

The Effect Of Mentorship Learning Method On Breast Care Skills In Midwifery Students

Irma Ika Sari^{1*}, Zulhijriani Zulhijriani², Arindiah Puspo Windari³

^{1,3}STIKes Maluku Husada, Indonesia

²STIKes Bakti Utama Pati, Indonesia

*Corresponding Author: Irmaikasari103@gmail.com

Abstract. Background: Mentorship is a process of a mentor who has professional experience and knowledge to mentees who have less experience and knowledge. Objective: This study aims to analyze the effect of the Mentorship learning method on breast care skills of postpartum mothers in midwifery students. Methods: This study uses a Pre-Experimental research design (one group pretest-posttest design) where this study has no comparison group (control) but at least has been made the first observation (pretest) which allows researchers to test changes that occur after the experiment. The sampling technique uses purposive sampling techniques with a total of 38 student respondents. Results: Of the 38 students who were given treatment, 39.5% of students were skilled during the pre-test and when the post-test became 100% skilled with a p-value of $0.000 < 0.005$, indicating that there was an influence of mentorship learning methods on breast care skills Conclusion: From the results of the analysis conducted, it shows that there is an influence of mentorship learning methods on students' skills in carrying out breast care for postpartum mothers.

Key words: mentorship, skills, breast care, postpartum

INTRODUCTION

Higher education with various levels, namely postgraduate education, undergraduate, and education at the vocational level. One of the education at this vocational level is Diploma III Midwifery education which is an Associate Expert education that has a graduate profile, namely midwifery care providers, to prepare graduates to master the competencies required as a professional midwife, work independently, be able to develop themselves and be ethical. Advances in science and technology and the demands of the community that are increasingly critical of midwifery services provided by midwives have consequences for midwifery education graduates to improve their skills, attitudes and knowledge and act in accordance with their competence and authority (Risnawati *et al.*, 2021).

The mentorship method is a process of guidance from a mentor who has experience and expertise in providing professional knowledge to individuals (mentees) who are inexperienced and have less knowledge (St *et al.*, 2020). In midwifery studies, mentorship is understood as a lecturer who acts as a guide and accompanies and supports the development of students' skills both in educational institutions and practice (Erlandsson *et al.*, 2018). With the help of mentoring methods, mentors accompany mentees to become more independent by offering individual mental, psychological and professional support, so that mentees receive feedback and improve their professional competence and understanding (Khatun *et al.*, 2022).

In this study, a mentorship learning method was carried out for Midwifery DIII students in carrying out breast care. Breast care is one way to care for breasts that is done starting from pregnancy to the puerperium to help increase milk production. Taking care to stimulate the breast muscles and avoid problems that can occur in nursing mothers are two ways to increase milk production and keep it smooth (Rachmawati Suseno *et al.*, 2021)

Research conducted by G.Demirel (2021) found that most midwifery students expressed positive opinions about mentoring methods in the application of midwifery skills. This research was conducted with a view to providing a positive perspective on the mentoring system in midwifery education, with particular emphasis on the need for these higher quality midwifery skills (Demirel, 2021). The initial survey conducted by researchers on August 20, 2022, based on information from a supervisor at one of the campuses that practices at RSU Al-Fatah Ambon, it was stated that in the last 2 years, many students have been remedial during the assessment / evaluation of the postpartum care skills practicum, this has

caused achievements when the clinical pact was not optimal, this is evidenced by the average GPA score of $\leq 2,75$. In addition, clinical practice learning still finds various obstacles, including differences in perception between institutional supervisors and clinical supervisors, the large number of midwifery education institutions which will also affect the availability of practice land, and the short time of guidance.

Based on the background description above and there has been no research that examines the effect of mentorship learning methods on breast care skills of postpartum mothers in midwifery DIII students, so this needs to be studied to improve the skills of midwifery students.

METHODS

This research is a type of quantitative research, using a Pre-experimental design (One group pretest-posttest design) where this study has no comparison group (control) but at least has been made the first observation (pretest) which allows researchers to test changes that occur after the experiment. The sampling technique used is purposive sampling, where sampling is based on certain considerations, namely according to the criteria of inclusion and exclusion.

This research will be conducted in March - May 2023. The study was conducted at Al-Fatah General Hospital Ambon. The population in this study was all Midwifery DIII Students who were participating in practice at Al-Fatah Hospital Ambon which amounted to 40 respondents and a sample of 38 respondents.

The instrument in this study uses an evaluation sheet (checklist), which is a sheet containing breast care steps and observation sheets to observe mentors in conducting mentorship guidance in accordance with the 4 stages of guidance.

Data were analyzed using univariate and bivariate analysis. Univariate analysis is used to obtain an overview of the frequency distribution characteristics of respondents. While bivariate analysis was used to determine the significance of differences between groups before and after being given the mentorship method with statistical analysis of paired sample T-test. This research has received recommendations for ethical approval by the Health Research Ethics Commission of the Ministry of Research and Technology Hasanuddin University Faculty of Public Health with number: 3009/UN4.14.1/TP.01.02/2023

RESULTS AND DISCUSSION

This study aims to analyze the effect of mentorship learning methods on breast care skills of postpartum mothers. Based on the results of the study, it shows an increase in students' skills in practicing breast care for postpartum mothers at RSU Al-fatah Ambon after being given the Mentorship learning method. The mentorship learning method is a relationship of learning and counseling between experienced people who share professional expertise with people with less experience to develop the skills and abilities of the less experienced part (Treasury board of canada, 1993 in hermawan, 2021).

The results of this study are in line with the results of research conducted by Nurbaya St (2020) that there was an increase in Leopold's examination skills after being given a mentorship-based clinical learning method, where the average pretest score in the intervention group was 56.32 and the average posttest score in the intervention group was 84.70 with a difference of 28.38, this shows a difference between pre-test and post-test scores (St *et al.*, 2020).

Guidance on breast care skills for postpartum mothers carried out using the mentorship learning method is structured by the clinical supervisor, even though in the midst of being busy as the head of the room and the implementing midwife, the supervisor still pays attention, arranges the implementation time so that the guidance can take place directed and carried out properly in order to improve the achievement of student skills in conducting clinical practice.

This is supported by the opinion of Susanti, Garna & Wirakusumah (2014) that the clinical learning method used will affect the way students think in the context of learning, then these needs are related to the need to learn and lecturers or clinical supervisors can use one method to mobilize or arouse student learning motivation in conducting midwifery clinical practice.

Clinical supervisors apply the mentorship learning method by providing opportunities for mentors

to monitor in detail the progress of mentees, then given the opportunity to build knowledge, attitudes and skills obtained through interaction with midwives or clinical supervisors (mentors) who already have experience so that trust is built. The achievement of postpartum maternal breast care skills in students in midwifery clinical practice after being given the mentorship learning method has increased.

The clinical learning method in the clinical practice field provides opportunities for students to face greater challenges to improve student effort and performance so as to spur their motivation in overcoming problems and achieving skills better (Suwanto, Tri, 2016).

CONCLUSION

The results of this study are not perfect because of the limitations possessed by researchers, so it is expected that future researchers can develop this research. In activities carried out by mentors, researchers cannot supervise activities continuously, so there is a possibility that the answers given by participants do not really match what they know.

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Based on the results of the study, it can be concluded that there is a significant influence between mentorship methods on breast care skills of postpartum mothers in Midwifery DIII students.

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