

INTISARI

Pengembangan Program Pelatihan Daring Untuk Fasilitasi *Debriefing* Dalam Pembelajaran Keterampilan Medik

Pengantar:

Debriefing dapat dilakukan oleh *near-peer teacher* untuk meningkatkan keterlibatan mahasiswa dalam diskusi. Namun dalam praktiknya, kualitas *peer-led debriefing* tidak sebaik yang dilakukan instruktur. Masalah ini dapat disebabkan oleh kurangnya pelatihan yang tepat untuk *near-peer teacher*. Penelitian ini mencoba mengevaluasi pelatihan *debriefing* daring untuk *near-peer teacher* dengan desain *experiential learning* dan memperkenalkan metode *debriefing* menggunakan *modified OSAD* dengan 3 konstruk utama: *making it safe*, *making it stick*, dan *making it last*.

Metode:

Penelitian ini merupakan penelitian *mixed-method*. Sebelas *near-peer teacher* menjadi partisipan pelatihan. Evaluasi pelatihan terdiri dari penilaian pengetahuan dari *pre* dan *post-test* dan keterampilan dari evaluasi video simulasi yang dinilai *self-assessment*, *peer-assessment*, dan fasilitator. Evaluasi program dan persepsi partisipan tentang implementasi *debriefing* dieksplorasi lebih dalam dengan pertanyaan terbuka dan wawancara mendalam.

Hasil:

Partisipan menunjukkan peningkatan pengetahuan dan keterampilan yang baik setelah pelatihan dengan desain *experiential learning*. Skor pengetahuan meningkat secara signifikan ($p < 0,05$). Rata-rata skor keterampilan secara keseluruhan adalah 44,23 ($\pm 4,273$) dari 48. Hasil ini didukung oleh kepuasan partisipan pada desain pelatihan dan persepsi tentang pengembangan keterampilan mereka. Metode *modified OSAD* diterima dengan baik dibandingkan dengan *debriefing* yang bersifat satu arah sebelumnya. Partisipan belajar melibatkan mahasiswa dalam *debriefing* dengan menciptakan *safe learning environment*. Faktor *social* dan *cognitive congruence* dapat berperan terhadap persepsi partisipan untuk implementasi *debriefing*.

Kesimpulan:

Keterampilan *debriefing* bagi *near-peer teacher* sangat penting terutama untuk perannya di masa depan mereka sebagai guru. Program pelatihan dengan kegiatan yang sesuai untuk *near-peer teacher* sebagai *debriefers* pemula membantu memastikan kualitas *debriefing* dalam pendidikan simulasi

Kata kunci: *debriefing*, *peer-led debriefing*, *peer-assisted learning*, pendidikan simulasi, keterampilan klinik

ABSTRACT

Development of Online Training for Debriefing in Clinical Skills Simulation Education

Introduction:

Debriefing can be done by a near-peer teacher to enhance students' engagement in the discussion. But, in practice, the quality of peer-led debriefing is not as good as instructor-led. This problem can be caused by a lack of proper training for the near-peer teacher. This study attempted to evaluate online debriefing training for near-peer teachers with experiential learning design and introduce a debriefing method using the modified OSAD with 3 main constructs: making it safe, making it stick, and making it last.

Methods:

This study was a mixed-method study. Eleven near-peer teachers participated in the online training. Training evaluation consists of knowledge development from pre and post-test and skills development from simulation video evaluation by self-assessment, peer-assessment, and facilitators. Program evaluation and participants' perception of debriefing implementation were further explored with open-ended questions and in-depth interviews.

Results:

Participants showed increased knowledge and good skills after the training with experiential learning design. Knowledge score was significantly improved ($p < 0,05$). The overall mean for skills score was 44,23 ($\pm 4,273$) out of 48. This result is supported by the satisfaction of training design and participants' perception about their skills development. The modified OSAD method was well received compared to the previous one-way debriefing experience. Near-peer teachers learn how to approach their students during a debriefing by creating a safe learning environment. The factors of social and cognitive congruence may play a role in participants' perception for debriefing implementation.

Discussion:

Debriefing skills for near-peer teachers is essential especially for their future role as a teacher. Training program with suitable activities for near-peer teachers as novice debriefers is essential to ensure debriefing quality in simulation education

Keywords: debriefing, peer-assisted learning, peer-led debriefing, near-peer teaching, simulation education