



Qualitative Exploration of Nursing Students' Perceptions of the Implementation of Objective Structured Clinical Examination (OSCE)

Sukma Cahya Ramadhan¹⁾, Yurike Septianingrum²⁾, Anandita Amanda Wardani³⁾, Lu'luul Mukarromah⁴⁾

¹²³⁴Nursing Study Programme, Faculty of Nursing and Midwifery, Nahdlatul Ulama University Surabaya, East Java, Indonesia

INFO ARTICLE

Article Process

Accepted: July 2, 2024

Revised: 4 September, 2024

Published: 6 September, 2024

Corresponding author

Sukma Cahya Ramadhan

sukmacardiology@gmail.com

S1 Nursing Study Programme,
Faculty of Nursing and Midwifery,
Nahdlatul Ulama University
Surabaya Jl. Smea, No. 57,
Surabaya, East Java Indonesia

How to cite

Ramadhan, S.C., Septianingrum, Y., Wardani, A.A., & Mukarromah, L., (2024).

Qualitative Exploration of Nursing Students' Perceptions of the Implementation of Objective Structured Clinical Examination (OSCE). *SURYA: J. Media Komunikasi Ilmu Kesehatan*, 16(2), 72-82.

<https://doi.org/10.38040/js.v16i2>

ABSTRACT

Introduction: The current method of measuring the clinical competency ability of nursing students is not only through CBT-based exams. One of the methods used to evaluate students' clinical skills is Objective Structured Clinical Examination (OSCE). The purpose of this study is to explore student perception of implementation (OSCE) as a method of evaluating student skills.

Methods: This study uses qualitative exploration studies with a phenomenological approach to explore into students' experiences with the OSCE. The population in this study is nursing students (2019–2020) at private University at Surabaya. A total of nine students participated in this study according to the established inclusion criteria. The data collection was conducted through in-depth interviews through Zoom with semi-structural interviews and recorded by the researchers according to the participant's consent. The study was conducted from January 14th to February 1st, 2024. Data were analyzed using the Colaizzi method to determine themes and sub-themes.

Results: According to the results of the study, five themes related to student perceptions of the implementation of the OSCE covered the level of knowledge, stressors, implementation management, coping mechanisms, and advantages of OSCE methods.

Conclusion: These findings are expected to serve as a basis for the strategy of implementing OSCE as a method of clinical evaluation, especially in the scope of the College of Nursing Sciences.

Keywords: Perception, Students, Nursing, OSCE.

INTRODUCTION

Nursing as a scientific and clinical discipline is growing, this also affects the nursing curriculum (Raziani, Nazari and Raziani, 2022).. In Indonesia, there are three levels of nursing education, namely vocational (diploma

three nursing), academic (bachelor, master, and doctoral programme), and professional (nurses and nurse specialists). (Rahmawati *et al.*, 2023). One of the efforts to measure student competence is by holding a nursing student competency test, known as UKNI. (Casman *et al.*, 2020). However, since the

Covid-19 pandemic and the implementation of activity restrictions, nursing students have not had direct clinical practice opportunities. This resulted in 17.34% of students being declared incompetent in 2020 and an increase in 2021 with 37.01% of students declared incompetent (Ministry of Education and Culture of the Republic of Indonesia, 2020). (Ministry of Education and Culture of the Republic of Indonesia, 2022).

From these data, it can be used as reinforcement that it is necessary to hold an *Objective Structured Clinical Examination* (OSCE) competency test to train clinical practice skills collaborated with UKNI to assess the theoretical abilities of nursing students in order to produce professional and competent graduates. (Casman *et al.*, 2020). In a recent study, 66.3% of nursing students' perceptions and attitudes towards OSCE examinations considered OSCE to be an unpleasant atmosphere, and 40.6% preferred to take practical exams, and 64.4% considered that the implementation of OSCE was still poor. (Alamri *et al.*, 2022). In addition, the results of an interview with the course coordinator stated that the average student passed the OSCE by 70%, meaning that not all students have clinical competence as expected. (Erianti *et al.*, 2021). Preliminary data obtained from interviews with five X University students. As many as 40% of students said that the management of OSCE implementation was good and as many as 60% of students said that the management of implementation was still lacking.

OSCE is an evaluation method used in simulating the clinical environment. (Raziani, Nazari and Raziani, 2022). The application of OSCE as a training programme aims to train learners in theoretical and practical training planned over a four-year period to acquire effective competence in carrying out professional roles and tasks. (John *et al.*, 2020). The implementation of OSCE takes into account aspects such as: Several pre-designed phases, testing different skills in each

phase, learners pass each phase, test content for learners is predetermined and assessed with the same tools and based on predetermined standards. (Ahmed Elbilgahy *et al.*, 2020).

The implementation of OSCE is a solution to improve student competence, but it is also an obstacle for students and lecturers because they need to adapt to new things. (Rahmawati *et al.*, 2023). Therefore, this study was conducted with the aim of exploring student perceptions of the implementation of OSCE examinations in nursing students.

METHODS

This research is a qualitative study with a phenomenological approach to seek in-depth information on students' perceptions in carrying out OSCE. This research was conducted at a private university in Surabaya in January-February 2024. The main informants in this study were nursing students in semester 7 and 8 who had carried out OSCE. The method used for retrieving informants is *purposive sampling* and the technique of retrieving informants uses *maximal variation sampling* with variations in informants, namely nursing students in 2019 and 2020. The number of student informants is 9 people, and can increase until the *saturation point* is obtained.

Research data was taken after obtaining written consent from students who became participants and recorded by researchers. The type of data used in this research is primary data from observations and *In-depth Interviews* through ZOOM meetings. A *semi-structured* interview guide was used as an interview instrument with participants by asking several questions such as: (1) "How was your experience with the implementation of OSCE?"; (2) "Were there any obstacles in carrying out OSCE?"; (3) "What efforts did you make to overcome these obstacles?".

Interviews were conducted with a duration of 30-40 minutes. Participant selection and data analysis continued until it reached a saturation point where no new

concepts emerged from the data analysis. Data saturation refers to the repetition of discovered information and confirmation of previously collected data. Sampling stopped when no new information and categories were obtained.

Qualitative data analysis was carried out thematically, namely through data preparation and organisation, data reduction and data presentation. The data validity tests used are: (1) credibility test; using data triangulation on researchers, (2) transferability test by recruiting participants with different demographic characteristics, (3) dependability test; the supervisor in this study will audit all researcher activities in the research process and assess the accuracy of the results and the research process carried out, (4) confirmability test; through supervisors and peers who have knowledge of the same research as researchers. The interview results were written in the form of verbatim transcripts, then the transcripts were checked for accuracy and anonymised. The author also made notes related to the participants' body language. Data analysis was carried out using Colaizzi analysis with the following 7 steps (Praveena K.R et al. 2021):

1. The interview transcripts were read over and over again to get an overall picture of the discussion under review.
2. Answers relating to the phenomenon of the research problem were extracted from the transcripts.
3. From important interconnected statements, a new subtheme is created.
4. Organise interconnected subthemes into a main theme
5. Compile research results into a complete description
6. Organise the fundamental structure of the phenomenon in the form of a description
7. Findings obtained from participants were validated back to participants

RESULTS

From the results of the Colaizzi analysis, the respondent data is as follows:

Table 1. Demographic Data

Respondents	Age	Gender	Class Year
R1	23	Women	2020
R2	22	Women	2020
R3	22	Male	2020
R4	23	Women	2020
R5	24	Women	2019
R6	22	Women	2020
R7	22	Women	2020
R8	22	Women	2020
R9	24	Women	2019

The results showed that 90% of respondents were female and 10% were male. In terms of the age of the respondents, as many as (20%) were 24 years old, as many as (60%) respondents were 22 years old, and as many as (20%) respondents were 23 years old. Judging from the class year, as many as (80%) respondents are students of the Class of 2020 and as many as (20%) respondents are students of the class of 2019. The results of the Colaizzi data analysis are summarised in the chart below.

Table 2. Colaizzi Analysis Results

Sub-category	Category	Theme
Improving the quality of students	OSCE Objectives	Knowledge level
Gain experience		
Improving skills	OSCE knowledge	Stressor
Pre-hospital exam		
Deg-degan	Anxiety	Stressor
Killer lecturer	Lecturer attitude	
Fear of looking stupid	Fear	Implementation management
The instrument is lacking	Completeness of instrument	
Two-way communication	Standard patient	
Time left	Implementation time	

Review the previous material	Learning techniques	Coping mechanisms
Study Group		
Learn through YouTube		
Proving the ability of students	Benefits for students	
Knowing the ability		Advantages of osce method
Provision for the world of work	Osce advantages	
Effectiveness of osce	Effectiveness of osce	

From the chart above, the results of the study explain that student perceptions of OSCE implementation resulted in OSCE objectives and OSCE knowledge included in the theme of knowledge level. Anxiety, lecturer attitude, and fear are included in the stressor theme. Completeness of instruments, standardised patients, and implementation time are included in the theme of implementation management. Learning techniques are included in the theme of coping mechanisms. Advantages, advantages of OSCE and effectiveness of OSCE are included in the theme of advantages of OSCE method.

DISCUSSION

1. OSCE Knowledge Level

According to the results of the study, students' answers to the level of knowledge of osce were obtained, namely:

"Seperti tadi saya jelaskan bahwasanya untuk meningkatkan kualitas kita sebagai mahasiswa dan juga untuk melakukan evaluasi - evaluasi pembelajaran dari

semester-semester yang sudah kita lalui" (A, 22 Tahun, Mahasiswa 2020).

"As I explained earlier, it is to improve our quality as students and also to conduct learning evaluations from the semesters we have gone through" (A, 22 Years old, Student 2020).

"Semacam kayak ujian kita Sebelum melakukan praktik di rumah sakit Jadi intinya osce ini harus benar-benar kita pahami agar nanti ketika di rumah sakit kita tuh bisa mengimplementasikan praktik keperawatan dengan baik dan benar semacam kayak buat penilaian sejauh mana kita bisa memahami mengenai materi atau praktik keperawatan gitu" (F, 22 Tahun, Mahasiswa 2020).

"It's kind of like our test before doing practice in the hospital. So the point is that we really have to understand this osce so that later when in the hospital we can implement nursing practice properly and correctly, it's kind of like an assessment of how far we can understand nursing material or practice" (F, 22 years old, Student 2020).

From this data, the level of student knowledge of the OSCE method is an exam that is carried out before conducting clinical practice in a hospital, where it aims to improve the quality of student skills in implementing nursing knowledge.

This is in line with research conducted by (Raziani, Nazari and Raziani, 2022) mentioned that OSCE is a method designed to strengthen students' understanding in simulating a real clinical environment. According to other studies, OSCE simulation is designed in the form of an environment similar to a hospital but safe for students to practice clinical skills without jeopardising patient safety. OSCE helps improve the safety and quality of nursing care and ultimately prepares students for professional roles in the future. (Alamri *et al.*, 2022).

The application of the OSCE method for students is very good, but the application of this method should not only be given to students when preparing for practice in the hospital. Instead, the OSCE method can also be applied every semester as an instrument for evaluating student clinical skills. With the application of the OSCE method every semester, it is hoped that students can be more familiar with the OSCE method and understand in depth the procedures that have been learned.

2. Stressors in Attending OSCE

According to the results of the study, students' answers to stressors in carrying out OSCEs were obtained, namely:

"Kalau di waktu kita menjalankan osce hambatan yang sering muncul itu ya nervous, apa yang kita pelajari terus kita masuk ke ruangan itu lihat muka dosen pengujinya itu jadi kita kayak udah ambyar gitu loh... baru tahu dosennya siapa yang jaga, yang bisa dibilang dosennya Killer gitu jadi kita kayak langsung.. aduh gimana ya Bisa enggak ya Bisa enggak ya padahal waktu kita belajar itu Ya kita biasa aja dan kita percaya kita bisa, eh baru dengar yang jaga dosen itu kita cemas" (R, 22 Tahun. Mahasiswa 2020).

"When we run the osce, the obstacles that often arise are nervousness, what we learn and then we go into the room and see the face of the examining lecturer so we are like already ambyar ... just found out who the lecturer is who is guarding, which can be said to be a Killer lecturer so we are like immediately ... oh what can I do, I can't do it, I can't do it, even though when we study, yes we are normal and we believe we can do it, eh just heard that the lecturer is guarding we are worried" (R, 22 years old. 2020 Student).

"Kalau aku lebih ke nanti bakal gimana karena kan kedatangan ada dosen dari

luar untuk menguji dari luar jadi cerita kayak takut bahwa kelihatan bodoh ini kelihatan kayak enggak sungguh-sungguh ini, kan materi sudah diberikan dari semester satu masa sekarang gabisa dan lain lain." (S, 22 tahun, Mahasiswa 2020).

"For me, it's more about how it will be because there are lecturers coming from outside to test from outside so the story is like fear that it looks stupid, it looks like it's not serious, the material has been given from semester one, now I can't and so on..." (S, 22 years old, Student 2020).

"Lebih ke parno tegang " (N, 23 Tahun, Mahasiswa 2020).

"More like parno, tegang" (N, 23 years old, Student 2020).

"Kalau ditanya terkait osce ya, ya sebenarnya osce itu gimana ya ada rasa deg2annya tapi ya gimana, kalau kita nggak menghadapi osce kita nggak ada pengalaman, pengalamannya sendiri pasti kalau pas mau masuk itu udah cemas, bingung mau gimana bener apa enggak kadang kan apa yang kita pelajarin buat semalaman seharian dipelajarin tapi pas waktu masuk udah Blank karna rasa cemas dan ada yang kelewat, ada yang lupa ada yang suka lupa pakai masker lah ya kan pasti kan ada yang kayak gitu ya tapi ya gimana namanya juga ujian.ngeliat dosennya aja lngsng cemas, takut banget" (V, 24 Tahun, Mahasiswa 2019).

"If you are asked about osce, yes, actually osce is how it is, yes there is a sense of nervousness but what do you do, if we don't face osce we have no experience, the experience itself is definitely that when we want to enter it, we are already anxious, confused about what to do right or not, sometimes what we study for all night all day is studied but when we enter it, we are already blank because of anxiety and some are missing, some forget, some like to

forget to wear a mask, yes, there must be something like that, yes but what is the name of the exam. Just seeing the lecturer makes me anxious, really scared" (V, 24 years old, 2019 Student).

From these data, the experience of students undergoing OSCE often appears stressor and makes psychological pressure on students. This is influenced by internal factors such as student unpreparedness, lack of pre-OSCE preparation or triggered by external factors, namely the attitude of lecturers who often make students anxious and afraid.

This is in line with previous research which states that OSCE has a relationship with student stress levels, one of the things that affects this incident is the presence of external examiners who contribute to the implementation of OSCE. (Fisseha and Desalegn, 2021). Students who take part in OSCEs often experience academic stress due to workload, clinical stress related to expectations in improving practicum skills, concerns about getting bad grades or not passing, and personal stress because students feel they do not have enough time to prepare themselves before the OSCE. (Gita Adelia, Bayu Azhar, Eka Malfasari, M. Zul Irfan, Candra Saputra, 2023). Seeing the attitude of the supervisor or examining lecturer affects student confidence and performance, therefore the supervisor's behaviour can trigger stressors for students so that students cannot demonstrate their abilities in various procedures requested at certain stations. (Raziani, Nazari and Raziani, 2022).

Stressors experienced by students are divided into internal stressors (self-readiness in osce preparation, expectations of practicum skills, concerns about getting bad grades) and external stressors due to the influence of the attitude of the examining lecturer. From this it is necessary to do pre-OSCE preparation for students and agencies so that students are able to carry out procedures properly. In terms of the attitude of the examining lecturers, it is necessary to hold special training for OSCE

examining lecturers. It is intended that the examining lecturer can behave more professionally when becoming an OSCE examiner.

3. OSCE Implementation Management

According to the results of the study obtained student answers to the management of OSCE implementation, namely:

"Hambatannya itu mungkin instrumen yang kurang lengkap ya Yang cuman yang kurang lengkap jadi menurutnya kita itu masih ada beberapa alat yang memang di situ enggak disediakan" (R, 22 Tahun, Mahasiswa 2020).

"The obstacle is that maybe the instruments are incomplete, but the ones that are incomplete so according to him we still have some tools that are not provided there" (R, 22 years old. 2020 student).

"Lebih enak pakai probandus manusia sih karena ada komunikasi dua arah sedangkan kalau pakai phantom itu kan cuma diam saja " (N, 23 Tahun, Mahasiswa 2020).

"It is better to use human probandus because there is two-way communication, while if you use a phantom, it is just silent" (N, 23 years old, Student 2020).

"Kalau waktunya udah cukup sih bahkan ada beberapa stase yang memang itu waktunya banyak tersisa" (J, 22 Tahun, Mahasiswa 2020).

"If the time is enough, there are even some stages that have a lot of time left" (J, 22 years old, Student 2020).

From the data obtained, it was found that there were obstacles in the implementation of OSCE, the use of standardized patients and the adequacy of implementation time.

The obstacle found when carrying out OSCE is the lack of complete instruments provided. This is in line with previous research

that found obstacles in the implementation of OSCE including the comfort of the OSCE environment and the completeness of the facilities including the instruments used, in its findings there were tools that did not work and this caused concern for OSCE participants. (Raziani, Nazari and Raziani, 2022).

In terms of using standard patients, students prefer to use standard patients rather than *phantoms* because they can practice therapeutic communication skills when performing nursing actions. This is supported by previous research, the use of standard patients has benefits for students in practising communication skills. The use of standardized patients also increases learners' prudence in performing nursing actions compared to when interacting with phantoms. (Puspasuci and Harjanto, 2018).

Judging from the adequacy of OSCE implementation time, students said that the OSCE implementation time was sufficient to complete the procedures at each station. This is an ambiguous finding because some students successfully completed the action procedures but there were some procedures that were skipped. This statement is in line with previous research which found that some students were in a hurry and confused about the order of the procedures to be carried out, resulting in the remaining time provided and wasted if no evaluation is carried out after the students carry out the procedures tested. (Raziani, Nazari and Raziani, 2022).

Completeness of instruments and the use of standardized patients are supporting things in the implementation of OSCE. Agencies need to pay attention to the completeness of the instrument and check the function of the tool before the instrument is used for OSCE. This is so that students do not experience obstacles in carrying out OSCE. In addition, laboratory staff are expected to always check every station transfer to see if there are tools / instruments that need to be replaced. In terms of standardized patients, it is better to conduct training on standardized

patient candidates. It is expected that candidates understand their roles and functions well in accordance with the scenario at each station. In terms of implementation time, generally each OSCE station is carried out within 15 minutes. The findings of the research participants said that the time was left. This can be used as a discussion material for examining lecturers and agencies, whether the time provided is indeed remaining because it is too long or students miss the procedures that must be done.

4. Coping Mechanism in Performing OSCE

According to the results of the study student answers to the management of OSCE implementation, namely:

"Jadi aku tuh bareng teman-temanku ya, terutama temen kelas itu kayak bentuk kelompok belajar gitu buat review-review terkait praktikum yang ada dipelajari terus spesifikasi yang mungkin bakal muncul kasus-kasus yang mungkin bakal muncul di situ kita cari di Youtube" (R, 22 Tahun. Mahasiswa 2020).

"So with my friends, especially classmates, I formed a study group to review the practicum that was studied and then the specifications that might appear cases that might appear there, we look for them on Youtube" (R, 22 years old. Student 2020).

Nah kalau itu biasanya teman-teman itu nyari dari Google atau bisa teman-teman itu lihatnya dari YouTube, kita itu Belajar bareng jadi kayak kita harus baca dulu terus nanti itu kita harus lihat apa YouTube terus kita mereview materi" (J, 22 Tahun, Mahasiswa 2020).

"Well, if it's usually friends looking from Google or you can see it from YouTube, we learn together so it's like we have to read first and then later we have to see what YouTube is and then we review the material" (J, 22 years old, Student 2020).

"Oh dari saya pribadi dan teman-teman itu kita lebih mereview yang ada di perpustakaan kayak sop yang udah di dosen kita juga ada yang buku peralatan tebal dan juga yang waktu itu juga ada kan jadi ya sudah kita belajar lewat situ, terus kita juga belajar melalui YouTube" (N, 23 Tahun, Mahasiswa 2020).

"Oh, from me personally and my friends, we are more reviewing what is in the library, like the soup that has been in our lecturers, there are also thick equipment books and also what was also there at that time, so we have learnt through that, then we also learnt through YouTube" (N, 23 years old, Student 2020).

From the data obtained, students carry out coping mechanisms to prepare themselves for the OSCE. The mechanism they use is to form a study group with classmates to review the material and look for learning resources through YouTube as a reference in performing action procedures.

In previous studies, students' strategies in preparing for OSCE include repeated practice and theory orientation with lecturers, discussions with groups related to each student's knowledge and skills. This is considered effective enough to increase student confidence in facing the exam better. (Raziani, Nazari and Raziani, 2022)..

Findings from the interview results are also supported by statements in the strategy for conducting OSCEs according to (British Medical Association, 2021), including familiarising yourself with practice and practice to evaluate your own weaknesses, creating study groups to identify and correct mistakes, practicing practical procedures together with family members or friends to get *feedback on* procedures that have been carried out.

From the results of the research found, the majority of participants said

that learning preparation for OSCE is making study groups, reviewing material and viewing YouTube. This can be used as a consideration for agencies so that agencies can provide adequate learning materials in accordance with the procedures that will be tested. If students do not have study guidelines, their understanding of competence will vary due to the absence of study guidelines.

5. Advantages of OSCE Method

From the data obtained, students' answers to the advantages of the OSCE method are:

"Pendapat aku pribadi ya untuk osce itu baik, apalagi aku ya dari angkatan Corona yang notabennya online terus jadi untuk kegiatan osce jadi sarana kita membuktikan kalau misalnya kita selama pembelajaran itu kayak dibuktikan bisa apa enggakya itu juga, jadi enakya tuh kayak gitu Jadi kita bisa tahu yang benar apa enggak karena kan dosennya kayak enggak ikut campur gituloh jadi pure dari kemampuan kita sendiri apa yang sudah kita pelajari "(R, 22 Tahun. Mahasiswa 2020).

"My personal opinion is that osce is good, especially since I am from the Corona generation, which is online, so for osce activities, it is a means for us to prove that for example, during learning, it is like proving whether we can do it or not, so it's good like that so we can know what is right or not because the lecturer doesn't interfere, so it's pure from our own abilities what we have learned" (R, 22 years old. Student 2020).

"Penting banget untuk evaluasi diri, kenapa aku bilang penting.. karena ya osce itu semacam kayak ya biar mengetahui sejauh mana kita bisa mengimplementasikan keperawatan di masyarakat gitu. Kalau misalkan kita mau praktek atau magang gitu ya terus kita

belum osce kiita belum paham skill lab itu nah itu kan pas disana kan nnati kayak pasien itu kurang percaya sama kita gitu kan” (F, 22 Tahun. Mahasiswa 2020).

"It's really important for self-evaluation, why do I say it's important ... because yes osce is a kind of like yes to find out how far we can implement nursing in the community. If, for example, we want to practice or do an internship, then we haven't done osce, we don't understand the lab skills, so when we get there, it's like the patients don't trust us" (F, 22 years old. Student 2020).

“Menurut aku sih benar-bener penting banget osce di lakukan karna bukan hanya melalui ujian online atau Google form dan lain-lainya, Mungkin apa ya nilai hanyalah Angka tapi dosen atau pengajar itu tidak tau anak ini bisa apa ngga. Bahkan mungkin bisa kebalikannya anak yang nilainya mungkin biasanya 60 50 di osce mungkin lebih bisa karna dia paham, Anak yang nilainya 90 ke atas 180 itu malah saat osce ga tau apa apa. kayak mungkin tegang gitu mungkin” (G, 22 Tahun. Mahasiswa 2020).

"In my opinion, it is really important to do osce because it is not just through online exams or Google forms and others, maybe what yes, grades are just numbers but the lecturer or teacher does not know what this child can do or not. It might even be the opposite, a child whose score might usually be 60 50 in osce might be more able because he understands, a child whose score is 90 and above 180 even when osce doesn't know anything. like maybe tense so maybe" (G, 22 years old. Student 2020).

From the data obtained, students said that the OSCE method has several advantages in measuring the competence possessed by students, this method can also be used as a form of evaluation of the

theory that students have obtained during lectures for implementation in the world of work, and another advantage is that the OSCE method not only measures students' theoretical abilities but can also measure students' clinical skills.

The findings of this study are supported by previous research which states that many students prefer the OSCE method compared to other methods. OSCE was found to be effective in helping students master different clinical skills. (Subhashini, Ms and Gk, 2019).. In another study, it was found that students' opinion towards OSCE is that they believe this method is a valid, fair, and objective way to evaluate students' clinical knowledge and skills. Despite the fact that OSCE causes an increase in stress levels, students prefer it because of the benefits of the OSCE method. This systematic review has provided knowledge about OSCEs and demonstrated their use in nursing colleges, which has resulted in widespread acceptance in many nursing schools around the world, contributing significantly to nursing science and education. (Kassabry, 2023). Another statement asserts that OSCE reduces bias in other clinical examinations, such as oral and long cases, and OSCE provides fair assessment of students to achieve more valid and reliable examination results. (Fouad *et al.*, 2019).

From the interview results, participants considered OSCE as an effective method to measure students' clinical skills. The application of the OSCE method can be used as an evaluation instrument in each semester so that students can get used to the implementation of OSCE. This will make it easier for students to understand various nursing procedures and reduce the level of academic stress of students, on the other hand, the burden of educators can also be reduced because the task of educators will

only help review procedures that have been learned in previous semesters.

CONCLUSIONS

This study adds a deeper understanding of student perceptions in the implementation of OSCE. The results of this study highlight student perceptions of OSCE implementation that focus on the level of knowledge, stressors, implementation management, coping mechanisms and advantages of OSCE. The findings of this study can also be used as a basis in making strategies for implementing OSCE as a clinical evaluation method, especially within the scope of the College of Nursing Sciences.

The advantage of this study is that researchers are more focused on exploring the implementation of OSCE from the perspective of students as OSCE participants. Whereas in other studies conducted with quantitative methods where data collection uses questionnaires so that it has not been able to explore the implementation of OSCE in more detail. The limitation of this study is that the interviews were conducted at night adjusting the participants' time. This caused the implementation of interviews with participants to be less focused. In addition, this study was only conducted at one nursing institution so that the results of the study could not represent nursing students as a whole. Future research needs to explore the implementation of OSCE from the perspective of policy holders (dean, vice dean, caprodi, sekprodi), examiners (lecturers), standardised patients, or those included in the OSCE exam component.

REFERENCE

Ahmed Elbilgahy, A. *et al.* (2020) 'Implementation of Objective Structured Clinical Examination (OSCE): Perceiving Nursing Students and Teachers Attitude & Satisfaction', *American Journal of Nursing Research*, 8(2), pp. 220–226.

Available at:
<https://doi.org/10.12691/ajnr-8-2-11>.

Alamri, S. *et al.* (2022) 'Nursing Students' Perception and Attitude towards Objective Structured Clinical Examination in Oman', *Sultan Qaboos University Medical Journal*, 22(3), pp. 343–350. Available at:
<https://doi.org/10.18295/squmj.2.2022.012>.

British Medical Association (2021) *10 Steps to OSCE Success*. Available at:
<https://www.bma.org.uk/media/4165/bma-10-tips-for-osce-success-june21.pdf> (Accessed: 3 February 2024).

Casman, C. *et al.* (2020) 'Kaleidoskop Menuju Seperempat Abad Pendidikan Keperawatan di Indonesia', *Jurnal Endurance*, 5(1), p. 115. Available at:
<https://doi.org/10.22216/jen.v5i1.4291>.

Erianti, S. *et al.* (2021) 'Implementasi Metode Evaluasi OSCE (OBJECTIVE STRUCTURED CLINICAL EXAMINATION) Mahasiswa STIKES HANGTUAH PEKANBARU', *JKA (Jurnal Keperawatan Abdurrah)*, 05(01), pp. 45–52. Available at:
<https://www.coursehero.com/file/47205126/Ebook-Panduan-Penyelenggaraan-OSCE-Keperawatanpdf/>.

Fisseha, H. and Desalegn, H. (2021) 'Perception of Students and Examiners about Objective Structured Clinical Examination in a Teaching Hospital in Ethiopia', *Advances in Medical Education and Practice*, 12, pp. 1439–1448. Available at:
<https://doi.org/10.2147/AMEP.S342582>.

- Fouad, S. *et al.* (2019) 'Perception of Students, Staff and Simulated Patients towards Objective Structured Clinical Examination (OSCE)', *Education in Medicine Journal*, 11(2), pp. 27–42. Available at: <https://doi.org/10.21315/eimj2019.11.2.4>.
- Gita Adelia, Bayu Azhar, Eka Malfasari, M. Zul Irfan, Candra Saputra, R.F. (2023) 'STRES MAHASISWA KEPERAWATAN TINGKAT 2 DALAM MENGHADAPI OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE)', *Jurnal Ilmiah Permas: Jurnal Ilmiah STIKES Kendal*, 13(Januari), pp. 261–266. Available at: <http://journal.stikeskendal.ac.id/index.php/PSKM>.
- John, B. *et al.* (2020) 'Exploring Nursing Students Experience with Objective Structured Clinical Examination (OSCE) as an Assessment Tool: A Mixed Methods Research', *Journals of Research Literature*, 2(April), pp. 1–10.
- Kassabry, M.F. (2023) 'Evaluation of simulation using objective structured clinical examination (OSCE) among undergraduate nursing students: A systematic review', *International Journal of Africa Nursing Sciences*, 18(January), p. 100553. Available at: <https://doi.org/10.1016/j.ijans.2023.10.0553>.
- Kementrian Pendidikan dan Kebudayaan Republik Indonesia (2022) *Data Statistik Registrasi Online Uji Kompetensi Ners*, Kementrian Pendidikan dan Kebudayaan Republik Indonesia. Available at: <https://ukners.kemdikbud.go.id/berita/182-PENGUMUMAN-HASIL-UJI-KOMPETENSI-MAHASISWA-PROFESI-NERS-PERIODE-3-2022> (Accessed: 21 January 2024).
- Puspasuci, S.E. and Harjanto, T. (2018) 'Persepsi Mahasiswa Keperawatan Tentang Pasien Standar Osce Di Institusi Pendidikan Di Yogyakarta', *Jurnal Persatuan Perawat Nasional Indonesia (JPPNI)*, 3(2), p. 68. Available at: <https://doi.org/10.32419/jppni.v3i2.104>.
- Rahmawati, V. *et al.* (2023) 'Pelatihan Objective Structured Clinical Examination (Osce) Sebagai Upaya Peningkatan Kesiapan Program Exit-Exam Mahasiswa Keperawatan', *Buguh: Jurnal Pengabdian Kepada Masyarakat*, 3(1), pp. 11–18. Available at: <https://doi.org/10.23960/buguh.v3n1.794>.
- Raziani, Y., Nazari, A. and Raziani, S. (2022) 'Nursing students' experiences with the objective structured clinical examination (OSCE): A qualitative study', *International Journal of Africa Nursing Sciences*, 16(September 2021), p. 100433. Available at: <https://doi.org/10.1016/j.ijans.2022.10.0433>.
- Subhashini, L., Ms, R. and Gk, B. (2019) 'Original Article Effectiveness of OSCE in Assessment of Clinical Competencies and Perception of OSCE Among Nursing Students', (2), pp. 28–3