Evaluasi Mata Kuliah Problem Solving: Studi Kasus di Program Studi Magister Kesehatan Masyarakat
Universitas Gadjah Mada
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ABSTRAK

Latar Belakang. Kemampuan *problem solving* merupakan salah satu kompetensi utama yang harus dimiliki lulusan Program Studi Magister Kesehatan Masyarakat. Di Program Studi Magister Kesehatan Masyarakat, Fakultas Kedokteran, Kesehatan Masyarakat dan Keperawatan Universitas Gadjah Mada, kompetensi tersebut dikembangkan melalui mata kuliah *Problem Solving for Creative Program Managers* yang menerapkan pendekatan *District Team Problem Solving* (DTPS). Meskipun telah diimplementasikan secara rutin, kualitas pelaksanaan pembelajaran belum pernah dievaluasi secara sistematis.

Tujuan. Penelitian ini bertujuan mengevaluasi implementasi mata kuliah *Problem Solving* menggunakan kerangka *Logic Model*, dengan fokus pada evaluasi proses, *outcome* pembelajaran, serta faktor pendukung dan penghambat implementasi.

Metode. Penelitian menggunakan desain *Sequential Explanatory Mixed Methods*. Penelitian melibatkan 53 mahasiswa yang telah menempuh mata kuliah *Problem Solving* dengan instrumen kuesioner yang mengukur implementasi DTPS, kualitas diskusi kelompok, *active learning*, dan kompetensi *problem solving*. Analisis dilakukan secara deskriptif. Tahap kualitatif dilakukan dengan wawancara terhadap mahasiswa untuk menjelaskan temuan kuantitatif. Integrasi data dilakukan melalui *joint display*.

Hasil. Implementasi DTPS, kualitas diskusi kelompok, dan *active learning* dinilai berada pada kategori sangat baik oleh mahasiswa. Mahasiswa juga menunjukkan kompetensi *problem solving* yang baik, terutama dalam pemahaman konsep *problem solving* dan kemampuan menyusun program kesehatan masyarakat. Terdapat hubungan positif yang signifikan antara implementasi DTPS, kualitas diskusi kelompok, *active learning*, dan kompetensi *problem solving* mahasiswa ($p < 0,05$). Hasil analisis kualitatif menunjukkan bahwa pembelajaran berbasis kasus nyata, diskusi kolaboratif, umpan balik dari dosen, serta penggunaan perangkat lunak *ProjectLibre* mendukung pengembangan kompetensi mahasiswa. Sebaliknya, keterbatasan waktu pembelajaran, kompleksitas penyusunan program, dan perbedaan kemampuan awal mahasiswa diidentifikasi sebagai faktor yang menghambat implementasi pembelajaran.

Kesimpulan. Disimpulkan bahwa implementasi mata kuliah *Problem Solving* telah berjalan dengan kualitas yang sangat baik dan mendukung pengembangan kompetensi *problem solving* mahasiswa. Hasil penelitian ini dapat menjadi dasar perbaikan berkelanjutan terhadap strategi pembelajaran berbasis DTPS di Program Studi Kesehatan Masyarakat.

Kata kunci: evaluasi program, *Logic Model*, *District Team Problem Solving*, *mixed methods*, pendidikan kesehatan masyarakat

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ABSTRACT

Background: Problem-solving competence is one of the core competencies required of Master of Public Health (MPH) graduates. At the Master of Public Health Program, Faculty of Medicine, Public Health, and Nursing, Universitas Gadjah Mada, this competence is developed through the Problem Solving for Creative Program Managers course, which adopts the DTPS approach. Although DTPS has been implemented consistently, the quality of its implementation has not been systematically evaluated.

Objective: This study aimed to evaluate the implementation of the Problem Solving course using the Logic Model framework, with a particular focus on process evaluation, learning outcomes, and the factors supporting and hindering course implementation.

Methods: This study employed a Sequential Explanatory Mixed Methods design. The quantitative phase involved 53 students who had completed the Problem Solving course. Data were collected using a self-assessment questionnaire measuring DTPS implementation, quality of group discussion, active learning, and problem-solving competence. Quantitative data were analyzed descriptively and using Spearman's rank correlation. The qualitative phase consisted of in-depth interviews with selected participants to explain the quantitative findings. Quantitative and qualitative findings were integrated through a joint display approach.

Results: The implementation of DTPS, the quality of group discussion, and active learning were rated as very good by the students. Students also reported good levels of problem-solving competence, particularly in understanding problem-solving concepts and developing public health programs. Significant positive correlations were found between DTPS implementation, quality of group discussion, active learning, and students' problem-solving competence ($p < 0.05$). Qualitative findings indicated that authentic case-based learning, collaborative discussions, lecturer feedback, and the use of ProjectLibre facilitated competency development, whereas limited instructional time, the complexity of program planning, and variations in students' prior knowledge were identified as implementation challenges.

Conclusion: The Problem Solving course was implemented with a high level of quality and effectively supported the development of students' problem-solving competence. The findings provide empirical evidence to support continuous improvement of DTPS-based instructional strategies in the Master of Public Health Program.

Keywords: program evaluation, Logic Model, District Team Problem Solving, mixed methods, public health education.