

## INTISARI

**Latar Belakang:** Praktikum sebagai komponen penting proses belajar-mengajar pendidikan sarjana kedokteran mengalami perubahan selama pandemi COVID-19. Terjadi proses transisi praktikum tatap muka menjadi pembelajaran daring diikuti adaptasi penerapan sistem pembelajaran bauran (*blended learning*). Perubahan proses praktikum fisiologi tersebut memberikan dampak terhadap pengalaman proses belajar peserta didik sebagai implementasi dari *experience-based learning* dan fasilitasi yang diberikan oleh fasilitator. Penelitian ini penting untuk mempersiapkan belajar-mengajar praktikum fisiologi di pandemi selanjutnya.

**Tujuan:** Mengetahui pengalaman belajar praktikum fisiologi daring dan bauran selama pandemi COVID-19.

**Metode:** Penelitian kualitatif dilakukan dengan wawancara mendalam dan *Focused Group Discussion* (FGD). Setelah data tersaturasi, dilakukan analisis menggunakan analisis tematik.

**Hasil:** Hasil penelitian ini dikelompokkan berdasarkan tema yang didapatkan. Tema pelaksanaan praktikum fisiologi mencakup ketidakcukupan persiapan, performa minimal, monitor mahasiswa kurang, pengalaman praktek, keterbatasan jumlah topik tatap muka, keterbatasan pemahaman, referensi bahan ajar lain, kebutuhan belajar praktikum, dan ketidakteraturan pemberian umpan balik. Tema faktor pendukung praktikum fisiologi meliputi interaksi langsung dan keleluasaannya, bahasa non-verbal tampak, keterbatasan jumlah mahasiswa, peran aktif mahasiswa, fasilitasi maksimal, serta efisien dan fleksibel. Tema faktor penghambat praktikum fisiologi berisikan interaksi minimal, mahasiswa takut bertanya, ketidakkondusifan lingkungan belajar, peningkatan jumlah mahasiswa, diskusi tidak terfasilitasi, peran pasif mahasiswa, keterbatasan kolaborasi, fasilitasi minimal, ketidakterediaan penilaian kegiatan dan fasilitator, serta keterbatasan konektivitas. Tema evaluasi pelaksanaan praktikum meliputi ketidaktegasan aturan, harapan keberlanjutan kegiatan, praktek mandiri mahasiswa, kesesuaian pemilihan topik praktikum, kebaruan bahan ajar, kebutuhan penilaian kegiatan dan fasilitator, kebutuhan membaca mahasiswa, motivasi internal mahasiswa, serta sistem IT adekuat.

**Kesimpulan:** Pengalaman belajar praktikum fisiologi bauran lebih disukai dan harapan keberlanjutan pelaksanaannya. Faktor pendukung lebih banyak didapatkan dari pelaksanaan praktikum fisiologi bauran dibandingkan faktor penghambat yang didapatkan dari pelaksanaan daring. Beberapa evaluasi dan rekomendasi pelaksanaan praktikum fisiologi dapat digunakan sebagai pertimbangan proses belajar-mengajar praktikum fisiologi dalam mempersiapkan pandemi yang tidak terprediksi di masa mendatang.

**Kata kunci:** praktikum fisiologi, daring, bauran, pandemi COVID-19

## **ABSTRACT**

**Background:** As an essential component educational process of medical undergraduates, practicum had changed due to the COVID-19 pandemic. The transition of the learning process impacted the students' and facilitators' experiences. This research is critical for preparing for physiology practicum in the next unpredictable pandemic.

**Aims:** To recognize the online and blended physiology practicum experience during the COVID-19 pandemic.

**Methods:** Qualitative research was conducted through in-depth interviews and focused group discussions. After the data was saturated, analysis was carried out using thematic analysis.

**Results:** The physiology practicum implementation theme included inadequate preparation, minimal performance, lack of student monitoring, practical experience, limited face-to-face topics, limited understanding, other teaching material references, and irregular feedback. The physiology practicum supporting factor's theme contained direct interaction, non-verbal language appeared, limited student number, active role, maximum facilitation, and flexibility. The physiology practicum hindering factor's theme included minimal interaction, unfavorable learning environment, increased student number, impeded discussion, student's passive role, limited collaboration, minimal facilitation, activity and facilitator's assessment unavailability, and limited connectivity. The practicum evaluation theme included rules indecisiveness, blended learning sustainability, self-supporting practice, appropriate topics selection, teaching materials novelty, activities and facilitators assessment needs, student reading needs, internal motivation, and adequate IT systems.

**Conclusion:** The blended physiology practicum was preferred and hoped to continue. Enhancing factors were obtained from the blended physiology practicum contrasted with hindering factors from the online practicum. Several evaluations were obtained to prepare the physiology practicum instructional design for the next unpredictable pandemic.

**Keywords:** physiology practicum, online, blended, COVID-19 pandemic