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## <sup>[0]</sup> Implementation of Behavioral Theory in Learning of Competency-Based Nursing Practices.

Rasmun1 (CA), Joko Spto Pramono<sup>2</sup>, Hilda<sup>3</sup>, Grace Carol Sipasulta<sup>4</sup>.<sup>[0]</sup> **ABSTRACT.** Nursing vocational education is an education that emphasizes the competence or performance of certain skills, which is supported by good attitudes and behavior and extensive knowledge of the area of expertise. So that later they can carry out the task of providing health services in accordance with community expectations. To get high skills during clinical learning it is necessary to apply a learning theory model that allows students to achieve these skills and skills. The implementation of the behavioral theory according to the author is a model theory that allows it to achieve the objectives of learning clinical practice based on competence. The emphasis on behavioral theory focuses on changing the mindset and behavior of a person, in this case, students will imitate or model the model. Learners learn by imitating the correct practices and then doing the same actions and doing so many repetitions. Students who are required to carry out a practicum program for 3 weeks with a duration of 18 days by practicing as many as 75 times the same actions, for example taking action in the form of a physical examination with all the right techniques and methods in different patients, can be ascertained students become teachers/proficient in need, and good attitude. **Keywords:**

<sup>[0]</sup> Nursing student, Behavioral theory in learning, Competency-based nursing practices, Imitation, Repetition. **INTRODUCTION** <sup>[2]</sup> **Background.** In accordance with the National Education System Article 15 of Law No. 20 of 2003, explained that vocational education is higher education that prepares students to have jobs with certain applied skills, which is equivalent to a Bachelor program. Vocational education is the level of education that is always dynamic in changing the educational curriculum in accordance with the growth of the labor market and adapting to the development of science and technology. This means that vocational education will always experience a paradigm shift in order to create human resources who are ready to work (1). Health vocational education such as nursing is vocational education that emphasizes certain skills included in the profession. A profession is a job that in carrying out its duties requires/demands expertise (expertise), uses scientific techniques, and high dedication. Expertise is obtained from educational institutions specifically intended for an accountable curriculum (2). Competency-based curriculum is designed to produce advisory resources for which graduates can work, provide services in public health units that have undergone many changes. It can be seen in the era of modernization that people are increasingly critical of service institutions. People are increasingly aware of the need for quality health services, more and more people are now understanding human rights in receiving health services. The Human Resources Development Agency of the Ministry of Health publishes Competency-based Curriculum (2006), defining competency is a set of intelligent actions full of responsibility that someone has as a condition to be considered capable in carrying out tasks in a particular field. Competency-based curriculum is a curriculum that is developed based on the ability or smart actions full of responsibility for certain professions in carrying out their duties at work. Efforts to produce graduates of vocational health in the field of health who have ready-to-use expertise have been widely practiced, these efforts are through various ways starting from government policies through national education laws, the issuance of competency-based curriculum that refers to education law, through many education seminars in a regional and national, workshops and competency training organized by educational institutions (3). However, these efforts are considered to still not provide satisfaction with the results of graduates as expected. The persistence of client complaints is an indicator that there is a problem in the quality of health workers in hospitals, and in other places of service, the number of health resources that apply the value of moral and ethical values of the profession is still limited (4). In accordance with the National Education System Article 15 of Law No. 20 of 2003,

explained that vocational education is higher education that prepares students to have jobs with certain applied skills, which is equivalent to a Bachelor program. Vocational education is the level of education that is always dynamic in changing the educational curriculum in accordance with the growth of the labor market and adapting to the development of science and technology. This means that vocational education will always experience a paradigm shift in order to create human resources who are ready to work (1). Health vocational education such as nursing is vocational education that emphasizes certain skills included in the profession. A profession is a job that in carrying out its duties requires/demands expertise (expertise), uses scientific techniques, and high dedication. Expertise is obtained from educational institutions specifically intended for an accountable curriculum (2). Competency-based curriculum is designed to produce advisory resources for which graduates can work, provide services in public health units that have undergone many changes. It can be seen in the era of modernization that people are increasingly critical of service institutions. People are increasingly aware of the need for quality health services, more and more people are now understanding human rights in receiving health services. The Human Resources Development Agency of the Ministry of Health publishes Competency-based Curriculum (2006), defining competency is a set of intelligent actions full of responsibility that someone has as a condition to be considered capable in carrying out tasks in a particular field. Competency-based curriculum is a curriculum that is developed based on the ability or smart actions full of responsibility for certain professions in carrying out their duties at work. Efforts to produce graduates of vocational health in the field of health who have ready-to-use expertise have been widely practiced, these efforts are through various ways starting from government policies through national education laws, the issuance of competency-based curriculum that refers to education law, through many education seminars in a regional and national, workshops and competency training organized by educational institutions (3). However, these efforts are considered to still not provide satisfaction with the results of graduates as expected. The persistence of client complaints is an indicator that there is a problem in the quality of health workers in hospitals, and in other places of service, the number of health resources that apply the value of moral and ethical values of the profession is still limited (4). Purpose Implementation of behavioral models in clinical nursing practice is to ensure that learning nursing action skills can be achieved through a learning process imitating certain attitudes and behaviors that are taught.

**METHODS** The method of writing this article was based on the study of literature from the study of educational book sources, educational or learning methodologies, research journals of nursing clinical practices and is the author's personal experience as a clinical practice nursing.

**RESULTS** The act of imitation will produce the same behavior with the example of the model imitated, that is why the attitude and principle of the model must reflect the pre-laku model that is appropriate to be imitated by students, namely students who practice. An action carried out repeatedly will produce high skills, this is in accordance with the learning objectives of vocational education.

#### **DISCUSSION**

Behavioristic learning theory is the theory adopted by Gage and Berliner about behavioral change as a result of experience. Some scientists including founders and adherents of this theory include Thorndike, Watson, Hull, Guthrie, and Skinner (5). This theory explains that the occurrence of behavioral change can occur as a result of someone doing repeated repetitive experiences so that they become new behaviors and gain new skills.

A book was written by Burke Hedges, author of "Who Stole of American Dream?", With the title "Copycat Marketing 101: How to Copycat Your Way to Wealthy", explaining that we live in a world of imitation, humans are great imitators (6).

Try it, you think! In this life, we all always imitate in all things, successful people imitate the mindset and habits of behavior as done by successful people, rich people imitate the way of thinking and acting or habits like the rich. They carry out what is called by consistently mimicking thoughts, attitudes, and behavior.

We deserve to imitate, the ways they use to design learning competency-based clinical practices to create skills or skills in ways such as imitating behavior.

Thorndike, an expert in Behavior, the founder of connectionism, says that the way to change one's behavior is that by first changing the mind, then changing the mind into repeated actions, will make new habits. Through these habits, it will become new behavior or new skills.

The theory is supported by Ivan Petrovich Pavlov (1849-1936), explained that in the process of teaching and learning to get new behavior is to do new habits, namely by connecting with examples and imitating them in measurable amounts. Many examples are given by champions or great people in the world. They become great people because they do repetitive actions that repeat the same thing (repetition), so they become skilled or

genius experts, so in this case, doing a lot of actions will guarantee high-quality skills, accompanied by knowledge the broad and attitude that grows<sup>(5)</sup>.

Implementation of behavioral theory into nursing clinical practice programs. We will give an example, for example, we will practice a hospital clinic for nursing students in the second semester of basic human needs courses. The learning achievement of the semester is that after completing the nursing clinical practice program for 3 weeks the nursing students are skilled at independently assessing physical examinations.

Applying behavioral model theory Ivan P repetition Thorndike connectionism theory, Burke Hedges imitation theory, to achieve these competencies students can be programmed to perform nursing actions 75 times within 3 weeks of practice ie 18 days of practical work, the achievement strategy is 75 divided by the number of 18 day practice days, the result was 4.1 rounded to 4 times, meaning that students were programmed to practice physical examination assessment 4 patients / day or 4 times per day practice, if each action took 15 minutes then in one day the practice required 60 minutes to study physical examination, If the student's practice time of one day 7 hours 7x60 minutes is 420 minutes the time spent studying physical examination is 60 minutes, so 420 minutes minus 60 minutes equals 360 minutes that means equal to 6 hours left, so 6 hours the time can be used to reach ket other performance<sup>(7)</sup>. Students who are less willing to target actions are due to lack of motivation, lack of courage, and lack of practice tools<sup>(8)</sup>.

**CONCLUSION**  
The behavioral theory model emphasizes on the behavior of students, namely good mindset and attitude, one's mind will lead to action, repetitive actions will become habits, habits will become characters, the character is behavior,

This behavioral theory model is very appropriate to be used to achieve the goal of skilled learning and vocational education skills. If students have imitated doing repetitive things then it will be a skill that will certainly be followed by increased knowledge and a positive growth of good attitude. and become a good nurse character. The results of this learning experience will be carried away in the world of work so that every graduate of nursing education is ready to enter the world of work with high skills accompanied by broad attitudes and knowledge.

The design of clinical practice learning is recommended to be applied to educational institutions that are oriented to competence or skills / proficiency by applying the behavioral theory of practical learning designed in detail and carefully with the number of countless and measurable repetitions that allow students to gain learning experience with highly realistic and achievable, the implementation of behavioral theory can be applied in all educational institutions that prioritize skills.