## 5. Conclusion

The conclusion of the following research results refers to the specific objectives of the study and discussion as follows

There is no significant correlation between respondent's perception on *basic literacy of student skill* with the respondent in establishing student during delivery aid.

There was significant relationship between respondents' perceptions on *technical skill* students with respondents in deliberate student . during labor delivery.

There was significant relationship between respondents perceptions on the *problem solving skills of* students with respondents in deliberate student during delivery help.

It does not attempt a significant relationship between the perception of respondents on the *interpersonal skills* of students with current student's independence respondents in aid delivery.

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