

RINGKASAN

Studi Komparasi Pelaksanaan Pembelajaran Dengan Menggunakan Pendekatan Siklus Deming pada Program Studi Keperawatan Tuban dan Pendekatan Trilogi Juran pada Akademi Keperawatan Kabupaten Lamongan

Setyaningsih

Pendidikan tinggi kesehatan diselenggarakan untuk menyiapkan peserta didik menjadi anggota masyarakat yang memiliki kemampuan akademik dan/atau profesional yang dapat menerapkan, mengembangkan dan/atau menciptakan ilmu pengetahuan dan teknologi (Badan PPSDM Kes, 2004). Salah satu satuan pendidikan penyelenggara pendidikan tinggi yang menghasilkan tenaga kesehatan adalah Politeknik Kesehatan yang memiliki program studi keperawatan.

Dunia usaha yang akan menjadi tempat kerja perawat baik milik pemerintah maupun swasta, di dalam dan di luar negeri, dalam seleksi penerimaan perawat pada umumnya menggunakan standar $IPK \geq 3$, dengan demikian seorang perawat harus mempunyai $IPK \geq 3$ pada akhir program pendidikan di perguruan tingginya, agar mereka dapat bekerja.

Pada kenyataannya dalam kurun waktu 3 tahun, yaitu tahun 2002 sampai dengan tahun 2004, mahasiswa Program Studi Keperawatan Tuban yang memperoleh $IPK \geq 3$ hanya sebesar 29% (38 orang) dari seluruh lulusan yang berjumlah 131 orang dan pada Akademi Keperawatan Kabupaten Lamongan sebesar 37.9% (63 orang) dari seluruh lulusan yang berjumlah 169 orang.

Tujuan dari penelitian ini adalah membandingkan prestasi belajar mahasiswa yang pelaksanaan pembelajarannya menggunakan pendekatan siklus Deming pada Prodi Keperawatan Tuban dengan prestasi belajar mahasiswa yang pelaksanaan pembelajarannya menggunakan pendekatan trilogi Juran pada Akademi Keperawatan Lamongan.

Rancangan Penelitian ini studi komparasi yaitu membandingkan pengaruh siklus Deming terhadap prestasi belajar mahasiswa dan trilogi Juran terhadap prestasi belajar mahasiswa. Ditinjau dari segi waktu, penelitian ini adalah *cross sectional*. Sampel dalam yaitu 116 orang mahasiswa dan 9 orang dosen tetap dari Prodi Keperawatan Tuban, 174 orang mahasiswa dan 13 orang dosen tetap dari Akper Kabupaten Lamongan

Hasil penelitian ini menunjukkan bahwa pelaksanaan pembelajaran menggunakan siklus Deming yang dilaksanakan secara tidak optimal pada Prodi Keperawatan Tuban secara keseluruhan memperoleh hasil sebagai berikut: *Plan* baru dilaksanakan oleh paling banyak 88.9% dari dosen tetap; *Do* dilaksanakan oleh 55.6% dosen tetap; *Check* sebanyak 88.9% dosen tetap dan *Action* dilaksanakan paling banyak oleh 88.9% dosen tetap. Sedangkan trilogi Juran yang dilaksanakan

secara tidak optimal pada Akademi Keperawatan Kabupaten Lamongan hasilnya sebagai berikut: *Quality planning* mencapai 11% dari seluruh dosen, tetapi pada salah satu indikator saja; *Quality control* paling banyak dilakukan oleh 84.6% dosen tetap; *Quality improvement* oleh 76.9% dosen tetap. Prestasi belajar yang dalam penelitian ini dinyatakan dalam indeks prestasi kumulatif (IPK) ≥ 3 pada Prodi Keperawatan Tuban hanya 16.4%. dan Akademi Keperawatan Kabupaten Lamongan menunjukkan hasil 20.1%, sehingga kurang mencerminkan sebagai perguruan tinggi yang bermutu.

Dari hasil penelitian disimpulkan bahwa tidak terdapat perbedaan prestasi belajar mahasiswa antara pendekatan siklus Deming pada Program Studi Keperawatan Tuban dan pendekatan trilogi Juran pada Akademi Keperawatan Kabupaten Lamongan. Hal ini karena kedua pendekatan tersebut tidak dilaksanakan secara optimal. Disarankan menggunakan pendekatan kedua konsep tersebut secara optimal untuk peningkatan mutu yang terus menerus.

SUMMARY

A Comparative Study of the Execution of Deming Cycle Approach Learning at Tuban Nursing Study Program and Juran Trilogy Approach at Lamongan Regency Nursing Academy

Setyaningsih

Health higher education is directed to teach and transform pupils/students to be educated members of society or professionals with academic achievements to apply, develop and invent knowledge and technology. (2004, Health Human Resource Development Body). One of higher education institutions producing health professionals is Health Polytechnic with several departments and programs including Nursing Study Program.

Nurse's work place is a business world of government- and private-owned companies, in our country or abroad. Nowadays, nurse's admittance selection uses a standard of $GPA \geq 3$ (Grade Performance Average), in other words, a nurse should obtain a $GPA \geq 3$ at the end of her school period to pass the employment requirement. Unfortunately, for the past 3 years from 2002 to 2004, Tuban Nursing Study Program (TNSP) and Lamongan Nursing Academy (LNA) students showed GPA under 3 at their graduation. Those were 38 students (29%) from 131 TNSP graduates and 63 students (37.9%) from 169 LNA graduates. The purpose of this research was to compare the student's academic achievement there was execution of learning with Deming cycle approach towards TNSP Juran trilogy approach towards LNA.

This was a comparative study done cross-sectionally by way of comparing the influence of Deming cycle to TNSP student's academic achievement and the influence of Juran trilogy to LNA student's academic achievement. The sample was 116 students and 9 lecturers from TNSP and 174 students and 13 lecturers from LNA.

The result showed the Deming cycle for TNSP had not optimally was as follows: 1) Plan: only 88% of lecturers; 2) Do: 55.6% lecturers; 3) Check: 88.9% lecturers; and 4) Action: at the most, only 88.9% of lecturers had executed. Meanwhile, the optimal execution of Juran trilogy was 1) Quality planning: 11% of all lecturers carried out for only one indicator; 2) Quality control: at the most, only 84.6% lecturers had performed it; and 3) Quality improvement: 76.9% performed by lecturers. As for academic achievements, only 16.4% of Tuban Nursing Study Program and 20.1% of Lamongan Nursing Academy had accomplished $GPA \geq 3$, showing both institutions were lacking high quality standards.

The conclusion of this research, there was no significant difference of Deming Cycle Approach Learning at Tuban Nursing Study Program and Juran Trilogy Approach at Lamongan Regency Nursing Academy on student's academic performance. It was suggested to apply not optimally both Deming cycle and Juran

trilogy approaches to persistently improve the quality of student's academic achievement.



ABSTRACT

A Comparative Study of the Execution of Deming Cycle Approach Learning at Tuban Nursing Study Program and Juran Trilogy Approach at Lamongan Regency Nursing Academy

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One of higher education institutions producing health professionals is Health Polytechnic with several departments and programs including Nursing Study Program. Nurse's work place is a business world of hospitals, health providers, government- and private-owned companies, in our country or abroad. Nowadays, nurse's admittance selection uses a standard of $GPA \geq 3$ (Grade Performance Average), in other words, a nurse should obtain a $GPA \geq 3$ at the end of her school period to pass the employment requirement. Unfortunately, for the past 3 years from 2002 to 2004, many Tuban Nursing Study Program (TNSP) and Lamongan Nursing Academy (LNA) students showed GPA under 3 at their graduation. Those were 38 students (29%) from 131 TNSP graduates and 63 students (37.9%) from 169 LNA graduates. The purpose of this research was to compare the execution of learning with Deming cycle approach towards TNSP academic achievement and the execution of Juran trilogy approach towards LNA academic achievement.

This was a comparative study done cross-sectionally by way of comparing the influence of Deming cycle to TNSP student's academic achievement and the influence of Juran trilogy to LNA student's academic achievement. The sample was 116 students and 9 lecturers from TNSP and 174 students and 13 lecturers from LNA.

The result showed there was no significant difference of Deming cycle to TNSP student's academic achievement and the influence of Juran trilogy to LNA student's academic achievement. As for academic achievements, only 16.4% of Tuban Nursing Study Program and 20.1% of Lamongan Nursing Academy had accomplished $GPA \geq 3$.

The conclusion of this research, showing that Deming Cycle Approach and Juran trilogy approach were not optimally executed, showing student's academic achievement not optimally.

It was suggested to apply optimally both Deming cycle and Juran trilogy approaches to persistently improve the quality of academic achievement.

Key words: Deming cycle, Juran trilogy, academic achievement