

Perbandingan metode directed learning dan self-deliberate practice pada retensi kemampuan melakukan koreksi resusitasi jantung paru kualitas tinggi: Studi laboratorium simulasi pada mahasiswa kedokteran tahun kedua FKUI = The comparison of directed learning and self-deliberate practice methods on retention skills of correcting ineffective cpr: A simulation laboratory study on second year medical student of universitas indonesia

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Abstrak

ABSTRAK

Pendahuluan. RJP merupakan usaha paling mendasar untuk menyelamatkan nyawa dari henti jantung. Selain mampu melakukan RJP kualitas tinggi, seorang dokter juga dituntut untuk mampu mengidentifikasi dan melakukan koreksi jika anggota tim tidak melakukan RJP dengan benar. Metode pembelajaran Self Deliberate Practice (SDP) dan Directed Learning(DL) umum digunakan pada pendidikan dokter di Indonesia, khususnya di FKUI. Fokus penelitian ini adalah analisis perbandingan kedua metode pembelajaran tersebut berdasarkan kemampuan mahasiswa dalam memahami dan melakukan RJP kualitas tinggi, mengidentifikasi dan mengoreksi kesalahan dalam tindakan RJP, sekaligus menilai kualitas kepemimpinan mahasiswa.

Metode. Sebanyak 40 mahasiswa sampel dari FKUI diberikan pelatihan dan praktek bantuan hidup dasar. Selanjutnya, sampel dibagi secara acak dan tersamar menjadi kelompok treatment dan control untuk menjalani dua metode pembelajaran berbeda selama tiga bulan. Empat alat ukur digunakan untuk menilai hasil pembelajaran: kemampuan koreksi RJP; pengetahuan; keterampilan melakukan RJP kualitas tinggi; dan kualitas kepemimpinan. Uji perbandingan rerata terhadap dua kelompok tidak berpasangan menggunakan uji t-test independen dan uji Mann-Whitney. Hasil. Tidak ada perbedaan rerata yang signifikan secara statistik pada semua alat ukur yang digunakan. Perbandingan rerata nilai setelah retensi adalah: kemampuan koreksi RJP $p = 0.576$; pengetahuan $p = 0.778$; keterampilan RJP $p = 0.459$; dan kepemimpinan $p = 0.932$. **Simpulan.** Metode SDP dan DL sama baiknya dalam meningkatkan kemampuan koreksi, pengetahuan, dan keterampilan RJP mahasiswa FKUI. Kedua metode tidak berpengaruh terhadap kualitas kepemimpinan mahasiswa. Tidak ditemukan perbedaan yang signifikan secara statistik pada luaran kedua metode pembelajaran.

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Introduction. CPR is the most basic effort to save lives from cardiac arrest. In addition to being able to perform a high-quality CPR, a doctor is also required to be able to identify and make corrections if a team member does not perform the CPR correctly. The Self Deliberate Practice (SDP) and Directed Learning (DL) are common learning methods used in medical education in Indonesia, especially in FKUI. This study is a comparative analysis of the two learning methods based on students' ability to understand and perform high quality CPR, identify and correct errors in CPR, as well as assess the quality of student leadership. **Methods.** A total of 40 students from FKUI were taken as sample and given basic life support training. After the training, the sample were randomly and blindly

divided into a treatment and control group to undergo two different learning methods for three months of retention. Four types of measurement are used to assess learning outcomes: the ability to correct CPR; knowledge; the ability to perform high quality CPR; and leadership. Comparative analysis of four types of measurements was carried out on two unpaired groups using the independent t-test and the Mann-Whitney test. Results. There were no statistically significant mean differences in all measuring instruments used. The p value of comparison of mean after retention is: CPR correction ability $p = 0.576$; knowledge $p = 0.778$; CPR performing skills $p = 0.459$; and leadership $p = 0.932$. Conclusions. Both SDP and DL methods are equally good in improving students' ability to perform high-quality CPR, and correcting CPR. Both methods play little role in increasing students' understanding of basic life support, and do not affect the quality of student leadership. No statistically significant differences were found in the two outcomes of the learning method.