

## INTISARI

### **Pelatihan Fasilitasi Refleksi dengan Metode *Experiential Learning* untuk Penguatan 'Supervisi Intensif' Pembimbing Kegiatan Berbasis Komunitas (*Community-Based Education*)**

**Latar belakang:** Pembelajaran refleksi mahasiswa program *community-based education* (CBE) membutuhkan peran dari dosen pembimbing. Refleksi tertulis masih belum memberikan hasil maksimal dalam proses pembelajaran refleksi mahasiswa. Metode 'Supervisi Intensif' berdasarkan desain Kolb *experiential learning* dapat menjadi panduan dalam memfasilitasi refleksi pengalaman CBE melalui diskusi. Dengan demikian, dosen pembimbing perlu memperoleh pelatihan terkait cara memberikan sesi umpan balik konstruktif dalam membantu mahasiswa berefleksi. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh pelatihan memfasilitasi refleksi dengan metode *experiential learning* untuk penguatan 'Supervisi Intensif' terhadap dosen pembimbing CBE.

**Metode:** Rancangan penelitian ini menggunakan metode evaluasi program pelatihan dengan model Kirkpatrick pada level 1 reaksi dan level 2 pembelajaran. Pelatihan memfasilitasi refleksi melalui metode 'Supervisi Intensif' dibagi dalam sesi workshop dan mentoring yang dirancang berdasarkan siklus *experiential learning*. Kuisioner dikembangkan untuk menilai performa pembimbingan sebelum dan sesudah pelatihan berdasarkan persepsi dosen pembimbing ( $n = 10$ ) dan mahasiswa ( $n = 43$ ), serta pengamatan oleh observer selama pembimbingan berlangsung. Analisis data menggunakan analisis deskriptif dan komparatif.

**Hasil:** Peserta pelatihan menunjukkan reaksi positif dalam pelatihan. Berdasarkan pengamatan selama pembimbingan, terdapat perbedaan signifikan dari rerata skor kemampuan pembelajaran dosen pembimbing dengan rata-rata skor 3.5. Skor pengetahuan dan keterampilan dosen pembimbing meningkat secara signifikan ( $p < 0.05$ ) terhadap kemampuan memfasilitasi refleksi mahasiswa. Mahasiswa menilai performa dosen pembimbing lebih tinggi dibandingkan dosen sendiri, sedangkan observer menilai tidak ada perbedaan terhadap skor persepsi dosen dan mahasiswa.

**Kesimpulan:** Pelatihan memfasilitasi refleksi melalui 'Supervisi Intensif' memberikan reaksi kepuasan positif bagi peserta pelatihan dan terdapat peningkatan skor pengetahuan dan keterampilan dalam melakukan pembimbingan CBE.

**Kata kunci:** Pelatihan Dosen, Fasilitasi Refleksi, Supervisi Intensif, *Community-Based Education*

## ABSTRACT

### **Facilitating Reflection Using Experiential Learning Cycle During Community-Based Education Program**

**Background:** Reflective learning in community-based education (CBE) activities requires the role of a supervisor. Written reflection did not show optimum results in the student reflection learning process. The Intensive Supervision based on Kolb's experiential learning can be guidance for facilitating reflection on CBE experiences through discussion. Thus, supervisors must receive training on providing constructive feedback sessions to assist students in reflecting. to determine the effect of training on facilitating reflection using experiential learning methods based on the concept of 'Intensive Supervision' for CBE supervisors.

**Methods:** This research design used a training program evaluation with the Kirkpatrick model of level 1 reaction and level 2 learning. The training on facilitating reflection with 'Intensive Supervision' is divided into workshops and mentoring sessions based on the experiential learning cycle. The questionnaire was developed to assess tutoring performance before and after the training based on the perceptions of supervisors (n = 10) and students (n = 43) and observers' observations during the tutoring. Data descriptive and comparative analyses were employed.

**Results:** The trainees showed positive reactions to the training. Based on observations, there is a significant difference from the average score of the supervisor's skill with an average score of 3.5. The supervisor's knowledge and skills score increased significantly ( $p < 0.05$ ) on how to facilitate student reflection. Interestingly, the students assessed that supervisors' performance was higher than the supervisors, while the observer considered that there was no difference in the perception score of teachers and students.

**Conclusion:** The reflection facilitation training with the Intensive Supervision positively affected the trainees' satisfaction, and there was an improvement in the teacher's capability to facilitate students' reflection.

**Keywords:** Teacher Training, Reflection Facilitation, Intensive Supervision, Community-Based Education