

The Impact of Communication Skills on Understanding Learning Outcomes for Nursing Students



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ABSTRACT: Communication is an important key in everyday life. By communicating we can interact with the people around us. Communication is needed in daily activities even it is a form of social and interpersonal interaction process in human life. Communication skills are a soft skill that can determine a person's success, so they need to be taught at all levels of education, because communication skills are vital skills in the development of human resources in forming superior and characterized humans. As a nurse, they need communication skill to communicate with their patients to make it clear about their health. This study is quasi-experimental research. Research subjects are about 68 nursing students. The results showed that there was no influence between student communication skills on learning outcomes for nursing students.

KEYWORDS: Communication skill, nursing, learning outcomes, problem-based learning

I. INTRODUCTION

Communication is an important key in everyday life. By communicating we can interact with the people around us. Communication comes from the Latin communication which comes from the word "communis" which has the "same meaning". In this case it can be said that people who are communicating have the same meaning about something, so it can be called their communicative relationship. Meanwhile, if one of the parties does not understand something that is being communicated then the communication is not going well and their relationship is said to be uncommunicative (Nurhadi, 2017). Carl Hovland since the 1940s has a very great interest in the development of communication, he realized how important communication is from just knowledge to be increased into a science. Although in practice communication has developed into a science, until now there are still many mis-communication and misunderstandings among the perpetrators themselves. It is not uncommon to find disagreements between communicators in the process of delivering a message. So, in this case effective communication is conditional, in the sense that communication can run effectively if the communication meets several requirements. Referring to Lasswell (2009), he stated that there are 5 important components of communication, namely the communicator (source), message (message), media (channel), communicant (receiver), and effect (effect).

Communication is needed in daily activities, even it is a form of social and interpersonal interaction process in human life. Communication skills are a soft skill that can determine a person's success so they need to be taught at all levels of education, because communication skills are vital skills in the development of human resources in forming superior and characterized humans (Patel, 2018). Communication skills also enable students to participate in decision making; In addition, students can be actively involved in cooperative learning (Kulgemeyer & Schecker, 2013). These skills are one of the important factors to achieve learning success. Optimal learning outcomes can be seen from the mastery of learning, being skilled at doing assignments, and having a good appreciation of learning. By using communication skills, students will be easy to communicate various things about the subject matter, so that the knowledge gained will increase (Kulgemeyer & Schecker, 2013).

Nursing as a profession also has a body of knowledge that makes the nursing profession different from other professions, has a professional forum, has standards and professional ethics, accountability, autonomy and professionalism (Leddy & Pepper, 1993). Nurses are said to be professional if they have good communication skills. For example, the results of Arisnawati's research (2008) found that weaknesses in the ability of nurses to handle complaints or disease responses, nurses' explanations of perceived complaints, nurses were less professional in handling care problems, and lack of communication between nurses and patients led to dissatisfaction with services and care. If a nurse is to successfully meet this challenge, she must integrate the capacity to communicate empathically, accurately, in a timely manner, and with attention paid to her own psychological and physical energies (Warelow, Edward, & Vinek, 2008).

Nursing education is an important process that every nurse must go through. The initial step that must be taken is carried out in professional education, what is meant in this case is to organize nursing education as professional education, so that students get education and learning experiences in accordance with the demands of the nursing profession. The success of education and teaching will be seen from the changes that occur in students which are a result of the learning process.

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Understanding learning outcomes are the abilities that students have after receiving their learning experiences, such as being able to express a material presented in a form that is more understandable, able to provide interpretation and be able to apply it. As a nurse whose duty is to treat or facilitate patient needs and improve patient health. Skills in fostering interpersonal relationships are needed in building trust between nurses and patients (Morrison and Burnard, 2009). There are still many students who have difficulty communicating with patients and their families. However, when performing nursing actions, most students can be categorized as capable and good at performing nursing actions.

Referring to the explanation in this introduction, this study aims to determine the effect of communication skills on understanding learning outcomes for nursing students. The potential for good communication skills can improve understanding learning outcomes for nursing students. This is one of the goals of learning for nursing students. If nursing students understand the material that being taught, these students will be able to easily communicate with patients about health.

II. METHODS

This study used a quasi-experimental study aimed at knowing the impact of nursing students' communication skills on learning outcomes. Research subjects amounted to 68 nursing students. Student communication skills are obtained from observing learning activities using problem-based learning carried out by students. The results of observations about communication skills are divided into two, namely high and low communication skills of students with high communication skills totaling 41, and low communication skills totaling 27. The analysis technique used in this study is to compare the two groups, students who have high communication and low communication.

III. RESULT AND DISCUSSION

The average learning outcomes of students with high communication skills are better than students with low communication skills (table 1). Students with high communication skills, the average learning outcomes are 69.27 and students with low communication skills have an average of 65.00. The test results with independent sample test, obtained $p = .304 (>.05)$, there is no effect of communication skills with learning outcomes.

Table 1. Communication skills

	Learning outcomes	
	Communication Skills	
	High	Low
N	41	27
Mean	69.27	65.00
Std. Deviation	16.223	17.209
Std. Error Mean	2.534	3.312

TABLE 2. Test Results For Learning Outcomes And Communication Skills

		Learning Outcomes		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	.203		
	Sig.	.654		
t-test for Equality of Means	t	1.036	1.024	
	df	66	53.441	
	Sig. (2-tailed)	.304	.311	
	Mean Difference	4.268	4.268	
	Std. Error Difference	4.119	4.170	
	95% Confidence Interval of the Difference	Lower	-3.955	-4.094
		Upper	12.492	12.630

In this study, the results showed that there was no influence between student communication skills on learning outcomes for nursing students. The results of this study are in line with research from Aslan (2021) and Susanti, Juandi, & Tamur (2020) which shows that the communication skills possessed by students in problem-based learning have no effect on their learning outcomes. Students in problem-based learning with high communication skills get better learning outcomes than those with low communication skills. And conversely in conventional learning, students with high communication skills get lower learning

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outcomes than those with low communication skills. Research from Herianto (2017) shows the same results, namely students who are taught problem-based learning with high communication skills get better learning outcomes.

In problem-based learning, students think more by speaking, and gain a better understanding through discussion activities, while students who are actively involved in this learning show better communication skills (Awang & Daud, 2015). Student communication skills have an important role in the learning process where they communicate concepts, solve problems and find solutions (Zetriuslita, Nofriyandi, & Istikomah, 2019). The process of problem-based learning is more systematic, structured than conventional learning, because during the learning process in problem-based learning there is often interaction between students and lecturers so that there is an exchange of opinions, however, communication skills possessed before learning have no significant effect (Surya, 2007). Syahputra, & Juniati, (2018).

Communication skills as a moderator variable in problem-based learning in several studies did not show a significant effect on learning outcomes (Susanti, Juandi, & Tamur, 2020). Problem-based learning can improve communication skills for nursing students (Itatani, Nagata, Yanagihara, & Tabuchi, 2017). His research shows that after the learning process in problem-based learning, nursing students have better communication skills than in traditional classes (Li, Wang, Zhua, Zhuc, & Sun, 2019). In communication, students need confirmation of the level of understanding that is still very difficult, and requires adaptation to their communication partner (Itatani, Nagata, Yanagihara, & Tabuchi, 2017). Group discussions contribute to the development of interpersonal, communication and presentation skills, increased knowledge retention, improved problem solving abilities, and clinical skills (Latif, Mumtaz, Mumtaz, & Hussain, 2018).

IV. CONCLUSIONS

Communication skills in nursing are very important related to service with patients. This study shows that the communication skills possessed by students have no effect on their learning outcomes. Learning models that facilitate students to discuss for problem solving can improve students' communication skills. The role of lecturer guidance in learning is very helpful for students to take an active role in increasing competence, in this case is nursing communication. Communication skills for nurses are closely related to the delivery of services to patients.

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