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"Online Exit Exam Preparation" Strategically facing a Nursing Competency Test during the COVID-19 Pandemic

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Article Info	Abstract
	Introduction: The enactment of Law Number 2 of 2020 from the Ministry of Education and Culture of the Republic of Indonesia concerning The Graduation Exam System for Health Graduates has a significant impact on universities, affecting the number of students who can graduate. Looking at the description of these problems, it is necessary to develop a strategy in dealing with the "Exit Exam" competency test for students majoring in the health science faculty of nursing, namely "Preparation for Exit Exam Online," so that they can answer these problems.
	Methods: This research method uses one group pretest-posttest design with a sample size of 54 people. *Results:* The results showed increased the tryout value that after participating in online tutoring activities in facing competency tests. *Conclusion:* This online guidance is one of the strategies in dealing with competency tests during the Covid-19 pandemic in nursing students.

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INTRODUCTION

The Department of Nursing is a branch of Health science where every Health profession must carry out a competency test to gain competency recognition. This is in line with nursing law, where nurses are required to obtain STR obtained after passing a competency test and getting a certificate of competency [1]. This enactment has a significant impact on universities, affecting the number of students who can graduate. The nursing student competency test is an indicator of the quality of education and the success of the study program [2]. Based on data from the results of the nursing competency test at the University of Borneo Tarakan, it has decreased, wherein 2018 the passing rate of nursing students was 98% and in 2019.

Currently, the challenge in nursing education is the Exit Examination System, which has only been implemented in 2020 for the Health Education Program based on the Regulation of the Minister of Education and Culture No.2 of 2020. Exit Examination System what is meant is the policy in which Health students graduate. Graduates must be declared competent after taking the National competency test. Also, the latest regulatory changes from Permendikbud No. 2 of 2020 regarding the competency test mechanism are one of the requirements for graduation of Health students in tertiary institutions with a vocational program, the proportion of the cumulative value assessment is 60%, and the competency test is 40% with The Exit Examination System. Seeing the phenomenon of problems that occur, it is necessary to prepare students to take competency tests so

that students can graduate because it will have an impact on the graduation of the academic program. Seeing these changes, this is a concern for education providers and students themselves. Another obstacle in responding to current issues is the increasingly widespread condition of the Covid-19 pandemic. When interacting with humans, recent efforts to prevent and slow down virus transmission are social distancing and physical distancing. Social Distance and Physical Distance apply to aspects of Education with Learning from home. This is not only in Indonesia but almost all over the world. Distance learning and physical distance have a severe impact on anxiety with a physiological response, affective response, cognitive response, and behavioral response [3].

Today's distance learning method is highly dependent on internet access, both with internet capabilities and facilities and infrastructure. Currently, distance learning methods can be accessed with various digitalis media platforms that can be used in teaching and learning activities as is presently happening using zooming, WhatsApp, google classroom. Seeing the description of these problems, it is necessary to develop a strategy in dealing with the "Exit Exam" competency test for students majoring in health sciences at the nursing faculty, namely "Preparation for Online Exit Exam" can answer these problems. Online Exit Examination Preparation is a series of student coaching activities, both online and offline. The purpose of this study is to see the impact of "Online Exit Examination Preparation" as a strategy in preparing

students for the Competency Test during the Covid-19 pandemic.

METHODS

This research method uses a one-group pretest-posttest design. This design has no control group, but a first observation (pretest) has been made that allows testing of changes that occur after the program is introduced. The research location was in the Nursing Department, Faculty of Health Sciences, Universitas Borneo Tarakan which took place from June to August 2020. The population was students of the Nursing Department, and the number of samples in this study was 54 students. The sampling technique used was total sampling technique with inclusion criteria: 1) students majoring in nursing level III and semester six and eight, 2) students who had completed lectures and preparation for the Competency Test, 3) students who participated in a series of activities, including pretest, Guidance eight times covering medical-surgical nursing, emergency nursing, maternity nursing, family nursing, pediatric nursing, mental nursing, management nursing, and gerontic nursing using the online zoom media. This study uses a total sampling technique due to limited number of samples.

The data used in this research are pretest and posttest data. Local competency tests are conducted online using the google form. The questions used in the pretest and post-test are questions made by the course instructor with the Vignette test competency test rules that follow the standard competency test questions consisting of question material, statement questions, and sketches of AIPVIKI blueprints to make questions with due observance of DIII (vocational) educational competencies. 180 items used for the test have been tested for validity with all items that have r count more than r table = 0.444 at the 5% level, meaning that all questions are valid for use. The trial with the reliability test to get a Cronbach Alpha value of 0.7 is greater than 0.6. The items that have been collected with each composition are divided into three groups, namely group I with 60 nursing department medical questions, group two consisting of Maternity nursing, pediatric nursing, Mental health nursing, and Family nursing with 20 questions each. The third group includes emergency nursing, management nursing, gerontic nursing, and community nursing with ten questions, each with 180 items. The relevance of the problem, the language used, the question structure from the sketch, introduction, and options. After that, the questions were collected and ready to use a local tryout, held for 180 minutes. In this study, the test used was the Wilcoxon Sign Rank Test using SPSS (Statistical Product and Service Solution) for Windows. The research permit number is No. 745/UN51/ST/2020.

RESULTS

Based on the table 1 and figure 1, it appears to be a change in the definition of student scores before and after participating inactivity. Before the guidance, the results of the competency test based on grades showed 48% of students were good, and after the activity, 63% of students had good grades. For students who were sufficient before the move, 26% decreased to 21% of students, and students who had terrible scores before the

guidance activity was 26% and after the guidance activity was 16%.

While the results of the Hypothesis Analysis to see the impact or influence of this activity is to use the Wilcoxon Test, where the data is not normally distributed. The Hypothesis Test Result is the Asymp. Sig (2-Tailed) p = 0.01. Because the value of 0.01 <p 0.5, with Z value -2.503, it can be concluded that there is a hypothesis that there is a difference between the pretest and posttest scores, so it can be concluded that the improvement in the value after the guidance of the competency test is carried out on students.

Table 1
Respondents' characteristic

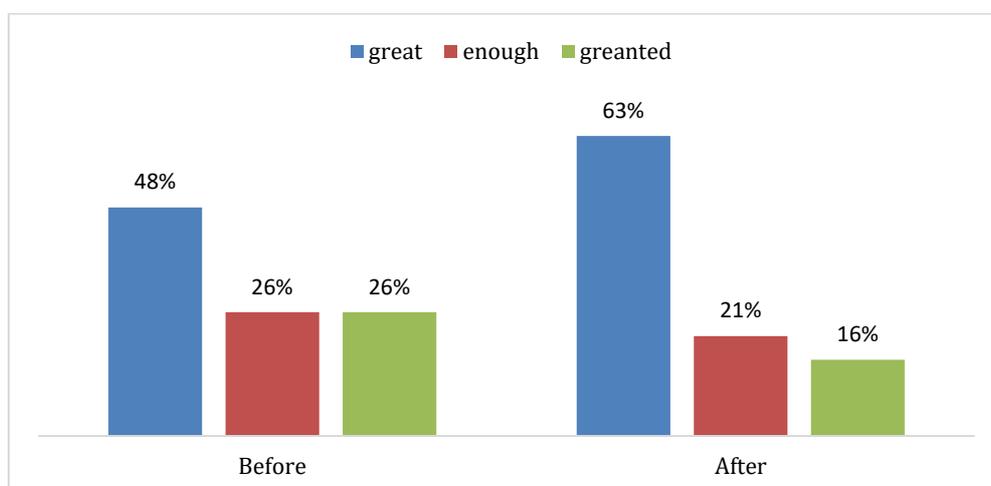| Characteristics	Frequency	Percentage
	n	%
Gender		
Male	11	21%
Female	43	79,6%
Age		
20	8	15%
21	12	23%
22	22	40%
23	7	13%
24	5	9%
Student Tuition Achievement Index		
Very Satisfying (3.58- 3.59)	2	3.7%
Satisfying (3.40-2.9)	52	96,3%
Internet Access		
Easy internet access	48	92%
Unstable internet access	6	8%
Total	54	100%

Figure 1. Student Scores in the competency test

Table 2

Results of the Wilcoxon Test Analysis

Wilcoxon Test	N	Median (Minimum- Maximum)	p
Value Before Joining the Program	54	46 (13-59)	0,01
Value after joining the program	54	55 (18-73)	

DISCUSSION

Competency tests have an impact on student learning, including the quality of learning and student metacognitive regulation. The quality of education that occurs is generally deficient because of understanding other than by memorizing. The impact of metacognitive regulation is related to allocation, selection of learning materials, learning resources, choice of learning places, and learning strategies [4].

The results of this study indicate that online guidance activities have an impact on the results of the tryout scores carried out in preparation for the nurse competency test. Students' knowledge increases after participating in this activity, with an increase in grades. Implementation of the Competency Test needs to be prepared early.

Many factors can influence graduation both during preparation and implementation. Primary factors that affect graduation from the competency test include tryouts, GPA (academic achievement), learning styles, readiness, educational infrastructure, activeness, focused learning, clinical experience, understanding of the grid/blueprint. Factors in the implementation of the competency test that have the effect of passing the competency test include correct answers, anxiety, confusion/doubt, computer screens that are too bright, mouse errors,

different spaces with colleagues from colleges [5].

Guidance in preparation is a factor that influences the implementation of competency tests. The transition to online learning due to COVID-19 has become a very complex task for higher education institutions. Many factors influence students' use and acceptance of online learning during the pandemic phase due to COVID-19 [6].

Online guidance is an alternative as long as education cannot be done face-to-face. Online distance learning can be done using learning technology that can be broadcast and become an archive for students [7]–[11]. Online tutoring is done using the zoom application. Where each guidance by discussing case studies. Online advice was conducted in this study. Online tutoring is prepared by the study program and focuses on discussing questions related to the material to be tested [1], [12].

In online tutoring, it is necessary to pay attention to design features in learning, technical support, and accessible learning content. The results of the analysis show that there is an improvement in the scores of students after following online guidance, which is carried out by the case study method and discussion conducted by the supervisor. Graduate outcomes are better for students who study by observing the online web at

universities [13], [14]. Learning using case studies on students shows a higher graduation rate than those who do not use case studies [13]. However, not all online learning can make it easier for all students. This can be a challenge. Online education is so far less experience than online learning. Besides that, difficulty understanding the material, fatigue of staring at the screen, and not yet familiar with the device [6]. Online tutoring in this pandemic phase has many challenges related to COVID-19, including situational and environmental challenges, online education challenges, and emotional challenges [6][15][16].

Situational and environmental challenges include difficulty concentrating at home, and there are many disturbances caused by family members and activities at home. Also, mention that it is difficult to balance activities between personal life, work, and school [6], [16]. Another weakness in online tutoring activities is that the instructor does not directly involve students and some students are not self-disciplined [12]. Pedagogical and psychological consequences in distance learning can arise disabilities that can harm education [16]. The positive thing is that online learning can increase time with family, and get to know new technologies such as zooming and becoming more organized and disciplined; besides, students are dense in developing professionals by exploring other materials [6].

In addition to the guidance process, learning in preparing competency tests is through question exercises and participating in competency test tryouts. Tryout activities can be expected that students can find out the extent to which the results can be achieved and which competencies are still lacking so that they can focus on being able to develop good learning strategies to open literature sources related to discussion with other friends [4]. This study has limitations. The sample size is small, and the majority is only in one population. The response given does not reflect the readiness of nursing students in facing competency tests with online guidance.

CONCLUSION

Online guidance is a strategy in the learning process that can be carried out in the COVID-19 pandemic in nursing students preparing for competency tests. It is not yet known for sure the end of Covid-19, so there is still a need for online tutoring. Online learning needs to be prepared interactive so that students can be actively involved to be more effective.

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