

Penyusunan Model Pengembangan Staf Pengajar Berbagai Profesi Kesehatan sebagai Fasilitator dalam Kurikulum Interprofessional Education di Tatanan Klinik = The Development of a Faculty Development Model for Clinical Teaching Staff from Various Health Professions as Facilitators in the Interprofessional Education Curriculum in Clinical Setting

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Abstrak

Lingkungan pembelajaran klinik di rumah sakit berpotensi mendorong pencapaian kompetensi IPE/IPCP mahasiswa dan meningkatkan kemampuan IPCP staf pengajar klinik. Upaya faculty development (FD) mempersiapkan staf pengajar klinik sebagai fasilitator IPE penting untuk keberhasilan implementasi kurikulum IPE. Namun, hingga saat ini belum ada model yang dapat menjadi acuan. Tujuan penelitian adalah menghasilkan model FD untuk mempersiapkan staf pengajar dari berbagai profesi kesehatan sebagai fasilitator IPE tahap klinik di rumah sakit.

Penelitian ini menggunakan metode campuran dengan desain transformasi longitudinal di FKUI, FKKKMK UG, FK UII, dan FK UNS. Penelitian dilakukan dalam tiga tahap yaitu analisis kebutuhan komprehensif dan pengembangan model FD, penerjemahan model FD dalam penyusunan modul FD, dan uji coba serta evaluasi efektivitas modul. Penelitian dilakukan pada periode Januari 2023 hingga Agustus 2024.

Responden penelitian adalah pimpinan institusi, IPE champion, IPE lead, staf pengajar klinik dan mahasiswa berbagai profesi kesehatan yang pernah terlibat dalam kurikulum IPE klinik. Data dikumpulkan dengan metode wawancara mendalam, FGD dan survei menggunakan kuesioner teaching competency for interprofessional education yang diadaptasi ke dalam situasi klinik di Indonesia.

Penelitian telah menghasilkan kuesioner adaptasi yang valid dan reliabel untuk menilai persepsi staf pengajar dan mahasiswa tentang kompetensi fasilitator IPE klinik dan karakteristik pendidik klinik yang baik dalam konteks interprofesional. Hasil uji statistik menunjukkan tidak ada perbedaan bermakna antara persepsi staf pengajar dan mahasiswa. Penelitian menghasilkan model FIND yang terdiri atas empat prinsip meliputi to Foster optimal support from institution, to Involve IPE champions and IPE leads as initiator, innovator, communicator and coordinator, to Nurture faculty members' competencies through an adequate needs analysis and faculty development, to Deliver faculty development with thorough preparation, targeted implementation and measured evaluation. Penerjemahan model FIND menghasilkan program FD yang dilaksanakan melalui modul pelatihan keterampilan memfasilitasi dinamika kelompok interprofesional di tatanan klinik. Prinsip pada model FIND diterapkan dengan cermat dalam penyusunan modul pelatihan. Kegiatan pelatihan berjalan lancar, partisipasi dan keterlibatan aktif peserta baik, tujuan pembelajaran yang disampaikan pada modul dapat tercapai. Peserta puas dengan pelatihan yang dilakukan, terdapat peningkatan persepsi sebelum dan sesudah pelatihan tentang berbagai kompetensi fasilitator IPE klinik. Dengan demikian dapat disimpulkan model FIND sesuai untuk pengembangan staf pengajar sebagai fasilitator IPE di tatanan klinik di Indonesia.

.....Clinical learning environment in hospitals has the potential to encourage the achievement of IPE/IPCP competencies of students and improve the IPCP abilities of clinical teaching staff. Faculty development (FD) efforts to prepare clinical teaching staff as IPE facilitators are important for the successful implementation of the IPE curriculum. However, there is no model that can be a reference. The purpose of the study is to develop an FD model to prepare teaching staff from various health professions as facilitators of IPE in the clinical stage in hospitals.

This study uses a mixed method with longitudinal transformation design in FKUI, FKUKMUG, FK UII, and FK UNS. The research was carried out in three stages, namely comprehensive needs analysis and development of the FD model, translation of the FD model in the preparation of the FD module, and trial and evaluation of module effectiveness. This study was conducted from January 2023 to August 2024. The respondents of the study were institutional leaders, IPE champions, IPE leads, clinical teaching staff and students of various health professions who had been involved in the clinical IPE curriculum. Data were collected using in-depth interview methods, FGDs and surveys using teaching competency questionnaires adapted to clinical situations in Indonesia.

This study has produced a valid and reliable adaptation questionnaire to assess the perception of teaching staff and students about the competence of clinical IPE facilitators and the characteristics of good clinical educators in an interprofessional context. The results showed that there was no difference between the perception of teaching staff and students. This study has produced a FIND model consisting of four principles including to Foster optimal support from institution, to Involve IPE champions and IPE leads as initiator, innovator, communicator and coordinator, to Nurture faculty members' competencies through an adequate needs analysis and faculty development, to Deliver faculty development with thorough preparation, targeted implementation and measured evaluation. The translation of the FIND model resulted in a skills training module to facilitate the interprofessional group dynamics in the clinical setting. The principles in the FIND model are carefully applied in the preparation of training modules. The training activities went smoothly, the active participation and involvement of participants was good, and the learning objectives conveyed in the module could be achieved. Participants were satisfied with the training conducted. There was an increase in perception before and after the training about the various competencies of clinical IPE facilitators. Thus, it can be concluded that the FIND model is suitable for the development of teaching staff as IPE facilitators in clinical settings in Indonesia.