

ABSTRACT

Objective: This study aimed to measure teachers' attitudes and beliefs regarding the use of Traditional and Complementary Medicine (T&CM), explore the foundational factors shaping these beliefs, and investigate how these beliefs influence their teaching practices for integrating T&CM into undergraduate medical and health care professional education.

Methods: This research employed a sequential explanatory mixed-method design using primary data. The participants were academic staff from the Faculty of Medicine and Health Sciences (FKIK), Universitas Alma Ata. Data were collected using the CAM Health Belief Questionnaire (CHBQ), followed by in-depth interviews with selected participants.

Results: A total of 59 teachers participated (80% response rate), reporting positive beliefs with a total mean CHBQ score of 5.44 ± 0.66 . The highest scores were observed in Nursing (5.78 ± 0.58) and Pharmacy (5.65 ± 0.47). Qualitative analysis revealed a "Transformative Academic Culture," where prior academic exposure, research, peer-learning, and professional development experience shaped teachers' positive beliefs. These beliefs were translated into "Instructional Design," influencing learning objectives, content, and teaching approaches, although challenges regarding limited resources were identified in evaluation of T&CM curriculum.

Conclusions: Teachers hold positive beliefs toward T&CM, which are shaped by their academic and professional environments. These beliefs are actively reflected in instructional practices and curriculum formulation. Despite resource limitations, T&CM integration is sustained through collaboration and a focus on core competencies, ensuring graduates are equipped for patient-centered care in real-world clinical settings.

Keywords: Traditional and Complementary Medicine (T&CM), Health Professions Education, Teachers' Beliefs, Instructional Design, Curriculum Integration

ABSTRAK

Tujuan Penelitian: Penelitian ini bertujuan untuk mengukur sikap dan keyakinan dosen terhadap penggunaan Pengobatan Tradisional dan Komplementer (Traditional & Complementary Medicine/T&CM), mengeksplorasi faktor-faktor mendasar yang membentuk keyakinan tersebut, serta menyelidiki bagaimana keyakinan ini memengaruhi praktik pengajaran mereka dalam mengintegrasikan T&CM ke dalam pendidikan sarjana kedokteran dan kesehatan.

Metode: Penelitian ini menggunakan desain mixed-method eksplanatori sekuensial dengan data primer. Subjek penelitian adalah staf akademik Fakultas Kedokteran dan Ilmu Kesehatan (FKIK), Universitas Alma Ata. Data dikumpulkan menggunakan kuesioner CAM Health Belief Questionnaire (CHBQ) versi Bahasa Indonesia, diikuti dengan wawancara mendalam terhadap partisipan terpilih.

Hasil Penelitian: Sebanyak 59 dosen berpartisipasi (tingkat respons 80%) dengan skor rata-rata CHBQ positif sebesar $5,44 \pm 0,66$. Skor rata-rata tertinggi ditemukan pada program studi Keperawatan ($5,78 \pm 0,58$) dan Farmasi ($5,65 \pm 0,47$). Temuan kualitatif mengidentifikasi tema "Budaya Akademik Transformatif" di mana paparan akademik, riset sebelumnya, pembelajaran rekan sebaya, dan pengalaman pengembangan keprofesian membentuk keyakinan positif dosen. Keyakinan ini diterjemahkan ke dalam "Desain Instruksional" yang memengaruhi tujuan pembelajaran, konten, dan pendekatan pengajaran, meskipun terdapat tantangan terkait keterbatasan sumber daya dalam evaluasi pembelajaran.

Kesimpulan: Dosen memiliki keyakinan positif terhadap T&CM yang terbentuk dari lingkungan akademik dan profesional. Keyakinan ini secara aktif terintegrasi dalam praktik instruksional dan perumusan kurikulum. Meskipun menghadapi keterbatasan sumber daya, integrasi T&CM tetap berjalan melalui kolaborasi dan fokus pada kompetensi inti, mendukung kesiapan lulusan dalam memberikan layanan kesehatan yang berpusat pada pasien.

Kata Kunci: Pengobatan Tradisional dan Komplementer (T&CM), Pendidikan Profesi Kesehatan, Keyakinan Dosen, Desain Instruksional, Integrasi Kurikulum.