

Effect Of Seven Jumps Learning Method On Student's Soft Skills At Nursing Study Program

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Abstract

Soft skills are characteristics that affect an individual's personal and professional relationships and work related to career prospects. Soft skills become an important thing that must be owned by someone in supporting individual life success. The way to train student's soft skills is to use problem-based learning methods, one of which is the seven jumps method. The purpose of this study was to identify the effect of the seven jumps learning method on student's soft skills at Universitas Pekalongan. The study used the Quasy experimental method with one group pre post-test design. Respondents in this study were 47 nursing students in the second semester with the inclusion criteria for active students who followed the entire process of implementing the seven jumps from beginning to end. The instrument used is the Soft Skills Questionnaire for Students (SSQ), which measures twelve aspects in the soft skills dimension, which consists of 35 question items. The data analysis was used paired t test. The results of the study showed an average pretest score of 81.77 ± 14.589 , and the average posttest score was 83.36 ± 13.167 , there was a difference in scores of 1.59 points. After being tested for differences between before and after treatment with a paired T-test, it was found that the significance value was 0.275 (p value > 0.05). This value means that there is no significant difference between the student's soft skills and after being treated. There are changes to some soft skill attributes. The implications of this research include that nursing education gives serious attention to the process of forming student soft skills in order to form a great nurse character

Keywords: Nursing Students, Seven Jumps, Softs skills.

Introduction

The flow of globalization has been unstoppable accompanied by increasingly sophisticated technological developments, and t world has now entered the era of industrial revolution 4.0, which emphasizes the pattern of the digital economy, artificial intelligence, big data, robotics, etc. or known as the phenomenon of disruptive innovation. Facing these challenges, inevitably, universities are also required to change (Unilak Magazine, 2018). This change is a necessity because the changes in this era bring some positive and negative effects. In a national education work meeting organized by the Ministry of Research and Higher Education (Kemristekdikti) at the beginning of 2016 gave an important note and emphasized the existence of several issues currently being faced by the Indonesian people. These problems include the following. First, the problems facing the nation radicalism, intolerance, separatism, acts of violence, drugs, environmental damage, unemployment, and college scholars who are less prepared to face the ASEAN Economic Community (MEA). Second, criticism of the quality of college graduates. Weak English proficiency, IT skills,

leadership (leadership), complex ways of thinking (higher order of thinking), low oral and written communication skills, lack of critical thinking, low self-esteem and fading of good values resulting in widespread corruption, collusion and nepotism became the nation's chronic diseases. Although this study was conducted in 2016, this is still considered quite relevant to the current state of the nation. Some of these issues are mainly related to soft skills problems.

Soft skills are characteristics that affect an individual's personal and professional relationships and work related to career prospects (Vyas & Chauhan, 2013). Soft skills become an important thing that must be owned by someone in supporting individual life success. A study conducted by Hartiti&Ernawati (2016) with the title Overview of soft skills of undergraduate nurse students at the Universitas Muhammadiyah Semarang showed that there were only 32% of students who had high soft skills and 12% had low soft skills. The ability of low soft skills is about leadership and critical thinking skills. This study illustrates that there are still some attributes of soft skills that must be improved. The learning process applied in

higher education tends to place more emphasis on giving students technical and academic skills while the soft skills dimension that prioritizes Intra and interpersonal skills are often overlooked (Aly, 2017).

According to Baedhowi (2008), there are four strategies to improve student skills and soft skills, namely: (1) integration in learning, (2) empowerment of lecturers, (3) optimization of student activities, (4) link and match and collaboration with work partners. The nursing study program which was established in 2009 has a vision of creating professional nurses, mastering science and technology, and having noble character. To achieve this vision, study programs always process and make changes from various sides, especially in the learning process. The curriculum used is the National KKNi based curriculum where learning method used by Student Center Learning (SCL). The most suitable SCL learning method to apply is Problem Based Learning and Inquiry (PBL).

One of the Problem Based Learning (PBL) type is Seven Jumps method. The seven jumps method is a small group discussion and tutorial process that was first introduced in Canada in the late decade of 1960 and was developed by Gijsselaers in 1995. In the implementation of the seven jumps method, students were given case scenarios to be solved. Case scenario learned through tutorials, group discussions, independent work, and group work (Simatupang, 2007).

This seven jumps method has investigated for its effectiveness in improving critical thinking of nursing students at Muhammadiyah University in Yogyakarta (Mutiarani, 2009). Research for other benefits in improving soft skills has never been studied. Therefore, researchers are interested in researching the effect of the seven jumps method on nursing student's soft skills in Universitas Pekalongan.

Methods

This research is a quantitative study with Quasy experimental one group pre post test

design. This study aims to identify the effect of the seven jumps learning method on softskills for nursing students. The population in this study were the first level of nursing students in Universitas Pekalongan. The number of respondents in this study was 47 students. The instrument in the study was a questionnaire developed by Ariyani et al. (2016) in his research entitled Development of Polytechnic Student Soft Skills Measurement Models in Indonesia. The instrument is named the Soft Skills Questionnaire for Students (SSQ) which measures twelve aspects included in the soft skills dimension which consists of 35 question items (score range 0-140).

Seven jumps treatment is carried out three times period with 3 case scenarios. Respondents were given a pre- test questionnaire, and after following the whole process, the respondents were asked to fill out the post-test questionnaire. Data analysis used is a paired t-test because the data normally distributed.

Results

The majority of respondents in this study had female sex (72.3%), and most were 19 years old (28%). The description of soft skills before and after treatment in the table below:

Table 1. Overview of Softskills Scores of respondents pre and posttest (n = 47)

	Means	Std. Deviation
Pretest	81,77	14,589
Posttest	83,36	13,167
Difference in Mean	-1,59	

Table 1 illustrates that the pre test means the score is 81.77 ± 14.589 , and the post test mean score is 83.36 ± 13.167 with a mean difference of -1.59. Difference in Mean: -1,596 negative value means that there is a tendency for an increase in soft student skills after treatment. The average increase is 1,596.

While the results of the paired t-test showed in the table below:

Tabel 2. Paired T Test Results

	N	Correlation	Sig.
pretest & posttest	47	,750	,000

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	SD	SD. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pretest - posttest	-1,596	9,901	1,444	-4,503	1,311	-1,105	46	,275

Table 2 illustrate that p-value is 0.275, which means that there was no significant effect on changes in student softskills between before being given the seven jumps learning method treatment and after that.

Discussion

According to Baskara (2002), Soft skills are classified into three aspects, namely personal skills, thinking skills, and social skills. In this study respondents measured soft skills through a questionnaire with 35 items of questions which included the ability of various aspects including the ability to recognize weaknesses and strengths, skills to explore and find information, information processing skills and decision making , creative problem solving skills, communication skills with empathy, collaboration skills, leadership skills; and the ability to influence.

Softskill measurement results before being given the seven jumps learning method treatment obtained an average score of soft skills of 81.77 ± 14.589 (range of scores 0-140). The score is above the median value (70), so it can be categorized in good soft skills. Several factors that influence the formation of soft skills according to Ravindran and Bandara (2015) have six factors including awareness and preference; community impact; teaching methods and classroom activities; Observation and self-motivation; infrastructure and technology; and university activities. Teaching methods and activities in the classroom become one of the factors that influence the formation of soft student skills at the university.

The results of statistical tests showed no significant difference between soft skills before treatment and soft skills after treatment with p-value 0.275 but clinically there were differences in the average score before and after, in the sense that there was an increase in softskill values of 1.596 points.

When examined per item questionnaire, it is known that there are soft sketch attributes that increase, remain, or tend to decrease. The soft skill attributes that have increased include the ability to understand, manage and convey information from various sources, the ability to communicate both verbally and in writing, negotiating skills, ability to solve problems with innovation, decision-making ability, ability to manage organizational resources, understanding business and the ability to capture opportunities, the role of leaders, the ability to encourage and influence people, time management, commitment in self-development and self-qualify as well as increased confidence and self-confidence.

In detail, there are some changes in several aspects, including the ability to receive, understand, and convey information. This is possible because in the seven jumps method there are many activities that actively stimulate identification capabilities (step 1), critical thinking skills (step 2), communication skills, express opinions, analyze and create relationships between concepts (steps 3 and 4) It is possible for each step to produce good results in the ability to process and transfer information.

Addition, the seven jumps method which is one of the learning methods of student center learning can SCL provide opportunities for students to play a greater and more active role in learning, students know early on what is expected of them, provide opportunities for students to determine more learning methods suitable for them also provides opportunities for students to be able to access various sources of

information and technology that support the learning process (Dantes, 2009 in syarif&Kamil, 2013).

In the process of implementing the seven jumps method researchers experienced several obstacles including the students' knowledge in implementing the seven jump process not yet fully understood it was proven that every time the next seven jumps entered, they still needed to be reviewed again in the order of implementation. This allows a disruption in the implementation that affects the results of the study. Like research conducted by Izzati and Widaryati (2017) which shows that there is a relationship between student knowledge about the seven jumps method and the application of the process of applying to learn. Good knowledge can influence the process of running the tutorial lessons correctly and correctly. The right and proper implementation will affect the success of the learning method used.

Conclusion

Soft skills that have increased include the ability to understand, manage and convey information from various sources, the ability to communicate both verbally and in writing, negotiating skills, ability to solve problems with innovation, decision-making ability, ability to manage organizational resources, business understanding and ability to capture opportunities, the role of leader, ability to encourage and influence people, time management, commitment in self-development and self-qualify as well as increased confidence and self-confidence.

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