



THE EFFECT OF INTEGRATED THEMATIC LEARNING MODEL ON LEARNING OUTCOMES THE THEORY OF MIDWIFERY CARE COMMUNITY OF DIPLOMA III MIDWIFE STUDENTS

Donna Harriya Novidha¹, Anita D Anwar², Rovina Ruslami³

¹ S1 Midwifery Faculty of Health Sciences Adiwangsa University Jambi

² Departemen Obstetrics and Gynecology, Faculty of Medicine, University of Padjadjaran

³ Department of Pharmacology and Therapy, Faculty of Medicine, University of Padjadjaran

Email: dannaharriyanovidha@gmail.com, deboraanita@gmail.com, ruslamirovina@gmail.com

ABSTRACT	Keywords
<p>The competence of midwives in the community according to the needs of the community requires a breakthrough in improving the quality of midwifery education. An effective learning process will help students achieve optimal learning outcomes so that competence can be achieved. This study aims to analyze the effect of the integrated thematic learning model on the learning outcomes of midwifery care theory for the community of D-III Midwifery students. The research method used is experimental with a randomized control trial design. The subjects of this study were divided into two groups, namely 39 people in the treatment group and 40 people in the control group. The results of the analysis showed that there was a significant difference in the achievement of thematic class theory learning outcomes with conventional classes, namely 82% vs. 35%, $p < 0.05$. The learning outcomes of the theory of community midwifery care in the thematic class showed significant achievements compared to students in the conventional class so that the Diploma III Midwifery Institution could use an integrated thematic learning model in the learning process of community midwifery care in the classroom.</p>	<p>Midwifery care community, learning outcomes theory, integrated thematic learning model</p>

INTRODUCTION

Midwife graduates can practice in various service settings, one of which is mostly working in the community (83%). The fact is that people are not satisfied with the services of midwives in the community. The results of several studies show that the competence of midwives in the community is not yet in accordance with the needs of the community. This is evidenced by the results of a WHO survey in collaboration with the

Ministry of Health in 2012 which found that currently around 15% of the competencies of midwife graduates are in accordance with work needs (Budi IS, 2011; Guspianto, 2012; Pusdiklatnakes, 2012). The competence of midwives in the community according to the needs of the labor market and society is a challenge for universities in improving the quality of the education and learning system. Dyploma III Midwifery educational institution has prepared for the

achievement of the competence of midwives in the community, with the learning process in the course of midwifery care community (Pusdiknakes, 2011). The condition of the higher education learning process in Indonesia currently has many problems, including most of the implementation of the learning process in the classroom separating basic science disciplines from (conventional) clinical practice. Do cents more active while the students sat listening to a lecture with minimal activity and depend on broadcast material in the form of a power point or more copies are always obtained from the lecturer (Tim Kurikulum dan Pembelajaran, 2014). Diploma III Midwifery education is vocational education is more emphasis on midwifery graduates who are ready to work. It can develop themselves, skilled and competent in order to compete in all sectors of development and face the free market (Pusdiknakes, 2009). The teaching of community health education using conventional models is certainly not relevant if it is applied to theoretical learning in the classroom. Conventional learning models in Midwifery care community can not help students achieve learning outcomes are optimal in generating competencies according to the needs of society (Harsono, 2005; Tim Kurikulum dan Pembelajaran, 2014).

The learning process is influenced by the applied learning model (Sanjaya W, 2010). The learning model used in this study is an integrated thematic learning model. The thematic model can be applied in Diploma III Midwifery Institutions, especially in community health education courses, namely by integrating teaching materials and learning experiences through an integrated theme. The role of the theme is to bind the links between courses or other disciplines. The thematic model helps students identify maternal and child health problems in the community, think critically

by looking at the problem as a whole. The provision of activities is obtained from direct experience through the natural environment so that it can solve health problems that are often encountered in the community (Deni K, 2014; Kadir S & Asrohah H, 2014; Trianto, 2013). This study aims to analyze the effect of the integrated thematic learning model on the learning outcomes of midwifery care theory in the community of D-III Midwifery students

METHOD

The research method used is experiment with the design of randomized controlled trials. The subjects of this research were 79 students of D-III Midwifery. they were divided into two groups; 39 respondents treatment group and 40 respondents control group. The treatment group was given a community midwifery care learning in the classroom using an integrated thematic learning model, while the control group was given conventional learning model. Both groups received the same materials and learning for 6 weeks. After learning in the classroom finished, the result of learning theory in both groups were measured using questionnaire. The research data were analyzed using unpaired t-test, Mann-Whitney test and Chi-square test according to the type of the data.

RESULTS

Table 1. Analysis of research subject characteristic

No	Variable	Thematic (n=39)
1.	GPA Very satisfactory (n, %) Satisfactory (n, %)	17 (43,6 %) 22 (56,4 %)
2.	Learning Motivation Median score (min-max)	89 (81-99)
3.	Initial Value of Theory Learning Outcomes Median score (min-max)	65 (55-73)
4.	Achievement of Theory Learning Outcomes Achieved (n,%)	11 (28.2%)

Based on Table 1 can be known characteristic subject of research by the GPA categorized as very satisfying more numerous in the conventional class than thematic class. Based on learning motivation, both classes have good learning motivation in learning community midwifery care. The initial value of theoretical learning outcomes in both classes is still lower than the established assessment standard. The statistical results showed no difference in the two classes based on GPA, motivation to learn as well as an initial value theory of student learning outcomes so that the two groups set a fig which signifies randomization succeed.

Table 2. Differences Results Learning Theory in Second Group

Variable	Class		value ρ
	Thematic (n=39)	Conventional (n=40)	
Theory Learning Outcomes Average score (SB)	80,2 (7,4)	68,6 (8,4)	< 0.01

The results of the analysis of table 2 shows finding difference result students learn theory in class thematic with conventional classroom with a mean score of (80,2 vs. 68.6)

Table 3. Achievement of Learning Outcomes of As to Community Theory of the Two Groups

Variable	Learning model		value ρ
	Thematic (n=39)	Conventional (n=40)	
Achievement of Theory Learning Outcomes :			
Achieved	9 (22,5%)	14 (35%)	< 0.001
Not achieved	7 (18%)	26 (65%)	

The results of the analysis of Table 3 shows difference achievement learning outcomes at the community midwifery care theory thematic classes with conventional class (82% vs. 35%). The proportion of students in thematic classes increased 3 times in the successful achievement of learning outcomes of community midwifery care theory.

DISCUSSION

1. Learning Achievement theory of care midwifery community both groups

The data collected prior randomized in Table 1, shows the initial value of student learning outcomes theory is still lower than the specified standard assessment. This is of course inversely proportional to the initial conditions of students, because overall students have a good GPA and motivation to study and previously students have received community service training and were declared graduated.

The above conditions should not occur if the learning process obtained really

makes students master knowledge about community assets, even though students have learning motivation and a good achievement index. GPA and learning motivation are not the main determinants of achievement of learning outcomes, but are influenced by other factors, one of which is the initial/basic ability (prior knowledge). The initial abilities that have been previously learned will perfect the internal conditions needed to face the next learning. Studies show that a group of people who have high basic abilities and low intelligence can achieve better learning outcomes than a group of people who have low basic abilities and high intelligence. The initial ability of students can be obtained through the learning process (Hendikawati P, 2011; Stern E, 2012).

Likewise with student learning motivation, a study shows that high learning motivation will affect the achievement of learning outcomes, but learning motivation can be stimulated or will arise due to the stimulus obtained by students. The stimulus can come from the lecturers and the learning environment experienced by students. Lecturers are an important factor in influencing student success in learning. An important task for lecturers is how to plan learning so that learning objectives can be achieved easily and pleasantly (Nugraheni F, 2008).

High initial ability and good stimulus can be obtained through an effective learning process, but if the learning process obtained by students is not able to lead students to be able to achieve optimal learning outcomes, the competencies taught will not be achieved by students (Stern E, 2012). The learning process currently used in D-III Midwifery education is a conventional learning model.

Conventional learning is learning that separates basic disciplines from clinical practice, lecturers are more active while

students sit listening to lectures with minimal activity. Dependence on broadcast materials, monotonous learning, and unidirectional delivery of material (from lecturers to students) so that students are not well motivated and the knowledge gained does not last long (Tim Kurikulum dan Pembelajaran, 2014). This is evidenced by the results of the initial assessment of the achievement of theoretical learning outcomes in community health care services in table 1, which shows that less than 50% of students achieved learning outcomes of community midwifery care theory.

D-III Midwifery Education is a higher vocational health education that prepares midwife graduates to master competencies that are ready to work independently, are able to develop themselves, are skilled and competent. It can compete in all sectors of development and socially acceptable (Pusdiknakes, 2011). The conventional model of community health education learning is certainly not relevant if it is applied to theoretical learning in the classroom.

The above information related to the description of the initial assessment of learning outcomes of community midwifery care theory in this study indicates that there is a problem in the learning process that has an impact on graduates. This condition proves the need to make changes in the learning process and curriculum development according to the needs of the community in D-III Midwifery education. The learning effective with careful planning will help students achieve the optimal learning outcomes in accordance with the learning outcomes. The competencies taught can be achieved well and produce midwife graduates according to the needs of the community (Sanjaya W, 2010; Tim Kurikulum dan Pembelajaran, 2014).

The learning process is influenced by the applied learning model. The learning

model is a unified whole from a series of approaches, strategies, methods, techniques, learning tactics and curriculum organization (Sanjaya W, 2010). The learning model used in this study is an integrated thematic learning model. The most popular model and is one form or model of integrated learning that emphasizes the pattern of organizing material that is combined by a theme. The application of an integrated thematic learning model in community midwifery care courses is by integrating teaching materials and learning experiences through an integrated theme. The thematic model helps students identify maternal and child health problems in the community and stimulates students to think critically by looking at the problem holistically (Deni K, 2014; Kadir S & Asrohah H, 2014; Trianto, 2013).

It is evident, based on result analysis and calculations in Table 2, showed there were significant differences in learning outcomes on student community Midwifery care theory given thematic learning model with the conventional. The community Midwifery care learning process that students get in thematic classes has a good impact on students because learning activities are carried out by connecting concepts from various disciplines to produce a complete understanding.

The results of this study are in line with research conducted by Patricia J. Stephens on Does Integrated Thematic Instruction Motivate and Engage Culturally and Linguistically Diverse Students in Self-Directed Learning, that the implementation of thematic learning in the classroom can result in an increase in learning outcomes obtained from those who are not good at it. be good. Involving students in learning, makes students more motivated, able to think critically, and learn more meaningfully in accordance with the desired learning objectives (Stephens PJ, 2007).

Another study conducted by Ni N. Sukerti in 2014, also showed that there were simultaneous differences in learning outcomes between students who took integrated thematic learning through a scientific approach and students who took conventional learning. Integrated thematic learning emphasizes more on student interaction (student centered). The role of the educator is only as a facilitator who directs learning to be meaningful (Sukerti et al., 2014).

When viewed from the results of the study in table 2 above, it shows that there is a difference in the mean scores of students in the thematic class and the conventional class. These results reflect that students in thematic classes are able to get high scores in learning community midwifery care in class compared to students in conventional classes.

Seeing the amount of score/value obtained by students is certainly something that is expected to describe student learning success. However, the essence of the ultimate goal of the learning process is not only measured by how much score/value obtained by students. But how students enjoy each learning process so that behavior arises that likes to learn. Learning becomes a necessity and fun, not because of demands or limited to formal activities that must be carried out by students (Sanjaya W, 2010). Learning is not memorizing information, but the process of thinking to solve a problem. The problem solving process is expected to result in a complete pattern of change with the ability to think more meaningfully than just piling up a number of facts whose meaning is not understood and does not last long (Sanjaya W, 2010).

Conceptually, the learning process described above is in accordance with the results of the researcher's interviews with 13 students in the thematic class after completing the learning process, it was

found that the learning process carried out gave a very clear picture for students regarding the activities of midwives in the community. Lecture material that is more specific and different from previous learning. Students not only listen to the material presented by the lecturer but can create interactive conditions that make students more active, creative and involved in learning. The learning process carried out makes it easier for students to issue ideas in learning. Strengthen the understanding of the material taught in class and make learning more fun, meaningful, motivated, and students are more confident to perform.

Based on the above, it can be concluded that the learning process in the community health insurance subject using integrated thematic learning can make students excited because they are challenged in doing assignments. Students become happy in sharing information, focus on discussions, learning becomes more meaningful and learning situations are more fun so that they can improve learning outcomes better (Cook SC, 2009; Min, 2012; Rahmaniar, 2015).

2. Achievement of Learning Outcomes Theory A ske b Community of the Two Groups

Students who are declared to have achieved theoretical learning outcomes in community health care in class if students achieve each indicator in one unit of learning achievement which is described by an assessment. The standard value criteria used are in accordance with the value standards of the institution for learning in the classroom with its category; achieved theoretical learning outcomes if the value 70; is not achieved <70, which later this assessment will be combined with the assessment of learning in the laboratory and community practice to obtain the final score for the community health education course

(Pusdiklatnakes, 2013). Based on the results of the analysis in table 3, it shows that the achievement of student theory learning outcomes in thematic classes has mostly increased (54%). The proportion of students in thematic classes increased 3 times in the successful achievement of learning outcomes of community midwifery care theory in community midwifery classes.

The integrated thematic learning model not only provides benefits for students in terms of achieving learning success. The end result of educational goals with an integrated thematic learning model emphasizes graduates who are ready to work, are able to develop themselves, are skilled and competent and are accepted in society. However, as shown in table 3, there are 18% of students who are given an integrated thematic learning model that cannot achieve theoretical learning outcomes in community midwifery care courses. Based on the results of the researchers' observations of 7 students (18%) who could not achieve their learning outcomes when viewed from the learning motivation and achievement index, students had a sufficient achievement index and low learning motivation and the initial assessment of the learning of community health education was also low, although the results of the initial analysis showed no difference between the two classes. Another thing that can affect the achievement of student learning outcomes in this study is the learning activities in this study are carried out outside of learning hours with \pm 6 hours per week (3 days/week) meetings with tutors and for 38-72 hours students study independently. If viewed from the existing theory, these conditions can affect student attitudes during the learning process and independent learning. Negative attitudes such as being less active in learning, chatting during learning or taking other actions outside of discussion and independent

learning about community health insurance materials that affect learning in class. This study did not observe student attitudes during the learning process so it is not known whether student attitudes affect learning outcomes in both classes.

In the conventional class, as shown in table 3, the above also shows an increase in the achievement of theoretical learning outcomes for students, namely 12.5%. This can happen, because the students in the conventional class (as the control group in this study) came from the same institution. Learning is carried out simultaneously with the same material and time so that researchers cannot control or control subjects in exchanging information between thematic and conventional classes. Although in this study found an increase in the achievement of learning outcomes in a conventional classroom, but based on the right the analysis results in Table 3 showed 65% of students in a conventional classroom learning outcomes are not achieved as the theory of community midwifery care in class.

The results of the researcher's observations show that students who are given a conventional learning model when doing community practice show that most of them are still confused about the purpose of implementing community practice. Many of the activities carried out are not in accordance with the learning outcomes that exist in the syllabus and students in conventional classes cannot achieve the learning indicators in the built syllabus. Students have not been able to integrate the theory they get in class and laboratory practicum exercises to solve problems they get during community practice. Students have not been able to independently demonstrate their abilities in community practice. Students depend more on direction and information from supervisors.

Based on the above, it can be concluded that the learning process in the community health insurance subject using integrated thematic learning can help students to achieve success in learning outcomes. This is beneficial in the community and meets their needs, so that it can improve students' ability to provide community-based services. Students become accustomed to learning knowledge based on the actual context.

Success in achieving theoretical learning outcomes in the classroom describes the mastery and abilities that have been achieved by students regarding the material and skills regarding the subjects that have been studied by students. The achievement of learning outcomes is not only a process to classify success and failure in learning (summative assessment), but more importantly to see the increase in the efficiency and effectiveness of the learning process carried out. The success of the study will be determined by the learning system in which there are several interacting components and interrelated. An effective learning process will help students achieve optimal learning outcomes so that the competencies taught are achieved and produce midwife graduates according to community needs (Sanjaya W, 2010).

CONCLUSIONS

Result of studied the theory of the student community midwifery care in thematic classes showed a significant achievement compared with students who are given a conventional learning model so Institutions Diploma III in Midwifery can use the model of integrated thematic learning in the learning process in the classroom community midwifery care.

REFERENCES

Budi IS. (2011). *Performance Review Of*

- The Village Midwife As Child Health Services Spearhead: Strategic Issues And Efforts Solution*. 119–129.
- Cook SC. (2009). *Making connections: Implementing an integrated thematic instruction curriculum model to assist teachers of at-risk middle school students*. Rowan University.
- Deni K. (2014). *Pembelajaran terpadu tematik (Teori, praktik dan penilaian)*. Alfabeta.
- Guspianto. (2012). Determinants of Village Midwives Compliance towards Antenatal Care. *Jurnal Kesehatan Masyarakat Nasional*, 7(2), 69–75.
- Harsono. (2005). Kearifan dalam transformasi pembelajaran : dari teacher-centered ke student-centered learning *. *Seminar Implementasi Nilai Kearifan Dalam Proses Pembelajaran Berorientasi Student-Centered Learning*, 1–8.
- Hendikawati P. (2011). Analisis faktor yang mempengaruhi indeks prestasi mahasiswa. *Kreano*, 2(1), 1–9.
- Kadir S, & Asrohah H. (2014). *Pembelajaran tematik*. PT RajaGrafindo Persada.
- Min, K. C. (2012). Teachers ' Understanding and Practice towards Thematic Approach in Teaching Integrated Living Skills (ILS) in Malaysia. *International Journal of Humanities and Social Science*, 2(23), 273–281.
- Nugraheni F. (2008). Hubungan motivasi belajar terhadap hasil belajar mahasiswa. *Universitas Muria Kudus*.
- Pusdiklatnakes. (2012). *Pedoman Penilaian Pencapaian Kompetensi (PPK) Program Diploma III Kebidanan*.
- Pusdiklatnakes. (2013). *Survei kualitas pendidikan keperawatan dan kebidanan di Indonesia*.
- Pusdiknakes. (2009). *Pedoman Penyusunan Kurikulum Pendidikan Tenaga Kesehatan*. Depkes RI.
- Pusdiknakes. (2011). *Kurikulum Inti Pendidikan Diploma III Kebidanan*. Kemenkes.
- Rahmaniar. (2015). Pengaruh model pembelajaran jaring laba-laba (webbed) terhadap peningkatan kemampuan kognisi anak usia dini di taman kanak-kanak pertiwi Makassar. *EBuletin LPMP Sulsel*, 1–15.
- Sanjaya W. (2010). *Kurikulum dan pembelajaran*. Kencana prenada media group.
- Stephens PJ. (2007). Does integrated thematic instruction motivate and engage culturally and linguistically Diverse Students in self-directed learning. *Institute Fellow North Dade Center*, 1–17.
- Stern E. (2012). Intelligence, prior knowledge, and learning. In *Zurich Universitas*.
- Sukerti, N. N., Marhaeni, A. A. I. N., & Suarni, N. K. (2014). Pendekatan pembelajaran tematik terpadu melalui pendekatan saintifik terhadap minat belajar dan hasil belajar. *Penelitian Pascasarjana Undiksha*, 4(1), 1–9.
- Tim Kurikulum dan Pembelajaran. (2014). *Buku kurikulum pendidikan tinggi*. Kementerian Pendidikan dan Kebudayaan.
- Trianto. (2013). *Pembelajaran terpadu*. PT Bumi Aksara.