

INTISARI

Latar Belakang

Keterbatasan waktu menjadi masalah utama dalam menyelenggarakan pendidikan klinik yang berkualitas. *One-minute preceptor* (OMP) didisain untuk menjawab permasalahan tersebut. Seperti halnya metode pembelajaran lainnya, OMP termasuk salah satu metode pembelajaran dari Barat yang diterapkan di berbagai dunia dengan latar belakang budaya yang berbeda-beda. Supaya adaptasi metode pembelajaran memberi dampak optimal bagi pengajar dan peserta didik, maka proses yang terjadi di dalamnya perlu dieksplorasi lebih dalam. Penelitian ini bertujuan untuk mengeksplorasi penerapan OMP sebagai metode untuk mengoptimalkan pembimbingan klinik menurut persepsi dosen pembimbing klinik (DPK) dan mahasiswa dalam konteks budaya *large power distance* dan *collectivism*.

Metode Penelitian

Studi ini menggunakan pendekatan fenomenologi untuk mengetahui implementasi OMP sebagai metode untuk mengoptimalkan pembimbingan klinik. Empat orang DPK yang terpilih mengikuti pelatihan OMP melalui 3 fase yaitu inisiasi (1 hari), perkembangan (1 minggu), dan implementasi (4 minggu) sedangkan mahasiswa mengikuti orientasi OMP. Observasi dan wawancara mendalam dilakukan selama pelatihan tersebut.

Hasil

Dari hasil wawancara mendalam dari total 16 partisipan penelitian diperoleh 5 tema, yaitu *teaching moment* OMP, pembelajaran penalaran klinis melalui OMP, pemberian umpan balik melalui OMP, faktor yang harus diperhatikan dalam penerapan OMP, dan manfaat OMP bagi kegiatan belajar-mengajar di klinik.

Kesimpulan

Menurut persepsi DPK dan mahasiswa, OMP dapat diterapkan di konteks budaya Indonesia sebagai negara *large power distance* dan *collectivism* untuk mengoptimalkan pembimbingan klinik yakni memfasilitasi pembelajaran penalaran klinis dan pemberian umpan balik sebagai dua hal yang penting dalam pendidikan klinik.

Kata kunci: *one-minute preceptor*, pembimbingan klinik, dosen pembimbing klinik, *large power distance*, *collectivism*

ABSTRACT

Background

Time constraints become a major problem in conducting high-quality clinical teaching. The one-minute preceptor (OMP) was designed to answer this problem. Similar to other learning methods, OMP was one of the learning methods from Western that was applied in various worlds with different cultural backgrounds. For the adoption of learning methods to have an optimal impact on clinical teachers and students, the processes that occur need to be explored more deeply. This study aims to explore the application of OMP as a method to optimize clinical teaching according to the perception of clinical teacher and students in the context of large power distance and collectivism culture.

Method

This study used a phenomenological approach to determine the implementation of OMP as a method for optimizing clinical teaching. Four clinical teachers who were selected to participate in the OMP training went through 3 phases, namely initiation (one day), development (one week), and implementation (four weeks) while students attended the OMP orientation. The observations and in-depth interviews were conducted during the training.

Results

Based on the results of in-depth interviews of a total of 16 study participants obtained 6 themes, which were teaching moments, learning of clinical reasoning, providing feedback, factors that must be considered in the application of the OMP, the benefits of the OMP for teaching and learning activities in the clinic.

Conclusion

According to the perception of clinical teachers and students, OMP can be applied in the context of Indonesian culture as a country of large power distance and collectivism to optimize clinical teaching, which is facilitating learning of clinical reasoning and providing feedback as two important things in clinical education.

Keywords: one-minute preceptor, clinical teaching, clinical teachers, large power distance, collectivism