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Pengembangan Rancangan Pembelajaran Interprofessional Education (IPE) dan Evaluasi Hasil Implementasinya di Fakultas Ilmu-Ilmu Kesehatan Universitas Jenderal Soedirman
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INTISARI

Interprofessional Education (IPE) merupakan pendekatan pembelajaran yang penting dalam mempersiapkan mahasiswa tenaga kesehatan agar mampu berkolaborasi secara efektif dalam memberikan pelayanan yang berpusat pada pasien. Keberhasilan implementasi IPE memerlukan rancangan pembelajaran yang sesuai dengan kebutuhan institusi serta evaluasi yang komprehensif terhadap proses dan capaian pembelajaran. Penelitian ini bertujuan mengembangkan rancangan pembelajaran IPE berbasis kebutuhan dan mengevaluasi implementasinya untuk mendukung penyelenggaraan IPE yang efektif dalam pendidikan tenaga kesehatan.

Penelitian ini menggunakan pendekatan *mixed methods* yang dilaksanakan melalui empat tahapan, yaitu analisis kebutuhan, pengembangan rancangan pembelajaran, implementasi, dan evaluasi IPE. Analisis kebutuhan mengintegrasikan data kuantitatif dan kualitatif sebagai dasar penyusunan rancangan pembelajaran. Program IPE diimplementasikan selama 14 minggu di Universitas Jenderal Soedirman melalui perkuliahan, diskusi berbasis kasus, *role-play*, dan aktivitas reflektif dalam tim interdisiplin pada jurusan Farmasi, Keperawatan, Kesehatan Masyarakat, Gizi dan Pendidikan Jasmani (n=383). Evaluasi menggunakan desain *one-group pretest–posttest* dengan instrumen *Readiness for Interprofessional Learning Scale (RIPLS), Interdisciplinary Education Perception Scale (IEPS),* dan *TeamSTEPPS Teamwork Attitudes Questionnaire (T-TAQ).* Data dianalisis menggunakan uji Wilcoxon *signed-rank* dan Kruskal–Wallis.

Hasil penelitian menunjukkan bahwa mahasiswa memiliki kesiapan yang baik serta persepsi dan sikap yang positif terhadap IPE dan kolaborasi antarprofesi. Analisis kebutuhan mengidentifikasi faktor pendukung dan penghambat implementasi IPE pada ranah individual, interpersonal, dan organisasional, serta kebutuhan pembelajaran yang menekankan komunikasi interprofesional, hubungan interpersonal, *soft skills*, dan diskusi klinis kolaboratif. Berdasarkan temuan tersebut dikembangkan rancangan pembelajaran yang mencakup empat domain kompetensi IPE, yaitu *values/ethics, roles and responsibilities*, komunikasi interprofesional, dan kerja sama tim. Implementasi program meningkatkan skor RIPLS (p=0,006), IEPS (p<0,001), dan T-TAQ (p<0,001) secara signifikan, serta 83,55% mahasiswa memperoleh nilai akhir kategori A.

Rancangan pembelajaran IPE yang dikembangkan menunjukkan potensi untuk diimplementasikan sebagai model pembelajaran interprofesional di institusi pendidikan tenaga kesehatan. Peningkatan kesiapan, persepsi, dan sikap mahasiswa mengindikasikan bahwa model ini berpotensi mendukung pengembangan kompetensi kolaborasi serta menjadi prediktor penting terhadap munculnya perilaku kolaborasi antarprofesi yang efektif pada praktik pelayanan kesehatan di masa mendatang.

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Katakunci: *Interprofessional education*, rancangan pembelajaran, kesiapan, persepsi, sikap, evaluasi.

ABSTRACT

Interprofessional Education (IPE) is an essential educational approach for preparing healthcare students to collaborate effectively in delivering patient-centered care. Successful IPE implementation requires a needs-based curriculum that reflects institutional contexts and is supported by comprehensive evaluation of both learning processes and outcomes. This study aimed to develop a needs-based IPE curriculum and evaluate its implementation to support effective IPE in health professions education.

This mixed-methods study was conducted in four phases: needs assessment, curriculum development, IPE implementation, and program evaluation. The needs assessment integrated quantitative and qualitative data to inform curriculum development. The IPE program was implemented over 14 weeks at Universitas Jenderal Soedirman involving 383 fifth-semester undergraduate students from five health-related programs: Pharmacy, Nursing, Public Health, Nutrition, and Physical Education. Learning activities included lectures, case-based discussions, role-play, and reflective exercises conducted in interdisciplinary teams. Program evaluation employed a one-group pretest–posttest design using the Readiness for Interprofessional Learning Scale (RIPLS), the Interdisciplinary Education Perception Scale (IEPS), and the TeamSTEPPS Teamwork Attitudes Questionnaire (T-TAQ). Data were analyzed using the Wilcoxon signed-rank test and the Kruskal–Wallis test.

The findings indicated that students demonstrated good readiness as well as positive perceptions and attitudes toward IPE and interprofessional collaboration. The needs assessment identified facilitators and barriers to IPE implementation at the individual, interpersonal, and organizational levels, while highlighting the need for learning activities that strengthen interprofessional communication, interpersonal relationships, soft skills, and collaborative clinical discussions. Based on these findings, an IPE curriculum was developed to address the four core IPE competency domains: values and ethics, roles and responsibilities, interprofessional communication, and teamwork. Following the intervention, significant improvements were observed in RIPLS ($p = 0.006$), IEPS ($p < 0.001$), and T-TAQ ($p < 0.001$) scores, and 83.55% of students achieved a final grade of A.

The developed IPE curriculum shows promise as a model for interprofessional learning in health professions education. Improvements in students' readiness, perceptions, and attitudes suggest that the program has the potential to strengthen

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collaborative competencies and may serve as an important predictor of effective interprofessional collaborative behaviors in future healthcare practice.

Keywords: Interprofessional education, collaborative practice, healthcare students, RIPLS, readiness for collaboration.