

INTISARI

Latar belakang : *Peer-Assisted Learning* (PAL) sudah terbukti membantu meningkatkan kemampuan ketrampilan klinik. Meskipun demikian metode PAL belum mampu memberikan kesempatan berlatih yang cukup untuk mahasiswa peserta karena keterbatasan ruangan dan waktu. Adanya perkembangan teknologi di bidang pendidikan, menjadi peluang baru bagi dosen untuk menjawab kebutuhan dan menciptakan inovasi menggunakan *online peer assisted learning* dalam mendukung proses pembelajaran.

Tujuan : Mengetahui perbedaan nilai kepuasan belajar mahasiswa setelah diterapkan metode *Online peer-assisted learning*. Mengetahui Perbedaan nilai keterampilan klinik mahasiswa sebelum dan setelah diterapkan metode Online peer assisted learning

Metode : Jenis penelitian kuantitatif dengan rancangan *Quasy Experimental pretest* dan *posttest control group design*. Penelitian dilakukan di Prodi Keperawatan STIKes Surya Global Yogyakarta dengan sampel Mahasiswa tahun ke dua (n 70) yang di bagi secara *random* menjadi kelompok kontrol dan intervensi. Kelompok intervensi diberikan model pembelajaran *Peer-Assisted Learning* (PAL) dengan bantuan teknologi *video call* dalam *whatsapp*. Kelompok kontrol dengan model pembelajaran *Peer-Assisted Learning face to face* seperti yang selama ini dilakukan. Instrumen yang digunakan adalah kuisisioner kepuasan belajar dan *Cheklis* ketrampilan klinik pemeriksaan fisik thorak.

Hasil : Nilai *mean* kepuasan belajar kelompok intervensi 41,65 sedangkan nilai *mean* kepuasan belajar kelompok kontrol sebesar 39,05. Nilai *delta* keterampilan klinik kelompok intervensi 5,04 sedangkan nilai delta kelompok kontrol 4,76.

Kesimpulan : Metode OPAL terbukti dapat meningkatkan nilai keterampilan klinik pemeriksaan fisik thorak pada mahasiswa keperawatan. Metode OPAL terbukti juga mempunyai pengaruh yang signifikan terhadap peningkatan kepuasan belajar mahasiswa.

Kata kunci : *Peer-Assisted Learning, Whatsapp, Video call*

IMPLEMENTATION ONLINE PEER-ASSISTED LEARNING FOR CLINICAL SKILLS LEARNING ON NURSING STUDENTS

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ABSTRACT

Background: Peer-assisted learning (PAL) has been shown to help improve clinical skills. Nevertheless, the PAL method has not been able to provide sufficient training opportunities for participant students due to space and time constraints. The existence of technological developments in the field of education, a new opportunity for lecturers to answer the needs and create innovation using online Peer-assisted learning in supporting the learning process.

Objective: To know difference of clinical skill value of student before and after the application of Online peer assisted learning method.

Method: Quantitative with quasy experimental pre-test and post-test with control group design was used. the study was conducted in Nursing Study Department of STIKes Surya Global Yogyakarta with a 70 sample from second year students which randomly divided into control and intervention group. the intervention group was given a peer-assisted learning (PAL) model with the help of video call technology in Whatsapp application. control group with pal learning model implement face to face learning as has been done usually. A checklist of clinical skills of thoracic examination was used as instrument.

Result: Clinical mean values of pre-test control group 82.45 and mean post-test increased to 87.41. The mean value of satisfaction study group of intervention 41,65 while the mean of control group learning satisfaction is 39.05. The delta level of clinical skills of the intervention group was 5.04 while the control group delta value was 4.76.

Conclusion: The OPAL method has been proven to increase the value of thoracic physical examination physician skills in nursing students.

Keywords: Peer-assisted learning, Whatsapp, Video call