

The Poor Passing Standard of Healthcare Workers with the National Competence Examination for Indonesian Health Professionals

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Abstract: This research aimed to provide an overview of the poor passing standard of the National Competence Examination for Indonesian Health Professionals with healthcare workers in Bengkulu City, Indonesia. This review used a mixed method with sequential exploratory approach, resulting in a collection of studies gathering and evaluating data to clarify research problems. The subjects of this research were alumni of the D-III Midwifery Study Program at the Dehasen University of Bengkulu who had taken competence examinations. Data from ten participants who took part in the test competence examination were analyzed using thematic analysis. The findings showed variables, including the prevalence of trials, the value of the GPA, learning styles, motivation, and consistency when taking the tests, influenced the poor passing standard of the healthcare worker competency test. It was expected that to raise the percentage, the Ministry of Research, Technology and Higher Education and Higher Education of the Republic of Indonesia should run more programs through higher education.

Keywords: Competence examination, Healthcare workers, Graduation Level, Tryout.

Abstrak: Penelitian ini bertujuan untuk memberikan gambaran tentang standar kelulusan Ujian Kompetensi Nasional Tenaga Kesehatan Indonesia yang kurang baik dengan tenaga kesehatan di Kota Bengkulu, Indonesia. Kajian ini menggunakan metode campuran dengan pendekatan *sequential exploratory*, sehingga menghasilkan kumpulan studi yang mengumpulkan dan mengevaluasi data. Subjek penelitian ini adalah alumni Program Studi D-III Kebidanan Universitas Dehasen Bengkulu yang telah mengikuti ujian kompetensi. Data dari sepuluh peserta

yang mengikuti ujian kompetensi dianalisis menggunakan analisis tematik. variabel yang meliputi prevalensi uji coba, nilai IPK, gaya belajar, motivasi, dan konsistensi saat mengikuti tes berpengaruh terhadap rendahnya standar kelulusan tes kompetensi petugas kesehatan. Riset, Teknologi dan Pendidikan Tinggi dan Pendidikan Tinggi Rep Pemerintah Indonesia harus menjalankan lebih banyak program melalui pendidikan tinggi.

Kata Kunci: *Ujian Kompetensi, Tenaga Kesehatan, Tingkat Kelulusan, Tryout.*

INTRODUCTION

In order to ensure the quality of higher education in the health sector, in compliance with the mandate of Law No. 12 of 2012 on higher education, the government adopted a quality assurance mechanism for higher education in the health sector, one of which is to carry out a national competence examination. Dentistry, medicine, midwifery, and nurses are health sectors that have carried out national competence assessments to date. It is anticipated that the national competence examination will decrease the quality gap of graduates from about 2200 health study programs. In terms of global challenges, the national competence examination is part of efforts to standardize registration and practice licenses for healthcare workers in Indonesia who will provide health services. It is also expected that the national competence examination will be able to screen qualified Indonesian healthcare workers to provide the community with comprehensive health services, with the key concept being patient safety. In terms of education, the national competence examination is required to facilitate progress in the curriculum and learning process, which is the basis of the Ministry's responsibility for promoting education in the health sector (Ministry of Research, Technology and Higher Education, 2016).

A competence examination is a method for evaluating health professionals' cognitive, affective, and psychomotor abilities. The competence examination is one of the quality management instruments, namely applying nationally to produce information to make decisions about how education meets standards, including students whether they meet the quality standards applicable to the level or type of education taken. Healthcare workers who pass the competence examination will be given a certificate of competency as proof of recognition of their competence, which becomes the basis for registration and licensing to carry out professional work. This is intended so that services to people throughout Indonesia have the same quality standards (Ministry of Research, Technology and Higher Education, 2016).

The Regulation of the Ministry of Research, Technology and Higher Education No. 12 of 2016 on Procedures for the Implementation of Student Competency Tests in the Health Sector, a derivative of Law No. 36 of 2014 on Healthcare Workers, provides the basis for the implementation of competence

examinations. The Indonesian Health Higher Education Association complained that the competence examination as a prerequisite for graduation from health science learners. HPTI recommended that the system for the competence examination be reviewed. Currently, the competence examination required for health student graduation is administered by the team of the national committee, not by the tertiary institution as the education provider. This policy reaps pros and cons, especially for those who are declared to have graduated from college but do not pass the competence examination so that they cannot act as healthcare workers because the Ministry of Research, Technology and Higher Education, the Ministry of Health, and the Competence Examination Committee have not obtained certification of competence (Astuti, 2019).

A study was conducted by the Ministry of Research, Technology and Higher Education concerning the low number of participants from a large number of study programs who passed the National Competency Test in the health sector. In Indonesia, the passing rates of the national competence examinations for nursing, midwifery, and nursing career range from 30-70%. Intan Ahmad, Director-General for Learning and Student Affairs of the Ministry of Research, Technology and Higher Education and Higher Education, agreed that the passing rates for the national health competence examination are still different. The majority of research programs with C accreditation are those with low passing rates of national competence examination (Puspitasari, 2016)

Mohamad Nasir revoked the Ministry of Research, Technology and Higher Education Number 12 of 2016 concerning the competence examination for healthcare workers from March 19, 2019, onwards. Previously, every health college graduate had to take the competence examination via PERMENRISTEKDIKTI 12 of 2016. Nasir acknowledged, however, that many objected because the content being tested was too general and did not limit the technology sector, so that the rule was temporarily suspended for further study. Nasir stressed that a competence examination is imposed by Law 36 of 2014 on Healthcare workers. However, the evaluation will not be carried out nationwide but will be administered by each university and associated professional organizations. However, it is also regulated by technical certification bodies. Only laws or processes are rendered by the Ministry of Research, Technology and Higher Education, and Higher Education.

The passing rate of the competence examination of an educational institution is one of the parameters to assess the efficiency and effectiveness of the teaching and learning process in the institution. A lot of effort must be made to reach a certain level of graduation on time, such as the infrastructure and education personnel involved. For higher education, the competence

examination will be a reference to show learning achievement. In contrast, the competence examination will be a reference for improving the quality of education related to infrastructure and human resources for the government. The passing of the competence examination reflects the learning effort. The better a student's learning effort, the better the learning outcomes he or she gets (Lee, 2010).

Several variables, both internal and external influences, affect the achievement of passing the competence examination. The results of research carried out by Hadina et al. (2018) entitled *Student Self Factors Affecting the Passing of the D III Midwifery Competency Test at the Poltekkes of the Ministry of Health, Palu*, showed that the passing rate of the midwife competence examination might be affected by the internal factors of students. Student factors affect graduation, namely: students are less interested in studying well, students are less motivated to succeed, lack of faith in choosing responses during the success of competence examinations, lack of thoroughness in filling LJKs, students make reports of competence that are fictitious or deceptive. In addition, external factors such as the involvement of the trial often influence the passing rates of participants in the competence examination. Participants who have taken the test first have an idea of the kinds of questions and are calmer in the process so that the outcomes are higher than participants who have not taken the tryout test.

In Bengkulu City, the passing rate of the competence examination for healthcare workers is still low. Since 2014, the pass rate has not reached 50%. Even only 10% and the obstacles experienced include the unpreparedness of participants, limited access to information, and complaints about the considerable costs incurred to take the Competency Test. This condition requires cooperation from various elements such as professional organizations, parents, and the attention of the Regional Government, to accelerate the improvement of the quality of the national competence examination for healthcare workers, according to the needs of the community.

The graduation of the D3 Midwifery with the midwifery competence examination at Dehasen University Bengkulu from 2017 to 2019 has fluctuated. In 2017, the number of participants in the first batch of midwives passed 53.5%, the second wave graduation percentage was 30.46%. In 2018 the first batch of graduation percentage was 64.65%, and the second wave graduation percentage was 76.32%. In 2019, the first wave graduation percentage was 36.03%, and the second wave graduation percentage was 71.78%.

RESEARCH METHODS

This research uses mixed methods with a sequential exploratory strategy to collect and analyze research results in a series of studies to understand the research problem. Constructing the instrument is an integral part of this study. At the quantitative level, this instrument will be used further. This method is a process that expands the findings found at the qualitative stage to obtain population generalizations through quantitative-stage surveys. Alumni of the D III Midwifery study program, Dehasen University of Bengkulu, who either passed or did not pass the competence examination, were the research subjects. Data on tencompetence examination participants were analyzed using thematic analysis.

RESULTS AND DISCUSSION

A Tryout Participation

Students who have taken the test would be more likely to do the test questions because they already have an idea of the kinds of questions and are calmer in the process so that the outcomes are higher than students who do not take the test. It will provide an overview of the question models that will arise during the actual national competence examination by taking the experiment. It will give a summary for the institution that most technical students have not trained properly.

This is confirmed by research conducted by Rizqa (2014) that assessments on students who take the national final exam will increase the passing of the national exam by 93.33 %.

Before taking the actual test, try out a system used as an exercise for students. Trying out is only for questions as a way to practice. The more practice, the more prepared the students would be to face it. These students must also be trained, like a sports athlete who will compete in a tournament or competition, so that they can also meet the national test. The more they practice, the more they will be trained since accomplishment begins from preparation or careful planning. Without relentless practice, there is no victory.

This is also supported by Purnamasari (2013) in their research that the increase in the number of passing the national exams for SMA Kepatrian 1 Semarang students is directly proportional to the number of tryouts that are followed.

Currently, the Indonesian National Nursing Institution Association is also responsible for establishing a credible test system. For this test, AIPNI holds a competence examination to try out independently. This online tryout is

also a tool for training AIPNI members in improving graduation presentations, and there is no element of coercion. Per the schedule agreed upon at the competence examination development institute.

GPA Value

Students who have a good cumulative achievement index in the final phase of learning will find it easier to understand the concepts or theories that have been obtained and will also be easier to remember so that their intellectual abilities increase accompanied by increased technical skills so that these students will easily do the exam questions so that the results obtained will also be satisfactory.

This is in accordance with the research conducted by Pramana (2011), which was conducted on participants in the Indonesian doctor competence examination at the Faculty of Medicine, Diponegoro University, which proved that there was a significant relationship between the PPA and PPP cumulative achievement index scores on the Indonesian Doctors Competency Exam scores, where the score GPA is directly proportional to the percentage of UKDI graduation.

Learning style

Learning styles that are in accordance with student interests greatly affect the results of the learning evaluation, so that if the learning style chosen is in accordance with their interests and abilities, the learning results obtained will also be good so that in the end, the student will be able to take exams or tests easily.

This is in accordance with the theory described by Emirina (2009) that Learning Style is a different way or approach taken by someone in the learning process (Misbach, 2009). In education, the term learning style refers specifically to sight, hearing, and kinesthetic. Visual learning styles involve mental vision and imagery. The auditory learning style relates to hearing and speaking. Kinesthetic learning style refers to the movement.

Auditorial learning styles can absorb information from hearing. Children who have an auditory learning style can learn faster by using discussion or listening to what the teacher says. This is in accordance with the theory presented by Furqan (2009) in a book entitled "Student Learning Characteristics." In simple terms, teachers can adjust teaching methods to student learning styles. In simple terms, we can adapt our teaching methods to the student's learning style, including Varying vocals when giving explanations, such as intonation, volume, or speed, use repetition of concepts that have been

given, change concepts into rhythm or song form, and study alternately with music or listening to the material via a tape recorder.

The learning style used is the key to developing learning performance. It needs to be realized how people absorb and dig up information and can make learning and communicating easier in their style (Fathurrochman, et. al., 2021).

Some students learn best in bright lighting, while some students learn best in moody lighting. Some students learn best in groups, while others choose to learn in an authoritarian figure such as a teacher or parent; others feel that working alone is most effective for them. Some people need music as a learning accompaniment, while others cannot concentrate unless it is quiet. Some students need an orderly and tidy learning environment, but some students prefer to put everything in order so that it can be seen (Qodriyah, 2011)

Motivation

Motivation is a psychological condition that encourages a person to get good learning outcomes. This motivation is a driving force that causes behavior towards a goal. Motivation to learn is necessary because someone who does not have the motivation to learn will not do learning activities well (Slameto, 2010).

The competence target required was not achieved, such as during college helping with childbirth only once helping themselves from 35 making students incompetent. The achievement of these competence targets is due to the absence of motivation from students to seek and study well. Students who have good motivation will try to study well and pursue competence targets as required by education. Student motivation can be done by taking different clinical practice schedules, regularly visiting and borrowing books in the library, preparing for competence examinations, practicing more case questions, and exploring lecture materials, especially midwifery care competence examination materials.

In line with the results of Inayah et al. (2013), student learning motivation has a direct positive effect on student achievement by 28.1%. Students who have good motivation for success will be actively involved. This can mean that students who are not motivated will be lazy to participate in the learning process.

Accuracy

Small mistakes that often occur in filling in computer answer sheets that can fail to pass are: first; The participant's identity is not filled or incomplete. The absence of identity at the LJK will be considered the participant's inability to take the exam. Second, question code, this small error often occurs, and the

effect is fatal because of the wrong question code, the wrong key is applied. Third, the use of pencil, many participants underestimated using the 2b pencil even though it would be a problem or discolor less black in the scanning process. Hence, the scan results were also not optimal. This is also what often happens to participants in the midwife competence examination. Another mistake that usually occurs is a different name when registering for a competence examination with the name used during implementation, so this will be an error.

Competency Test is an instrument that the government requires to ensure the quality of graduates of healthcare workers is qualified or not. The initial goal is outstanding apart from increasing access to quality health services for the community and a measure of the success of the learning that students go through. In the competence examination, there is a process to measure the knowledge, skills, and attitudes of healthcare workers in accordance with professional standards. It is hoped that this competence examination will become a medium for improving the quality of healthcare workers from time to time.

The main objective of the competence examination is an effort to protect the community receiving services and improve the quality of services provided by healthcare workers safely and effectively. Maybe every educational institution that organizes a health study program hopes that its graduates are 100% competent in facing competence examinations. However, there are still many graduates who are not yet competent.

Many things still need to be addressed, both by the Ministry of Research, Technology and Higher Education, and Higher Education as well as by the university as the primary basis for students to gain knowledge. Improving academic abilities and organizing tryouts can be the first steps in preparing students to take competence examinations that will be carried out. Students familiar with the midwife profession, both through the material in class and the implementation of practicum in the field, are proven to be more prepared and have a more significant percentage of passing on the competence examination. To improve academic abilities, of course, there needs to be encouragement and motivation from the students themselves. The increase in academic scores starts with a learning style that is tailored to the conditions of each student. Motivation can be raised both from within and from the environment, especially in a competitive environment that demands a high level of competence for competence examination participants. Participants are also expected to be more thorough in taking the exam, which is one factor that determines graduation.

Several things that students can do to increase the percentage of passing the competence examination for healthcare workers, especially midwives, include:

Master the blueprint of the competence examination. This blueprint provides information on the area and depth of the material being tested, a description of the test method to be used, and a reference for self-preparation that must be done. Blueprint has a review, where each review has set the percentage or number of questions that will come out.

Practice answering questions on standardized cases of competence examination. This method will increase knowledge and confidence to answer the competence examination questions quickly and accurately.

Read the prayer before the test and calm your feelings. Prayer is the primary weapon to achieve all dreams. A calm feeling will make the mind more stable in making the right choice.

Know how to read Problem Anatomy to save time. In the book *Jurus Menjawab Soal Ukom* written by Brajakson Siokal, S.Kep.,Ns., M.Kep et al., it is mentioned that when reading a case, the first thing to do is read the questions. In this way, we will know the direction of essential data that must be read in the problem. Second, read the case questions, and the third does the elimination technique, which is to remove the answer choices that are very far from the purpose of the question. Finally, choose the most appropriate answer. Each answer option can be selected, but only one answer is the most correct while the other answer choices function as a distractor.

Follow the tryout. Why is this very important? For the reason that the shape of the questions during the competence examination is similar to the questions during the tryout. Try out, can provide an overview of current abilities.

Answer the case questions within = 1 minute, and do not leave the answers blank even if one does not understand at all because there is no minus system if the answer is wrong. If one cannot answer the question, continue to the next question, so he or she does not run out of time. Integrate understanding of theory and practice in the field. Join a social media group that holds competence examination exercises.

In addition, there is a need for informative innovation in an effort to increase the percentage of passing competence examination participants. Learning media that are attractive and easy to understand can be an alternative. As it is known, the use of information technology is indisputable at this time. Learning media that can be accessed anytime, even from a mobile phone, can

make it easier for prospective competence examination participants to understand the material and gain insight in preparing competence examination materials.

CONCLUSION

The Ministry of Research, Technology and Higher Education and Higher Education through higher education is expected to be able to further strive for programs to increase the percentage of healthcare worker competence examination passages, including by holding tryouts so that prospective participants can be more prepared and become the first step to take the competitive exam that will be carried out. Prospective participants should also be able to prepare optimally, starting from college, by increasing understanding of the material and practical experience in the field, improving learning styles and self-motivation, and increasing accuracy in doing competence examinations. Creative innovations are eagerly awaited, such as exciting and informative learning media that should help students understand more in-depth material related to their professional fields.

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