

DOI: <http://dx.doi.org/10.33846/hn61105>
<http://heanoti.com/index.php/hn>



RESEARCH ARTICLE

URL of this article: <http://heanoti.com/index.php/hn/article/view/hn61105>

Strategies for Passing UKOM Exit Exam for Nurse Profession Program in AIPNI Region XIII

Syariefah Hidayati Waliulu^{1(CA)}, Ratna Sari Rumakey²

^{1(CA)}Nursing Department, STIKes Maluku Husada, Indonesia; ifa.waliulu@gmail.com (Corresponding Author)

²Nursing Department, STIKes Maluku Husada, Indonesia

ABSTRACT

The passing rate for the Nurse Competency Test in the AIPNI Regional XIII is still relatively low compared to other provinces. Institutions have an essential role in preparing students to participate in the Competency Test (UKOM) so that universities can take various strategies to improve the ability of their students to face the test. The purpose of this study was to obtain an overview of the institutional strategies to increase the passing rate of the UKOM exit exam for nurse profession students. This study was qualitative research conducted through in-depth interviews at each institution in the AIPNI Region XIII, including STIKes Maluku Husada, STIKes Pasapua, STIKes Papua, STIKes Jayapura, PSIK Cendrawasih University, and STIKes Halmahera. The study's results describe three aspects of the strategy: lecturers, students, and institutions. From the three aspects, it can be concluded that not all lecturers have attended preceptorship training and item development of UKOM question writing, some institutions already have CBT, students participate in campus and off-campus guidance activities, and students must follow several institutional policies before joining UKOM.

Keywords: UKOM; nurse profession; exit exam

INTRODUCTION

Background

National Nurses Competency Test (UKOM) is a competency standardization for nurses in Indonesia. On the other hand, the exit exam system, as stated in Permendikbud No. 2 of 2020, requires students to pass the UKOM with a percentage of 60% from the academic value and 40% from the UKOM value as the requirement for participating in graduation activities. It is a challenge for every nursing profession study program to improve students' ability to face UKOM. Thus, students must be prepared from the beginning when they still study in class.¹

The competency test (UKOM) passing rate for nurses nationally is still relatively low from year to year. Based on the Directorate General of Higher Education (Dirjendikti), in 2016, there were 28,812 UKOM participants of nurses with a graduation rate of 53.46%. In 2017, the UKOM participants of nurses increased sharply to 42,068 participants, with a graduation rate of 50.58%. Further, in 2018, the UKOM participants were 50,058, with a passing rate of 50.38%.

Universities can receipt various strategies to improve the ability of their students to face UKOM. Some of them can be done in the supervisory aspect, including preceptorship training, mentoring according to the scientific field, item development, and item review training. Besides, one of the strategies can also be from aspects of student readiness, including being frequently worked on UKOM questions, following question-solving guidance, participating in tryout activities both institutionally and nationally, and increasing the ability to use the CBT system. Finally, the strategies also can be from aspects of facilities and infrastructure, namely the availability of CBT rooms. For the policies and regulations, certain universities can oblige prospective UKOM students to participate in institutional and national tryouts and other policies².

Based on initial observations, AIPNI Region XIII is one of AIPNI's regions with a meager passing rate of < 50% before the exit exam era. Data of the passing rates for the last UKOM period, in 2021, after the implementation of the exit exams for the AIPNI Region XIII, were divided into three periods. The passing rate

for Period I, Cendrawasih University and Maluku Husada STIKes of >80%; Papua STIKes, Jayapura STIKes, Pasapua STIKes, and Halmahera STIKes of <50 %. For Period II, Cendrawasih University and STIKes Maluku Husada were 100%, while the other four institutions were <40%. For Period III, 80% to 100% was for STIKes Maluku Husada, STIKes Papua, and STIKes Pasapua; 65.2% was for STIKes Jayapura, and 71% was for Cendrawasih University.

The specific objective of this study is to analyze the strategies for passing the UKOM exit exam for the nursing profession program in the AIPNI Region XIII. Thus, the results of this study are expected to provide an overview of strategies for increasing UKOM graduates for all nursing profession study programs in Indonesia, especially for the AIPNI Region XIII. This research is undoubtedly critical to conduct, considering that the exit exam era is a big challenge for higher education programs in the field of nursing. Besides, the exit exam era is a new system that will be implemented in early 2022, so this research is critical.

METHODS

The method has used in this study was a qualitative descriptive analysis to described the strategies of higher education institutions in dealing with the UKOM exit exam. Interviews were conducted on all nursing profession programs in the AIPNI Region XIII area. Data was collected through semi-structured interviews, which were recorded using a tape recorder. Data collection involved several informants, namely the Head of the study program, lecturers, and students, as the requirements for the data validity for qualitative research. Verbatim from the interview results was then analyzed using the Colaizzi method.

RESULTS

The response from the Head of the Nursing Profession Study Program to the exit exam differs from each university. The first theme identified is the process of improving the quality of Nursing Profession graduates, which is illustrated in the following sentence.

"Exit exam is a system used to guarantee the quality of nursing graduates who have standard competency of nurses who will work in clinical settings." (P1).

"The right way is to improve the quality of graduates so that study programs can manage education according to the national standards of higher nursing education" (P3).

"One way to improve the quality of graduates is in accordance with national standards" (P5)

The next theme is the study program's challenge and improving lecturers' competence. The statement of the study program leader who supports this theme can be seen in the following quote.

"The exit exam is a challenge for the study program to try to get students to pass." (P4)

"As a challenge for study programs in designing learning strategies to increase UKOM's passing rate." (P6)

"One of the improvement steps is to increase the competence of lecturers. Student competence is very determined. This means that lecturers educating and teaching must have professional competence, pedagogic competence, personality competence, and social competence." (P2)

As part of one of the strategies to enhance UKOM's graduation, lecturers (lecturers aspect) must have standard skills set by the Indonesian Nurses Education curriculum. The first theme found from the participants is that lecturers have and have not had a preceptorship training certificate. This statements re regarding this theme is described as follows.

"All already have the preceptor certificate" (P3)

"All have the preceptor certificates" (P4)

"All lecturers already have the preceptorship certificate" (P6)

"There are still those who do not have the preceptor certificate" (P1)

"There are still those who do not have the preceptor certificate" (P2)

"All lecturers have not taken the preceptorship" (P5)

All institutional leaders said that not all lecturers have participated in item development training on preparing UKOM questions. Statements supporting this theme are below.

"There are still those who have not attended the item development training" (P1)

"Some have not attended the item development training" (P2)

"There are still those who have not attended the item development training" (P3)

"There are still some who haven't" (P4)

"There are lecturers who have not followed the item development"(P5)

"Not all lecturers have followed the item development" (P6)

The reflection of the competency test on the learning process (especially in clinical learning) that the lecturer does consists of the theme of increasing knowledge and skills in clinical practice. The following are statements supporting the theme.

"At the learning stage, it is focused on increasing student knowledge, especially during practice so that students can practice lifelong learning." (P2)

"Providing opportunities for students to learn directly with patients in actual conditions." (P3)

Reflection on the competency test conducted by the lecturers also results in the theme of competency test preparation. Statements supporting this theme are as follows.

"Case-based learning is expected to support competency achievement, especially to prepare students for the competency test" (P1)

"Of course, the implementation of professional practice is a benchmark for students to be able to solve questions from the competency exam appropriately." (P4)

"Doing guidance by applying examples of competency exam questions in accordance with the Nursing Care (Askep) that have been made by students" (P5)

"Immediately applying the competency exam blueprint in the clinical practice guidance process." (P6)

The theme found in student activities in preparing competency tests is that all students participate in guidance activities on-campus or off-campus to increase the graduation of UKOM participants. The following are the statements related to this theme.

"Following study program activities, namely explanation of competency exam questions, intensive mentoring and guidance and tryouts" (P1)

"With CBT, students can practice directly with questions that lead to competency exams. Besides that, taking several courses on the discussion of UKOM questions" (P2)

"There are campus policies that students must follow before taking the competency exam. (P3)

"Following the question assistance that has been made by the question writing team in the study program and is required to have a mobile synergy and a synergy book" (P4)

"It is mandatory to follow questions guidance and practice on campus and also take question guidance off campus" (P5)

"There are so many activities organized by the study program, namely the department exam in the form of UKOM questions, guidance, and tryouts for UKOM questions that are scheduled for the study program. In addition, learning is conducted through Synergy books and Mobile Synergy." (P6)

The themes identified in campus policies are mentoring and question guidance. Statements that support this theme can be shown below.

"The policy applied to our institution is special assistance or guidance to students who will face UKOM." (P1)

"Explaining about questions of each department" (P5)

"The study program obliges students to participate in the discussion of questions at each department and then do practice questions according to the department and as a whole." (P6)

Another theme is found in the implementation of tryouts. The following are statements supporting this theme.

"Holding nursing competency tryouts conducted internally, and tryouts nationally." (P2)

"Training questions in the form of cases for UKOM participants." (P3)

"Training questions by each department coordinator." (P4)

DISCUSSION

Lecturer Aspect

The competence of a lecturer is very much needed, especially in the learning process, to achieve the quality of education and the achievement of graduation in the competency test. The abilities regarding pedagogic competencies that lecturers must possess, include; 1) Mastering learning theory and learning principles to improve students' understanding; 2) being able to develop a curriculum related to the field of scientific development owned;

3) Utilizing information and communication technology to facilitate the transfer of knowledge to students; 4) Assessing and evaluating the learning outcomes process that has been carried out and use it to improve the learning process of students, and 5) Taking reflective actions to improve the quality of learning.^{5,6}

Meanwhile, the competency criteria attached to the professional competence of lecturers include: 1) Mastering the material, structure, concept, and scientific mindset that supports the subjects taught; 2) Mastering the competency standards and basic competencies of the subjects taught; 3) Developing lecture materials that are taught creatively; 4) Utilizing information and communication technology to develop themselves.

Institutional Policy Aspect

Institutions have an essential role in preparing students for competency exams. Institutions can do many things through strategies contained in institutional policies. The readiness of the institution to motivate students in facing the competency exam of the exit exam can help students mentally prepare for the exam. And the institution's efforts to provide tutoring or debriefing in the face of competency tests so that students have a thorough preparation for the exam. The institution requires students to participate in a tryout held by the Association or the Ministry of Education and Culture, and the institution holds an internal tryout every semester. The institutions can have group discussions on UKOM standard questions so that students often work on questions that will improve students understanding in facing the exit exam.⁷

Student Aspect

One solution to increase the graduation percentage of competency tests is to introduce and provide understanding to nursing students, from the beginning of the study, about competency test questions and materials so that eventually, they will understand and know how to answer nurse competency test questions correctly. Students must participate in every activity carried out by the study program, such as guidance on questions and practice questions online or directly in the CBT room.

Students' perceptions of competency tests are essential because they are a benchmark for their understanding of competency tests. The absence of debriefing regarding the exit exam competency test and not participating in the competency test tryout will lead to different perceptions of potential participants in facing the exit exam.^{8,9}

CONCLUSION

Universities can take various strategies to improve the ability of their students to deal with UKOM. Some of them can be done in the supervisory aspect, including preceptorship training, mentoring according to the scientific field, item development, and item review training. The student aspect involves student readiness, including being frequently exposed to UKOM questions, following question-solving guidance, and participating in tryouts activities both institutionally and nationally. Furthermore, for aspects of facilities and infrastructure, it involves the availability of CBT rooms. Finally, for the policies and regulations, certain universities also carry out for prospective UKOM participants; for example, prospective participants are required to participate in institutional and national tryouts and/or other policies.

REFERENCES

1. Bangun. Pengetahuan Mahasiswa Tentang Uji Kompetensi Perawat Di Akademi Keperawatan Artakabanjahe. *Jurnal Darma Agung Husada*. 2020;7(2).
2. Choeron. Meningkatkan Kesiapan Uji Kompetensi Ners Melalui Bimbingan Intensif. *Jurnal Ilmiah Keperawatan*. 2020;6(1).
3. Delvina. Hubungan Kesiapan Institusi dengan Kelulusan Mahasiswa D3 Keperawatan dalam Menghadapi Exit Exam. *Jurnal Vokasi Keperawatan*. 2021;4(2).
4. Fitria. Persiapan Uji Kompetensi Bidan sebagai Exit Exam. *Jurnal Ilmiah Universitas Batanghari Jambi*. 2019;19(1).
5. Judha. Analisa Faktor Pencapaian Kompetensi Mahasiswa Ners Unriyo di RSUD dr. Moewardi Surakarta. *Caring: Jurnal Keperawatan*. 2019;8(2).
6. Krisdianto, Kusumawati. Faktor-Faktor yang Mempengaruhi Kelulusan Uji Kompetensi Ners Indonesia (UKNI). *The Indonesian Journal of Health Science*. 2019;11(1).
7. Melliasany. Tingkat Kecemasan dan Motivasi Belajar Mahasiswa Keperawatan dalam Menghadapi Uji Kompetensi Exit Exam. *Jurnal Ilmiah Pendidikan dan Pembelajaran*. 2021;5(2).
8. Mushawwir. Gambaran Strategi Program Studi Keperawatan Untuk Meningkatkan Kelulusan Mahasiswa Dalam Uji Kompetensi: Literatur Review. *Jurnal Keperawatan Muhammadiyah*. 2019.

9. Palingruni. Faktor Prediktor Kelulusan Ujian Kompetensi Ners Indonesia: Tinjauan Literatur. *Jurnal Ilmiah Keperawatan*. 2021;7(1).
10. Sevima. *Mengenal Uji Kompetensi (UKOM) Pada Perguruan Tinggi Kesehatan*. 2021.
11. Yuliani. *Evaluasi Pencapaian Uji Kompetensi Ners*. Klaten: STIKes Duta Gama: Klaten; 2016.