



Intisari

Latar belakang: Dalam suatu sistem pelayanan kesehatan yang terdiri dari beberapa profesi kesehatan, diperlukan adanya komunikasi antar profesi yang baik. Dengan adanya komunikasi yang baik, disertai kerjasama antar tenaga kesehatan, pasien dan keluarga, diharapkan dapat meningkatkan angka kesembuhan pasien dan meningkatkan kualitas pelayanan kesehatan. *World Health Organization* telah merekomendasikan pelaksanaan IPE untuk meningkatkan kualitas pelayanan kesehatan dan kepedulian sosial dari peserta didik saat memasuki dunia kerja sebagai kolaborator yang efektif. Pelaksanaan IPE harus dimulai sedini mungkin ketika mahasiswa memulai pendidikan ditingkat universitas. Dengan harapan mahasiswa dapat memiliki pemahaman yang menyeluruh, menjadi lebih kompeten dan dapat terlibat dalam mengambil peran dalam kolaborasi tim.

Metode: Penelitian kualitatif eksploratori menggunakan FGD pada 5 dosen fisioterapi dan 6 dosen kebidanan dan menggunakan analisis konten dengan pendekatan deduktif

Hasil: Seluruh dosen fisioterapi dan kebidanan dalam penelitian ini memiliki pengalaman komunikasi interprofesi. Berdasarkan panduan IPEC tahun 2016, pada faktor pendukung, terdapat tujuh dari delapan subdomain komunikasi dan tiga dari sebelas subdomain terkait kerjasama tim. Sedangkan pada faktor penghambat ditemukan lima dari delapan subdomain komunikasi.

Kesimpulan: Selain pengalaman komunikasi interprofesi, terdapat faktor pendukung, faktor penghambat dan rekomendasi metode pembelajaran komunikasi interprofesi yang memerlukan evaluasi lebih lanjut untuk mengetahui apakah rekomendasi metode pembelajaran tersebut telah sesuai

Kata kunci: Komunikasi Interprofesi, Fisioterapi, Kebidanan, Faktor Pendukung, Faktor Penghambat



Interprofessional Communication from the Perspective of Physiotherapy and Midwifery Lecturer

ABSTRACT

Background: In a health service system consist of several health professions, good communication between professions is required. With good communication, accompanied by collaboration between health workers, patients and families, it is hoped that it can increase patient recovery rates and improve the quality of health services. The World Health Organization has recommended the implementation of IPE to improve the quality of health services and social care of students when entering the world of work as effective collaborators. The implementation of IPE must begin as early as possible when students start their education at university level. With the hope that students can have a comprehensive understanding, become more competent and can be involved in taking roles in team collaboration.

Objective: Before carrying out learning related to interprofessional communication with students, training is needed for teaching lecturers. By analyzing learning methods, enabling factors and inhibiting factors according to the perceptions of physiotherapy and midwifery lecturers, it is hoped that this can become a guideline before implementing training.

Methods: Exploratory qualitative research using FGD with 5 physiotherapy lecturers and 6 midwifery lecturers and using content analysis with a deductive approach

Results: All physiotherapy and midwifery lecturers in this study had interprofessional communication experience. Based on the 2016 IPEC guidelines, in enabling factors, there are seven out of eight communication subdomains and three out of eleven subdomains related to teamwork. Meanwhile, inhibiting factors were found in five of the eight communication subdomains.

Conclusion: Apart from interprofessional communication experience, there are supporting factors, inhibiting factors and recommendations for interprofessional communication learning methods that require further evaluation to find out whether the recommended learning methods are appropriate

Keywords: Interprofessional communication, Physiotherapy, Midwifery, Enabling Factor, Inhibiting Factor