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Achievement of Learning Outcome in Off-Campus Learning Programs for Students of the Health Sciences Faculty, Universitas Muhammadiyah Lamongan, Indonesia

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Abstract

Independent Campus Policy launched by the Indonesian Minister of Education was a framework to prepare students to become graduates who are tough, and ready to be a leader. Universities with health faculties have implemented independent learning long before this policy was launched, but it is still limited to one activity program, namely internships/work practices. This is a challenge for the health study program to be able to design and implement an innovative off-campus learning process while still paying attention to learning outcomes. This study aims to see the achievement of learning outcomes which include the cognitive, affective, and psychomotor domains during off-campus learning activities at the Faculty of Health Sciences, Universitas Muhammadiyah Lamongan. This study uses a survey method by distributing questionnaires to all Faculty of Health Sciences students as many as 960 students (total sampling) consisting of 683 undergraduate students in Nursing, 95 undergraduate students in Hospital Administration, and 182 undergraduate students in Pharmacy. This survey research uses quantitative data analysis techniques with a descriptive approach. The results obtained are the achievement of the cognitive domain by 96.15%, the affective domain by 96.15%, and the psychomotor domain by 95.83%. Cognitive domains were found to be 50.10% at the C3 level, which can solve problems and exercises. The affective domain is found to be 58.85% at the A3 level, which can appreciate the role of the profession and is motivated to behave according to the role. The psychomotor domain was found to be 32.08% at the P4 level, which is being able to perform a skill/action properly and appropriately. The conclusion of the research is off-campus learning programs can improve learning outcomes covering cognitive, affective, and psychomotor domains.

Key Words: Off-Campus Learning, Cognitive, Affective, Psychomotor.

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Introduction

To prepare students to face changes in the social, and cultural, the world of work and rapid technological advances, student competencies must be prepared to be more responsive to the

needs of the times. Universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes,

knowledge, and skills optimally and always relevant. The Independent Learning Policy - Merdeka Campus is expected to be the answer to these demands. Merdeka Campus is a form of learning in higher education that is autonomous and flexible to create a learning culture that is innovative, unfettered, and to student needs (Kemendikbud, 2020). The Independent Learning - Merdeka Campus is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia and was inaugurated by the Minister of Education and Culture, Nadiem Anwar Makarim. Merdeka Campus has recently



become the center of attention among education circles in Indonesia. Since its launch, it has been able to hypnotize the entire education community in Indonesia. Merdeka Campus is believed to be an effort to free the education system that is more supportive of students and lecturers, in realizing meaningful learning quality to face the disruption of the current era (Prahani et al., 2020).

The Independent Learning Policy - Merdeka Campus is often used to health-related universities. Long before the Merdeka Campus policy was introduced, the health study program had adopted autonomous studying, particularly learning off campus. However, it is still restricted to a single program of off-campus activities, mainly hospital internships and practicums. It is a challenge for the health study program to create and implement an innovative off-campus learning process consisting of eight activities while maximizing learning results in the areas of attitudes, knowledge, and skills. Various pros and cons colored the launch of this policy which eventually became a consideration for universities (Kemendikbud, 2020). On the one hand, it is seen that the relevance of the learning materials that have been studied by students in the class to the needs of the industrial world and the field is still relatively low. This program is also considered capable of equipping students with new experiences and opening up wider horizons of knowledge and student experience. As for the other party, they think that this policy will have an impact; (1) the campus will become land for capitalization and commercialization, (2) opening a company to hire workers with low wages through the use of student internships, and (3) difficulties in administration, (4) scientific specifications become invisible, and (5) students cannot be free to choose courses because they have to understand the introduction to the courses taken (Muslim, 2020; Priatmoko & Dzakiyyah, 2020).

The learning process at the Merdeka Campus is one of the very essential manifestations of student-centered learning (Kemendikbud, 2020). MBKM aims to improve the competence of graduates, both soft skills and hard skills to be more prepared and relevant to the needs of the times and prepare graduates as future leaders of the nation with an excellent personalities. The form of learning activities refers to Permendikbud No. 3 of 2020 Article 15

Paragraph 1 states that it can be carried out in eight forms of programs which include: (1) student exchanges, (2) internships/work practices, (3) teaching in educational institutions, (4) projects in villages, (5) research/research, (6) entrepreneurial activities, (7) independent studies/projects and (8) humanitarian projects (Fuadi & Aswita, 2021). The various forms of independent learning activities will still be assessed for student learning achievements which are marked by changes in overall behavior which include cognitive, affective, and psychomotor aspects (Nurtanto & Sofyan, 2015). The role of cognitive, affective, and psychomotor in the old learning method, measuring the achievement of teaching materials is only emphasized on results, and only on cognitive aspects often neglecting other aspects. So often the results are not effective, because what is needed is a process that takes into account the affective and psychomotor aspects. Before arriving at the psychomotor aspect, it will first experience the cognitive and affective stages. This study intends to examine the cognitive, emotional, and psychomotor consequences of off-campus learning activities conducted by the study program at the University of Muhammadiyah Lamongan's Faculty of Health Sciences. Independent campuses are meant to give field contextual experiences that enhance students' overall skills, prepare them for the workforce, and present chances and challenges for the development of innovation, creativity, capacity, personality, independence, and self-management. Strong hard and soft skills will be developed in pupils by means of a well-designed and -executed autonomous learning program.

Methods

This study was conducted using the survey method by distributing questionnaires to all undergraduate students in the S1 Nursing, S1 Pharmacy, and S1 Hospital Administration study programs at the Faculty of Health Sciences, University of Muhammadiyah Lamongan regarding learning outcomes in cognitive, affective, and psychomotor domains. off-campus learning activities. The sampling method used is a total sampling of 960 students of the Faculty of Health Sciences, the University of Muhammadiyah Lamongan with details of 683 undergraduate nursing students, 95

undergraduate hospital administration students, and 182 undergraduate pharmacy students. Data were also obtained from interviews with informants and partners in off-campus learning places consisting of 10 partners in Lamongan city, namely hospitals, villages/communities, and pharmacies; and 5 partners outside the city of Lamongan such as partner hospitals and universities. Interviews were conducted with supervisors of partners who study outside campus related to the results of observations of cognitive, affective, and psychomotor domain achievements. The data was then analyzed to obtain the effect of off-campus learning programs on the cognitive, affective, and psychomotor domains of the students of the Faculty of Health, University of Muhammadiyah Lamongan. This survey research uses

quantitative data analysis techniques with a descriptive approach.

Results and Discussion

Results

Based on the results of research that has been In a survey of 960 students from the Faculty of Health Sciences at Muhammadiyah Lamongan University, 683 undergraduate nursing students, 95 undergraduate hospital administration students, and 182 undergraduate pharmacy students reported that off-campus learning improves students' cognitive, affective, and psychomotor domains. Fieldwork practices or internships in hospitals, village/community initiatives, student exchanges, and online courses are examples of intentional off-campus learning opportunities. The results can be seen in Tables 1-3.

Table 1. Cognitive, Affective and Psychomotor Changes

Changes	Cognitive		Affective		Psychomotor	
	F	%	F	%	F	%
Same	37	3.85	37	3.85	40	4.17
Increase	923	96.15	923	96.15	920	95.83
Total	960	100	960	100	960	100

Table 2. The Benefits of Merdeka Campus on Cognitive, Affective and Psychomotor Domains

Usefulness	Cognitive		Affective		Psychomotor	
	F	%	F	%	F	%
Quite useful	496	51.67	496	51.67	166	17.29
Very useful	464	48.33	464	48.33	794	82.71
Total	960	100	960	100	960	100

Table 3. Achievement Of Learning Outcomes

Indicators Domain	F	%
Cognitif (C)		
Able to describe concepts/theories (C1)	251	26,15
Able to interpret data, express ideas (C2)	67	6,98
Able to solve problems, do practice (C3)	481	50,10
Able to formulate problems/causing factors (C4)	76	7,92
Able to find conclusions and problem solutions (C5)	41	4,27
Able to discuss a case, write a report (C6)	44	4,58
Affective (A)		
Able to receive/pay attention to a phenomenon (A1)	173	18,02
Able to obey the rules, do the task (A2)	171	17,81

Able to appreciate the role of the profession, motivated to behave according to the role (A3)	565	58,85
Able to be more diligent, punctual, self-disciplined, objective (A4)	46	4,79
Able to change behavior into character (A5)	5	0,52
Psychomotor (P)		
Able to imitate a skill/action (P1)	243	25,31
Able to arrange a sequence of skills/actions (P2)	122	12,71
Able to demonstrate a skill / action according to the procedure (P3)	219	22,81
Able to perform a skill / action properly and appropriately (P4)	308	32,08
Able to perform a skill/action naturally (P5)	68	7,08
Total	960	100

96.15 percent of the data from the cognitive domain, 96.15 percent from the emotional domain, and 95.83 percent from the psychomotor domain indicated that there was an increase when learning occurred off-campus. Cognitive domain found as much as 50.10 % are at level C3, which can solve problems and practice. The affective domain was found to be 58.85% at the A3 level, which can appreciate the role of the profession and be motivated to behave according to the role. The psychomotor domain was found to be 32.08% at the P4 level, which is being able to perform a skill/action well and appropriately.

Researchers also conducted interviews with supervisors from 15 partners in off-campus learning places. Based on the results of interviews, it was found that 90% of partners expressed satisfaction with students' cognitive abilities when responding. The partner supervisor stated that students were able to describe theories, conclude, discuss and solve cases and make reports in Student Oral Case Analysis (SOCA) activities. In the affective/attitude domain, it was found that 80% of partner supervisors stated that they were quite satisfied with the affective abilities of students during off-campus learning. The partner supervisor stated that most students were able to show attention or appreciation for others, obey rules, and be disciplined. While in the psychomotor domain, it was found that 95% of partner supervisors stated that they were satisfied with the psychomotor abilities of students when the Direct Observation of

Procedural Skill (DOPS) activities was carried out. The partner supervisor stated that most of the students were able to perform a skill/action well even though they were still under the supervision of the partner supervisor.

The results of this study indicate that off-campus learning activities are very beneficial for students because that way, students will more easily understand the materials that have been delivered during on-campus learning, both academic and non-academic materials, and gain new experiences related to appropriate off-campus activities. with student passion and honing student soft skills while in the field as a provision to work after graduation later as well as honing students' critical thinking skills to solve problems in the field or the community.

Discussion

Off-Campus Learning Activities

Both "Merdeka Belajar" and "Kampus Merdeka" include two key themes. Initially, the notion of autonomous learning assumes the existence of mental liberty. According to Nadiem Makarim, educators must instill the notion of intellectual liberty. This perspective should be viewed as an endeavor to acknowledge changes in learning in educational institutions, including elementary, secondary, and postsecondary schools. Second, the autonomous campus continues the notion of independent education. An autonomous campus is an endeavour to shed restraints in order to move more freely (Nora Susilawati, 2021). Activities outside of tertiary institutions may include internships or practicums, implementing community service projects in villages, teaching

in educational units, participating in student exchanges, conducting research, engaging in entrepreneurial activities, completing independent studies or projects, and taking part in humanitarian programs (Prahani et al., 2020). All of these activities can be used to the health study program, however only internships or work practices, community service projects in villages, and student exchanges have been implemented in this study. (a) Internship/work practice, health students can take part in internships in hospitals, both government and private. During the internship, students must be supervised by lecturers or supervisors. The goal is that the theory on campus can be applied during an internship. (b) Projects in the village, similar to the Community Service Program. In this case, health students will be involved in practical activities in the community/village. This social project is to help people in rural or remote areas build a people economy, empower communities to find and solve their public health problems, improve community health standards, and so on. This activity can be carried out in collaboration with village officials (village heads), village midwives, and nurses. (c) Student exchange, is one of the off-campus activities that are in great demand by students. In this case, health students can take classes or courses at foreign or domestic universities. The implementation can be in the form of online courses and hybrid learning. Thus, students can gain additional knowledge and a new atmosphere on other campuses. Grades and credits taken at outside colleges will be synchronized by each college.

Achievement of cognitive, affective, and psychomotor domains

96.15 percent of the data from the cognitive domain, 96.15 percent from the emotional domain, and 95.83 percent from the psychomotor domain indicated that there was an increase when learning occurred off-campus. The usefulness of MBKM in the cognitive domain was found to be quite useful at 51.67%, the affective domain was also found to be quite useful at 51.67% and the psychomotor domain was found to be very useful at 82.71%. Cognitive domain found as much as 50.10 % are at level C3, which can solve problems and practice. The affective domain was found to be 58.85% at the

A3 level, which can appreciate the role of the profession and be motivated to behave according to the role. The psychomotor domain was found to be 32.08% at the P4 level, which is being able to perform a skill/action well and appropriately. The findings of this study are consistent with research conducted at the State Christian Institute of Religion Kupang, indicating that its application can effectively enhance students' cognitive abilities and foster innovation through the use of various techniques, such as the discovery of new ideas during the learning process (Lao & Hendrik, 2020). Various types of autonomous learning activities will continue to be evaluated for their contribution to the accomplishment of student learning outcomes. Learning outcomes are the skills acquired by pupils as a result of learning. According to UNESCO, the desired learning outcomes consist of four pillars: (1) learning to know (learning to know); (2) learning to do (learning to do something); (3) learning to be (learning to be something); and (4) learning to live together. Changes in general behavior, including cognitive, emotional, and psychomotor elements, define learning outcomes. The process of transformation might range from basic to sophisticated. Bloom divides the "learning domain" into three divisions or aspects: cognitive, emotional, and psychomotor. The six stages of Bloom's cognitive domain are knowledge, comprehension, application, analysis, synthesis, and assessment. The emotive domain consists of receiving (receiving), reacting (responding), valuing (valuing), arranging (organizing), and describing (characterization). Psychomotor abilities include imitation, manipulation, accuracy, articulation, and naturalness (Nurtanto & Sofyan, 2015). The independent campus is an extension of the independent learning program that allows students to pursue off-campus study opportunities for three semesters (Kemendikbud, 2020). Universities are required to implement innovations in each of their learning processes, namely student-centered learning, in order to produce graduates who are prepared to adapt to a changing world. Students are not only the top graduates who are proficient in theory, but they can also put theory into practice. Enter the sector armed with in-depth information for significant advances in education's never-ending growth (Siregar,

Sahirah, & Harahap, 2020). Universities must take measures to adapt to the implementation of the tri dharma of higher education, both in terms of academic and non-academic activities, including changing the education budget for each academic year (Musliikh, 2020). In addition, this approach has a number of possible flaws, including the fact that a large number of studies may disrupt the study's intended direction and policy changes by each minister pay less attention to sustainability factors (Lhutfi & Mardiani, 2020).

The increase in cognitive, affective, and psychomotor domains is because it is easier for students to understand the material that has been delivered during on-campus learning, both academic and non-academic materials, and gain new experiences related to off-campus activities that are in line with student passions and hone students' soft skills while at school. In the field as a provision to work after graduation and to hone students' critical thinking skills to solve problems in the field or the community. This complements the learning process on campus, where the measurement of achievement of teaching materials is only emphasized on results, not processes, and more on cognitive aspects often neglecting other aspects.

1 Conclusion

Off-campus learning programs can improve learning outcomes covering cognitive, affective, and psychomotor domains in health students. Further research is expected to be more detailed in analyzing the increase in cognitive, affective, and psychomotor domains and can explain the obstacles experienced by health colleges. The limitation of this research is that it does not include cognitive, affective, and psychomotor assessments from the lecturers and student learning outcomes.

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