

ABSTRACT

Background: The health profession's collaborative competence on communication, collaboration, roles and responsibilities, a collaborative approach based on patient/patient family, management/conflict resolution, and team functioning are important to be provided early at the education level to support performance in health services. Collaborative competence in health personnel education institutions can be applied through Inter-professional Education (IPE) using collaborative learning strategies. Nurse and public health professionals have a collaborative function at the level of primary care with a health promotion focus. However, both professions rarely collaborate and are equipped with collaborative competence at the education level.

Research objective: This study aims to determine the perception of collaborative achievement of nursing and public health students' group before and after IPE learning using collaborative learning strategies.

Research method: This study used a quasi-experimental design with one group pre and post-test design without control. A treatment group is a group of nursing and public health students who conduct IPE learning using collaborative learning strategies. Data collection before treatment (pre-test) was carried out by distributing questionnaires that focused on the IPE area. After being given treatment, all samples will be reassessed using a questionnaire as data after treatment (post-test). The research subjects were 122 students of nursing and public health which are selected in total sampling.

Results: There is an increased perception of collaborative achievement (communication, collaboration, roles and responsibilities, collaboration approach centered on patient/patient family, management/conflict resolution, and team functioning) before and after IPE learning using collaborative learning strategies in nursing and public health students.

Conclusion: Inter-professional Education Learning (IPE) using collaborative learning strategies has a significant influence on the perception of collaborative achievement in nursing and public health students.

Keywords: inter-professional education, collaborative learning, the collaborative competence of nursing and public health students.

INTISARI

Latar belakang: Kompetensi kolaboratif profesi kesehatan tentang komunikasi, kolaborasi, peran serta tanggung jawab, pendekatan kolaborasi berdasarkan keluarga pasien/pasien, manajemen/resolusi konflik, dan pemungisian tim penting untuk dibekali sejak dini pada level pendidikan untuk menunjang kinerja di pelayanan kesehatan. Kompetensi kolaboratif di institusi pendidikan tenaga kesehatan dapat diterapkan melalui pembelajaran *Interprofessional Education (IPE)*/ pendidikan antar profesi menggunakan strategi *collaborative learning*. Profesi perawat dan kesehatan masyarakat memiliki fungsi kolaborasi pada tingkat layanan primer dengan fokus promosi kesehatan. Namun, kedua profesi tersebut sangat jarang berkolaborasi dan dibekali kompetensi kolaboratif pada tingkat pendidikan.

Tujuan penelitian: Penelitian ini bertujuan untuk mengetahui persepsi pencapaian kolaboratif kelompok mahasiswa keperawatan dan kesehatan masyarakat sebelum dan sesudah pembelajaran IPE menggunakan strategi *collaborative learning*.

Metode penelitian: Penelitian ini menggunakan desain kuasi eksperimental dengan *one group pre and post test design without control*. Kelompok perlakuan adalah kelompok mahasiswa keperawatan dan kesehatan masyarakat yang melakukan pembelajaran IPE menggunakan strategi *collaborative learning*. Pengumpulan data sebelum perlakuan (*pre test*) dilakukan dengan cara membagikan kuesioner yang berfokus pada area IPE. Setelah diberikan perlakuan, seluruh sampel akan dinilai kembali dengan menggunakan kuesioner sebagai data sesudah perlakuan (*post test*). Subjek penelitian dipilih secara *total sampling* yaitu mahasiswa keperawatan dan kesehatan masyarakat sebanyak 122 mahasiswa.

Hasil: Terdapat peningkatan persepsi pencapaian kolaboratif (komunikasi, kolaborasi, peran serta tanggung jawab, pendekatan kolaborasi berpusat pada keluarga pasien/pasien, manajemen/resolusi konflik, dan pemungisian tim) sebelum dan sesudah pembelajaran IPE menggunakan strategi *collaborative learning* pada mahasiswa keperawatan dan kesehatan masyarakat.

Kesimpulan: Pembelajaran *Interprofessional Education (IPE)* menggunakan strategi *collaborative learning* memberikan pengaruh yang bermakna terhadap persepsi pencapaian kolaboratif pada mahasiswa keperawatan dan kesehatan masyarakat.

Kata kunci: *interprofessional education, collaborative learning*, kompetensi kolaboratif mahasiswa keperawatan dan kesehatan masyarakat.