

# **THE EFFECTIVENESS OF PROBLEM BASED LEARNING MODEL DEPEND ON LEARNING OUTCOMES STUDENT IN COURSE PREGNANCY ON OBSTETRICAL CARE ON DIPLOMA PROGRAM**

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## **ABSTRACT**

The changes in a Health education system must be done for better education. Midwifery care in pregnancy is health education courses in midwifery department. In order to get the optimal result of education, it is required an innovative learning models. There are many models of learning innovation such as example problem based learning. Based on the consideration above, researchers want to analyze the effectiveness of Problem Based Learning depend on learning outcomes student in course Pregnancy on Obstetrical Care learning Diploma Program.

This research was done in STIKes Patria Husada Blitar on 25 February until March 8<sup>th</sup> 2015. This research used quantitative approach, quasi experimental. The population and the sampel was the students in the third semesters in the total amount of 38 student divide into 2 groups in random. The control group was discussion group in the amount of 18 people. Problem based learning group (experimental group) consists of 20 people divided into 4 groups, each group consists of five people. The Independent Variable was Problem Based learning while the Dependent Variable was learning outcomes.

The results of the research showed there was a significant difference with different test results using a t-test (  $t: -5,46$ ) between learning outcomes using problem based learning model and class group discussion on pregnancy midwifery care courses. The problem based learning model is more effective than group discussions.

**Keywords:** Problem Based Learning, Learning Outcomes, Pregnancy on obstetrical Care

## **INTRODUCTION**

Day by day, the problems faced by many people tend to be increased. It makes the competition to gain something also getting tougher. The Demands and challenges in world worked always changes especially healthy. In this case, a change in a system of health education must be changes more better. Lecturer is very important in the change, one of the changes that can be made by the lecturer is a change in the learning process. Midwifery pregnancy is a health education course of obstetrics. In Course Pregnancy

on obstetrical care the student is expected to get the optimal learning. Lecturers have an important role in the learning process. The lecturers have to be creative and innovative in their lessons. During this time, the methods used lecturer in the learning process of pregnancy care in addition to conventional methods, there are also some student-centered methods include a method in a class discussion. The method is performed by a group discussion presented in front of the class. STIKes Husada Patria is one of the health institutions in the district blitar. Based on

observations in the classroom, especially the second class of the third level can be identified problems that occur. These problems can be stated as follows:

1. The low pregnancy test scores midwifery care, especially the subject matter of pregnancy care. In the academic year 2011/2012 due to the limit value of midwifery pregnancy is 75. Students who get test scores 75 as much as 40% and students who scored <75 as much as 60%.
2. Inappropriate method chosen and applied. In the implementation of learning, lecturers less attention to the learning process but more attention on the end result.
3. Difficulty students to answer the question and less interaction between other students.

Discussion class model was good for course pregnancy on obstetrical care on program Diploma. But the researchers tried to use problem based learning model in STIKes Patria Husada.

If the learning process was well ,student participation has also increased. I hope the learning outcomes will be increased. The researchers trying to apply problem-based

#### RESULT AND ANALYSIS

##### The Difference of Learning Outcomes depends on Learning group discussion Model and PBL in Course Pregnancy On Obstetrical care On Program Diploma

This Research used 38 sample. 18 people for group discussion and 20 people for Problem Based Learning Group.

**Table 1 The Difference of Learning Outcomes depends on Learning group discussion Model and PBL in Course Pregnancy On Obstetrical care On Program Diploma**

no	interval	frequensy			
		Group discussion	%	PBL	%
1	35-40	2	11.11	0	0
2	41-45	4	22.22	0	0
3	46-50	8	44.44	3	15
4	51-55	3	16.67	6	30
5	56-60	1	5.56	7	35
6	61-65	0	0.00	2	10
7	66-70	0	0.00	2	10
Jumlah		18	100	20	100

learning model that can be applied to the real world, especially learning healthy in course pregnancy on obstetrical care. Based on consideration above, the researcher want to analyze of effectiveness of model problem based learning depend on learning outcomes student in course pregnancy on obstetrical care on program diploma

#### METHOD

This research was done in STIKes Husada Patria Blitar, on February 25-March 8 2015, this research used quantitative approach, experimental quasy. The Population and sample in this study was the third semester students in total amount 38 students, divided into 2 groups, choice in random. Discussion groups (control) in the amount 18 people, Problem Based Learning (experimental group) consist of 20 people were divided into 4 groups. Each group consist 5 people. The independent variable was Problem Based Learning, dependent variable was learning outcomes.

Primary Source The Difference of Learning Outcomes depends on Learning group discussion Model and PBL in Course Pregnancy On Obstetrical care On Program Diploma

The data table consideration above can show that higher value on Group Problem Based Learning. Group discussion not show that the higher value for the learning outcomes in course pregnancy on obstetrical care. And it show that PBL more effective to increase learning outcomes.

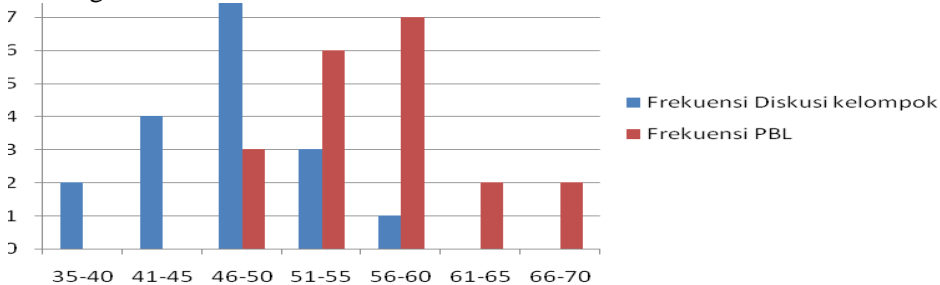


Diagram 1 The research of The Difference of Learning Outcomes depends on Learning group discussion Model and PBL in Course Pregnancy On Obstetrical care On Program Diploma

From the histogram considered above higher value show on PBL student. And the student in group discussion not show that have higher values. It show that PBL more effective than group discussion.

## ANALYSIS

PBL was a adult learning. Adult Learning was learning based on considered a problem learning in contextual problem thus stimulating student to learning, this model give student more motivating for learning(Claire, et all, 2001) in learning outcomes show that there was different learning participation student depend on PBL model and group discussion. The statistic result show that  $P=0,014$ , it means there was different PBL and Group discussion. The research result show that PBL give Good indicator amount of 9 people than group discussion amount 4 people. Indicator least once on PBL nothing, in group discussion indicator least once amount 4 people. This was due because the participation learning on PBL show good quality to expression opinion in course Pregnancy obstetrical care. The contribution expression opinion was very important. It show in participation chart amount 20 people just 1 doubters in expression opinion. In Group discussion 4 people doubters that opinion. Many things effect participation learning accept student consentration. Other affect was technical factor from learning model. The research show that learning model affect the

participation. In PBL based on considered adult learning it means aktif to find more experience with learning source, which centered student, if the adult learning used give more motivating for student learning. Group PBL consist tutor, chairmain, and members. The tutor excite, motivating the members to think critical and to pay attention. Chairman members also officiate set a time (Saptono, 2003; karim, et all 2007;Sudjana,2004; Suradjiono, 2004) Effectivenss of Model PBL show that member name Riski Dwi A(score 5) from PBL group have good participation be compared ST widatul jannah have enough participation (score 3). The name of members veni antikasari from Group PBL have least participation (score 2). Not beter than tika epiana from group discussion have good participation (score 4). But the outline Model PBL more effective to increase participation learning.

The research show that any different mean and median, learning outcomes PBL between group discussion. Learning Outcomes mean with PBL more higher than learning outcomes group discussion.The statistic result show (t:0,00)signivicants. About that same in the teory that show learning outcome get from

the effort to find mastery knowledge and basic skill in various in life aspect, so it seems in individualism about the used values attitude, knowledge and basic skill change attitude quantitatively. To change learning outcomes more better, must to used good learning model, like a problem based learning. This learning model demand the student to more active than before in learning process. PBL was outanding factors to influence learning outcomes(sudjana,2004).

The result show that any difference significant from learning outcomes. In Group discussion show learning outcome score 46-50 amount 8 people. And PBL amount 4 people. Although this score not good but it show that PBL more effective than group discussion. In half score 60 point show that PBL amount 7 people and group discussion amount 1 people. Higher score getting Group PBL amount 4 people. And than group discussion nothing at all for getting higher score.

## CONCLUSIONS

Any different significant with different result test used t-test (t:0,00) between learning outcomes PBL with group discussions in course pregnancy on obstetrical care. It show that PBL more better than group discussions. And in fact that PBL more effective to increase learning outcome.

## ACKNOWLEDGEMENT

The limitation of this study was the researcher cannot controll the confounding factor that can influence the result.

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