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Doctoral Dissertation
St. Luke's International University
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The Effects of Team-Based Learning in the Postpartum Hemorrhage for Midwife
Student in Indonesia: A Quasi Experimental Design

インドネシアの助産学生に向けたチーム基盤型学習を用いた産後出血に関する
学習効果：準実験研究

17DN901

Yunefit Ulfa

Abstract

Objective: Poor quality of care provided by midwives, and nurses has become a barrier to improving maternal health. Reforming the education system included the teaching and learning process is one of the concerns to address the barrier. The purpose of this study was to evaluate the effectiveness of team-based learning in Indonesia midwifery education.

Methods: A quasi-experimental design was conducted. The participant included second-year diploma level midwifery students who (a) no experience of TBL (b) graduated from senior high school (without a nursing background) and (c) completion of the previous semester. We recruited 118 participants. The intervention group participated 3 times the TBL class (90 minutes) whereas students in the control group underwent the traditional lecture on postpartum hemorrhage (PPH) topics. The primary outcome was the (1) knowledge scores of PPH, and it measured pre, post, 2 weeks, 6 weeks, and 12 weeks after intervention and (2) clinical reasoning (pre, post, and 2 weeks measurement). The secondary outcome was learning experience (classroom engagement, nursing student satisfaction, enjoyment and effectiveness, and team-based learning- student assessment instrument). An unpaired t-test was used to evaluate the differences between groups and ANOVA was used to evaluate the differences within groups. Ethical approval (No.19-A055) from The Institutional Review Board of St. Luke's International University, Tokyo, Japan.

Results: A total of 115 participant (intervention group= 62, control group= 53) were evaluated. Demographic data and pre-test were not significantly different between the two groups. The mean knowledge scores were significantly higher among TBL students compared to the control group at post-test ($p>0.001$), 2 weeks post-test ($p>0.001$), 6 weeks post-test ($p>0.001$) and 12 weeks post-test ($p>0.001$). As for the clinical reasoning score, there was a significant improvement of students in the TBL groups compare to lecture groups at post-test ($p>0.001$) and 2 weeks post-test ($p>0.001$). The learning experience as a classroom engagement survey, nursing student satisfaction, and enjoyment and effectiveness showed that the intervention group had a significantly higher score compared to the control group.

Conclusion: This study showed that team-based learning as potential active learning on postpartum hemorrhage topic in improving student knowledge and clinical reasoning before clinical practice exposure. However, further evaluation of the effectiveness of the program is needed by one or half-semester of implementation.