



DRILL METHOD TO IMPROVE STUDENTS' KNOWLEDGE IN THE COURSE OF NURSING PHILOSOPHY AND THEORIES

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ABSTRACT

Critical thinking in the concept of nursing philosophy in nursing is complex and is explained by various different definitions. These various definitions have caused confusion about what is meant by understanding the concept or model of nursing. Many literature reviews have examined nursing model theories and related definitions and measurements, but none offer a new perspective to view the same conclusion. The researcher looked at the use of the drilling method drill method to improve students' knowledge in the course of nursing philosophy and theories. The research design used a pre-test and post-test without a control group, which is a design that treats one group without a comparison group. Respondents numbered 120 students who were members of the nursing theory class which were then divided into 4 large groups. The effectiveness of the treatment was assessed by comparing the post-test and pre-test scores. During this study, respondents will be given 6 learning sessions divided into 12 face-to-face meetings related to nursing theory, namely the theories of Florence Nightingale, Jean Orlando, Martha E Roger, and Watson. The results of the statistical test using the Wilcoxon test obtained a p value = 0.001, there was a significant difference in knowledge between before and after being given the Drilling Method. The knowledge of respondents after being given the Drilling Method showed a significant increase, so it is important to continue using the Drilling Method to improve knowledge and competence. The Drilling Method is an effective learning method to improve competence in the cognitive aspect. In the future, this method is expected to be applied in the learning process to improve the competence of nursing students in other courses.

Keywords: drilling method; education; nursing theories; philosophy

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INTRODUCTION

Critical thinking in the concept of nursing philosophy in nursing is complex and is explained by various different definitions. These various definitions have caused confusion about what is meant by understanding the concept or model of nursing (Tyrovolas et al., 2022). In nursing education, critical thinking based on the concept of philosophy that has been developed by nursing experts is the main goal and expected outcome for almost every nursing course and is an aspect of knowledge-based nursing practice. In addition to critical thinking, nursing students also have appropriate and adequate competencies to support their abilities in the field of practice (Riddell, 2007). The strong emphasis on the need to develop competencies is evident in nursing education as clearly stated in the curriculum and guidelines for implementing nursing education by the Association of Indonesian Nursing Education Institutions (AIPNI) (Nursalam et al., 2009). Various definitions of nursing model theories are expected to facilitate students to understand nursing better, especially with nursing theories that are based on and related to other disciplines(et al., 2020). To this end, research has not been conclusive whether nursing competencies are the result of nursing education experiences and has questioned whether critical thinking based on the philosophy of nursing can be learned. Because of the inconclusive literature, a different approach to conceptualizing competencies conceptualized in nursing philosophy is needed (Aliakbari et al., 2015).

Many literature reviews have examined nursing model theories and related definitions and measurements, but none offer a new perspective to view the same conclusion. More specifically, the philosophical foundations that underlie critical thinking must be explored to determine whether critical thinking is an outcome of nursing education (Brunt, 2005). By using a philosophical inquiry approach, how critical thinking is conceptualized and operationalized in nursing education can be examined more thoroughly. Understanding specific nursing model theories is difficult for students with diverse backgrounds, then this nursing philosophy and theory course is a first-level course that is introduced very early. Students need more effort in understanding, using academic achievement questionnaire (Alfaro-LeFevre, 2008).

Nursing Philosophy needs to be fully understood by students, to improve competence and skills, especially soft skills. Decision-making skills based on appropriate concepts can help the learning process and ultimately improve patient care and welfare (Alfaro-LeFevre, 2008). The Nursing Philosophy course is a course that discusses nursing theories or models (Marudhar & Bashir, 2019). This nursing model is philosophical and consists of grand theory, middle range theory and ground theory (Abyu, 2019). Some models that are grand theory or middle range theory are difficult for students to understand because the theory is abstract and the understanding is very large. Some require examples, data collection guides using real patients so that the theory can be understood and included in nursing actions. Students can understand and understand the meaning of immerge theory and practice directly. One learning method that can improve competence and understanding is through the drilling method introduced in the nursing philosophy and theory course. According to research, the drilling method can improve student competence in learning English (Basuki, 2018). In line with research that uses the drilling method in teaching children with special needs (Yohaidah, 2021).

METHOD

The research design used a pre-test and post-test without a control group, which is a design that treats one group without a comparison group. Respondents numbered 120 students who were members of the nursing theory class which were then divided into 4 large groups. The effectiveness of the treatment was assessed by comparing the post-test and pre-test scores. During this study, respondents will be given 6 learning sessions divided into 12 face-to-face meetings related to nursing theory, namely the theories of Florence Nightingale, Jean Orlando, Martha E Roger, and Watson. This learning lasted for 4 months. The questionnaire used was a questionnaire on knowledge and understanding of nursing theories. In accordance with the drilling method theory, the respondents will be guided repeatedly in 12 meetings to understand nursing theory. In the first 2 meetings, respondents were given an explanation of the concept of the theories of Florence Nightingale, Jean Orlando, Martha E Roger, and Watson. Furthermore, in the next 2 meetings, respondents will be guided to create a theory synthesis. In the next 2 meetings, respondents will compile a nursing assessment using the theories of Florence Nightingale, Jean Orlando, Martha E Roger, and Watson. The next 2 meetings, respondents will present an assessment that is prepared based on the theory and comparison of nursing theory synthesis. The next 2 meetings, respondents will go to the field to assess patients using the assessment that has been prepared, and the last 2 meetings will be in the form of a presentation of the suitability of theory and practice.

RESULT

The data in this study came from primary data in the form of questionnaires submitted to research respondents which were conducted with pre-test and post-test. Respondents were all students who took the Nursing Philosophy and Theories class at the Nursing Study Program,

Jambi University in the Odd Semester of 2024/2025. The number of respondents was 120 respondents. The pre-test and post-test were completed completely.

Demographic Respondents

Based on the questionnaire that has been distributed and filled out by respondents, respondent data was obtained which can be seen in the following table:

Tabel 1.
Demographic Respondents

Variable	f	%
Gender		
Man	10	8
women	110	92
Age		
18	30	25
19	90	75
City of origin		
Jambi city	30	25
Outside Jambi city	90	75

From table 1 above, it can be seen that the largest respondent gender is female 110 (92%) and only a few are male 10 (8%). The age of respondents is 19 years 90 (75%) and the age of 18 30 (25%). While the origin of the city from outside the city of Jambi is 30 (25%) and from within the city of Jambi is 90 (75%).

Knowledge Variable

Tabel 2.
Differences in Respondents' Knowledge Before and After Being Given Learning with the Drilling Method (n=120)

Group	Knowledge			
	Median	SD	MD (95% CI)	P
Before	18,00	12,8	13,5-28,0	0,001*
After	30,00	18,5	20,9-49,8	

The median knowledge of respondents in the intervention group before being given the Drilling Method intervention was 18.00 and the median after being given the PMH intervention was 30.00. The results of the statistical test using the Wilcoxon test obtained a p value = 0.001, there was a significant difference in knowledge between before and after being given the Drilling Method.

DISCUSSION

Teaching methods are necessary for the learning process because one of the keys to success is that students understand the material, feel happy, and are enthusiastic after learning (Rubeena, 2022). The drill method is a teaching method in which the teacher presents material in front of the class, shows examples and does it repeatedly until students are able to do it themselves (Raman, 2018). This research started from the beginning of the first semester, one of the courses that must be taken by students is the Philosophy and Theory of Nursing. This course is one of the essential courses in nursing, but this course contains many philosophical theories that are heavy and complicated to apply in nursing thinking and actions. While for students who are new to nursing, it becomes difficult to understand.

The study was conducted on August 6, 2024 and ended on November 19, 2024. Before conducting the intervention, a pre-test was conducted first. In the first two meetings, students were introduced to nursing theory, and emphasized four theories chosen to be introduced to students in more depth. Namely the theories of Florence Nightingale, Jean Orlando, Martha E Roger, and Watson. At this stage, the researcher will present the material and be observed by the respondents. Then in the next two meetings, students synthesize the theory and do it in groups to gain further understanding of the theory. At this stage, respondents play an active role in presenting independent searches, doing mind mapping of the theories they choose. Repeated exposure, and understanding the theory repeatedly is expected to be understood by respondents in order to be able to apply the theory to nursing studies at the next meeting. The next two meetings, namely meetings five and six, four groups of respondents will present the theory in the form of nursing assessments. The choice of nursing assessments is also made to facilitate respondents who are early-year students who are newly exposed to nursing. So that respondents do not continue to the appointment of nursing diagnoses and so on as a nursing process. It is expected that respondents understand the theory more deeply. At this meeting, respondents also take turns making presentations, so that the theory of each group can be conveyed to other groups. Overall, respondents are exposed to nursing theory. At the end of the discussion, the researcher provides additional information that needs to be understood by respondents.

Meeting seven and eight, respondents will conduct a synthesis of theory and assessment based on four nursing theories, namely the theories of Florence Nightingale, Jean Orlando, Martha E Roger, and Watson. Continued with an assessment of community-based patients in the Community at meetings nine and ten. The last two meetings, respondents presented the final results of the nursing assessment. At this stage, a discussion was held and the relationship between theory and the results of the assessment was seen. There was an in-depth discussion of the theory that had been carried out on patients found in the community. One of the cases raised was a 61-year-old female patient with joint pain and disorders. An in-depth assessment of pain and environmental changes carried out in the patient's home in dealing with family members with pain was better studied using Florence Nightingale's theory. The discussion continued with the researcher until a question and answer session was opened from respondents from different groups.

From the results of statistical tests on the research results, meaningful research results were obtained before and after the Drilling Method was carried out. This is in line with research related to teaching English, using this method, namely repeated teaching (Basuki, 2018). In addition to this research, there is research on learning diabetes mellitus wound care in nurses and shows meaningful results (Merdekawati & Astuti, 2017). In the future, it may be combined according to research that uses the film method in teaching nursing (Sri et al., 2024). The drill method is an activity of doing the same thing, repeatedly in earnest with the aim of strengthening an association or perfecting a skill so that it becomes a permanent trait (Wulandari, 2020). The repetitive practice method (drill) is a routine activity carried out to gain an advantage over others, so that better results will be obtained compared to before doing a routine or exercise (Natalita & Situngkir, 2019). The drill method is a systematic practice process that is carried out repeatedly, and the number of training loads increases every day in order to have higher dexterity and skills (Bleiweiss-Sande et al., 2019). The drill method or exercise is a method in which in its learning, it carries out repeated and continuous exercise activities with the aim of mastering memory abilities or certain skills, so that learning objectives will be achieved (Noddings, 2007). In its implementation, the drill method with its advantages makes students get a better influence to improve their abilities so that students

become more skilled in terms of cognitive, affective and psychomotor (Firman & Rahayu, 2020).

In the world of nursing, the drilling method is also used and has an influence on the use of personal protective equipment for nurses. Drill methods can improve the ability of nurses, especially in using personal protective equipment through continuous training in accordance with the stages in the SOP (Arantha et al., 2022). From the description of table 2, it is also explained that repeated treatment can increase respondents' knowledge, in line with Sukarman's research, which states that the application of the drill method is an application of a teaching method that can be used to activate students when the teaching and learning process takes place, this happens because the drilling method requires students to repeat and evaluate the exercises and practices carried out by the mentor. Students' understanding of the material or concepts presented will be even better, as a result of which optimal learning output is achieved using the drill or exercise method (Sukarman, 2016)

CONCLUSION

The knowledge of respondents after being given the Drilling Method showed a significant increase, so it is important to continue using the Drilling Method to improve knowledge and competence. The Drilling Method is an effective learning method to improve competence in the cognitive aspect. In the future, this method is expected to be applied in the learning process to improve the competence of nursing students in other courses. Thus, it is expected that learning outcomes can be in accordance with the use of the method.

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