

## KEPERCAYAAN DIRI MAHASISWA PROFESI NERS TERHADAP EVALUASI PENGGUNAAN *E-LEARNING*

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### INTISARI

**Latar Belakang:** *E-learning* sebagai bentuk aspek lingkungan belajar mahasiswa mempengaruhi tinggi rendahnya nilai *self-confidence* (SC) pada mahasiswa keperawatan. Program Studi Ilmu Keperawatan Fakultas Kedokteran Kesehatan Masyarakat dan Keperawatan (PSIK FK-KMK) telah melaksanakan pembelajaran *e-learning* pada mahasiswa di tahap praktek profesi ners yang diharapkan mampu meningkatkan *self-confidence* mahasiswa.

**Tujuan:** Mengetahui tingkat *self-confidence* (SC) mahasiswa profesi ners dan tingkat kognitif, afektif dan psikomotor setelah melalui pembelajaran *e-learning*.

**Metode:** Penelitian *descriptive* dengan rancangan *cross sectional* yang dilakukan di PSIK FK-KMK UGM. Pengambilan responden secara total sampling, sebanyak 95 mahasiswa profesi ners stase manajemen dan praktek keperawatan dasar periode September 2018. Analisis data univariate untuk mendeskripsikan karakteristik data responden dan variabel yang diteliti.

**Hasil:** Gambaran *self-confidence* mahasiswa profesi PSIK FK-KMK UGM sebagai evaluasi pembelajaran *e-learning* didapatkan bahwa mayoritas responden (90.5%) memiliki tingkat *self-confidence* tinggi. Komponen *self-confidence* yaitu komponen kognitif, afektif dan psikomotor diperoleh mayoritas responden berada pada kategori tinggi (84.2%; 88.4%; 66.3%).

**Kesimpulan:** Mahasiswa profesi ners memiliki *self-confidence* tinggi setelah melalui evaluasi pembelajaran *e-learning*.

**Keyword:** E-learning, self-confidence, cognitive, affective, psychomotor

## SELF CONFIDENCE (SC) OF CLINICAL NURSING STUDENT TOWARD E-LEARNING IMPLEMENTATION

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### ABSTRACT

**Introduction:** E-learning as the aspect of student learning environment affects the level of self-confidence (high or low) of nursing students. The School of nursing Faculty of Medicine Public Health and Nursing Universitas Gadjah Mada (FMPHN UGM) develop e-learning for nursing students in clinical practice learning which requires an evaluation to e-learning implementation by describe the self-confidence of nursing student after use e-learning.

**Objective:** The purpose of this study was to describe self-confidence (SC) of the clinical nursing students based on 3 self-confidence's components that consist of cognitive, affective, and psychomotor.

**Methods:** A Descriptive study with a cross-sectional design toward 95 clinical nursing students in the stage of nursing management and basic nursing practice on September 2018 period at School of Nursing FMPHN UGM. This study used Student Satisfaction and Self-Confidence in Learning Instrument by National League for Nursing (NLN) in 2008. The Instrument was through cultural adaptation and modification.

**Results:** The self-confidence of nursing students as e-learning evaluation found that the majority of respondents (90.5%) had high levels of self-confidence. Components of self-confidence, consist of cognitive, affective and psychomotor were obtained, the majority of respondents were in the high category (84.2%; 88.4%; 66.3%).

**Conclusion:** Clinical nursing students have high self-confidence after going through e-learning learning.

**Keyword:** E-learning, self-confidence, cognitive, affective, psychomotor