

## INTISARI

**Latar Belakang:** *Small group discussion* (SGD) mendukung pembelajaran aktif dan kolaboratif dalam pendidikan kedokteran, namun efektivitasnya sangat bergantung pada kompetensi fasilitator. Banyak fasilitator masih kurang memiliki pengetahuan dan keterampilan yang memadai untuk memandu diskusi secara efektif. Penelitian ini bertujuan mengevaluasi efektivitas pelatihan menggunakan *Gagné's Instructional Design Model* dalam *Burgess's Role of Teacher* terhadap peningkatan pengetahuan dan keterampilan fasilitator dalam memfasilitasi SGD di Program Studi Pendidikan Kedokteran Gigi, Fakultas Kedokteran, Universitas Udayana.

**Tujuan:** Tujuan umum penelitian ini adalah untuk mengetahui efektivitas pelatihan berbasis *Burgess's Role of Teacher* terhadap kemampuan fasilitator dalam memfasilitasi SGD. Tujuan khusus penelitian ini adalah, pertama, menilai tingkat pengetahuan dan keterampilan fasilitator dalam memfasilitasi SGD sebelum dan sesudah pelatihan berbasis *Burgess's Role of Teacher*. Kedua, membandingkan pengetahuan dan keterampilan fasilitator sebelum dan sesudah pelatihan guna mengevaluasi sejauh mana peningkatan kemampuan mereka dalam memfasilitasi SGD.

**Metode:** Desain penelitian kuantitatif dengan pendekatan kuasi-eksperimental digunakan pada 21 dosen atau staf pengajar yang juga berperan sebagai fasilitator SGD di Program Studi Pendidikan Kedokteran Gigi, Universitas Udayana. Sebelum pelatihan, data dikumpulkan melalui observasi langsung dan *multiple-choice questions* (MCQ) untuk menilai pengetahuan dan keterampilan peserta. Setelah pelatihan, prosedur yang sama dilakukan untuk menilai kembali pengetahuan dan keterampilan peserta. Data yang diperoleh dianalisis menggunakan uji t berpasangan (*paired t-test*) untuk mengetahui perbedaan pengetahuan dan keterampilan fasilitator dalam memfasilitasi SGD sebelum dan sesudah pelatihan.

**Hasil:** Analisis menunjukkan adanya peningkatan skor pengetahuan yang signifikan secara statistik setelah pelatihan, yang menunjukkan bahwa pelatihan *Burgess's Role of Teacher* efektif dalam meningkatkan pengetahuan fasilitator dalam memfasilitasi SGD ( $p = 0,025$ ). Analisis keterampilan juga menunjukkan adanya peningkatan skor dan terbukti efektif ( $p = 0,001$ ).

**Kesimpulan:** Terdapat perbedaan yang signifikan pada pengetahuan dan keterampilan fasilitator dalam memfasilitasi SGD setelah diberikan pelatihan berbasis *Burgess's Role of Teacher*, dengan peningkatan rerata skor pengetahuan yang bermakna secara statistik setelah pelatihan. Penggunaan desain penelitian kohort atau *mixed-methods* dapat dipertimbangkan untuk mengeksplorasi lebih jauh perubahan pengetahuan dan keterampilan fasilitator secara longitudinal, serta faktor-faktor yang memengaruhinya.

**Kata Kunci:** *small group discussion*, fasilitator, pelatihan

## ABSTRACT

**Background:** *Small group discussion (SGD) supports active and collaborative learning in medical education, yet its effectiveness relies on facilitator competence. Many facilitators still lack adequate knowledge and skills to guide discussions effectively. This study evaluates the effectiveness of training using Gagné's Instructional Design Model within Burgess's Role of Teacher on improving facilitators' knowledge and skills in conducting SGDs in the Dentistry Education Program, Faculty of Medicine, Udayana University*

**Aims:** *The general aim of this study was to determine the effectiveness of training based on Burgess's Role of Teacher on facilitators' ability to conduct small group discussions. The specific aims were, first, to assess the level of facilitators' knowledge and skills in conducting small group discussions before and after receiving training based on Burgess's Role of Teacher. Second, to compare facilitators' knowledge and skills prior to and following the training in order to evaluate the extent of improvement in their capacity to facilitate small group discussions.*

**Methods:** *A quantitative design with a quasi-experimental approach was employed involving 21 lecturers or teaching staff who also served as facilitators of small group discussions in the Dentistry Education Program, Udayana University. Prior to the training, data were collected through direct observation and multiple-choice questions (MCQ) to assess participants' knowledge and skills. Following the training, the same procedures were conducted to re-evaluate their knowledge and skills. The data obtained were analyzed using a paired t-test to determine differences in facilitators' knowledge and skills in conducting small group discussions before and after the training.*

**Results:** *The analysis showed a statistically significant increase in knowledge scores after the training, indicating that Burgess's Role of Teacher training was effective in improving facilitators' knowledge in conducting small group discussions ( $p = 0.025$ ). The analysis of skills also demonstrated an increase in scores and was proven effective ( $p=0,001$ )*

**Conclusion:** *There was a significant difference in facilitators' knowledge and skills in conducting small group discussions after receiving training based on Burgess's Role of Teacher, with a statistically meaningful increase in mean knowledge scores following the training. The use of a cohort design or mixed-methods research may be considered to further explore longitudinal changes in facilitators' knowledge and skills, as well as the factors influencing these changes.*

**Keywords:** *small group discussion, facilitators, training*