

Efektivitas Pembelajaran Keterampilan Prosedural Intubasi Endotrakeal dan Ventilasi Masker pada Mahasiswa Kedokteran Preklinik dengan Metode Modifikasi Peyton's Four-Step Approach pada Era Pandemi COVID-19 = Effectiveness of Endotracheal Intubation and Mask Ventilation Procedural Skills Training on Preclinical Student Using Modified Peyton's Four-Step Approach During COVID-19 Pandemic

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Abstrak

Latar belakang. Kegawatdaruratan jalan napas merupakan alasan pentingnya kompetensi keterampilan prosedural Intubasi Endotrakeal dan Ventilasi Masker bagi seorang dokter. Keterampilan prosedural tersebut diajarkan melalui pelatihan dengan tatap muka. Namun, pandemi COVID-19 memberikan dampak pada sistem pendidikan, termasuk pendidikan kedokteran. Metode pelatihan dengan tatap muka langsung tidak dapat dilakukan dan memerlukan suatu modifikasi menjadi metode daring. Salah satu metode yang dapat dilakukan adalah modifikasi Peyton's Four-Step Approach. Tujuan. Menilai efektifitas metode pembelajaran dengan modifikasi Peyton's four-step approach dan metode pembelajaran Peyton's four-step approach klasik dalam pembelajaran keterampilan prosedural Intubasi Endotrakeal dan Ventilasi Masker selama masa pandemi COVID-19. Metode. Penelitian eksperimental dengan dua kelompok subyek mahasiswa pada modul Keterampilan Klinis Dasar Intubasi Endotrakeal dan Ventilasi Masker di Fakultas Kedokteran Universitas Indonesia selama periode Maret-Juni 2022. Kelompok pertama mendapatkan pembelajaran dengan Peyton's four-step approach klasik dan kelompok lainnya mendapatkan pembelajaran dengan modifikasi Peyton's four-step approach. Kedua kelompok kemudian diuji dan dilakukan penilaian dengan skor rubrik dan skor global rating, serta mengisi kuisisioner umpan balik. Hasil. Eksperimen dilakukan dengan 133 mahasiswa pada kelompok klasik dan 96 mahasiswa pada kelompok modifikasi. Median skor rubrik 21,2 poin dan mayoritas skor global rating lulus (60,7%). Analisis statistik skor rubrik (uji T) dan skor global rating (uji Chi square) terhadap metode pembelajaran memberikan nilai $p > 0,05$ untuk keduanya. Analisis statistik persentase kelulusan antar metode pembelajaran juga memberikan nilai $p > 0,05$. Kuisisioner kepuasan dan kepercayaan diri mendapatkan jawaban setuju dan sangat setuju untuk seluruh pertanyaan dan analisis perbandingan kepuasan antar metode mendapatkan nilai $p > 0,05$. Kesimpulan. Metode pembelajaran menggunakan metode modifikasi Peyton Four-Step Approach dan Peyton Four-Step Approach klasik sama efektif untuk diterapkan pada pembelajaran keterampilan prosedural Intubasi Endotrakeal dan Ventilasi Masker pada mahasiswa Fakultas Kedokteran Universitas Indonesia. Kedua metode memberikan kepuasan dan kepercayaan diri yang sama.

.....Background. Airway emergencies is the reason behind competency in mask ventilation and intubation skills for a doctor. These procedural skills are taught through face-to-face training. However, the COVID-19 pandemic has had an impact on the education system, including medical education. The face-to-face training method cannot be carried out and requires a modification to an online method. One method that can be done is a modification of Peyton's Four-Step Approach. Objective. Assessing learning method effectiveness between the modified Peyton's Four-Step Approach and the classic Peyton's Four-Step Approach in learning basic skills of mask ventilation and intubation during the COVID-19 pandemic. Method. Experimental study

with two groups of student subjects in the Basic Clinical Skills module of mask ventilation and endotracheal intubation at the Faculty of Medicine, University of Indonesia during the period March-June 2022. The first group received learning using the classic Peyton's Four-Step Approach and the other group received learning with a modified Peyton's Four-Step Approach. Both groups were then tested and assessed using a rubric score and a global rating score, as well as filling out a feedback questionnaire. Results. The experiment was conducted with 133 students in the classic group and 96 students in the modified group. The median rubric score was 21.2 points and the majority of the global rating scores passed (60.7%). Statistical analysis of the rubric score (T-test) and the global rating score (Chi square test) on the learning method gave a p value > 0.05 for both. Statistical analysis of the passing percentage between learning methods also gives a p value > 0.05. The satisfaction and self-confidence questionnaires got answers agree and strongly agree for all questions and satisfaction comparison analysis between methods got p value > 0.05. Conclusion. The learning method using the modified Peyton Four-Step Approach and the classic Peyton Four-Step Approach is equally effective for learning the basic skills of mask ventilation and endotracheal intubation for students of the Faculty of Medicine, University of Indonesia. Both methods provide equal satisfaction and confidence.