

EVALUASI IMPLEMENTASI *INTERPROFESIONAL* *EDUCATION* PADA POLITEKNIK KESEHATAN KEMENKES BADAN PPSDM-KESEHATAN TAHUN 2015 – 2019

Oleh: Rizki Danarty¹, Mora Claramita², Windyandana²

ABSTRAK

Latar Belakang: Evaluasi merupakan bagian integral dari implementasi *interprofessional education*, dan pengembangan program nasional pendidikan. Evaluasi internal dilakukan secara alami dan spontan, sering subyektif. Evaluasi formal terstruktur dan obyektif, dalam studi evaluasi kasus khusus hanya satu program *interprofessional education* dan mengkaitkan hasil secara general sehingga dapat mempelajari satu atau lebih program pembelajaran. Dan upaya untuk merumuskan aturan untuk *interprofessional education* dan lebih memperhatikan pengaturan dan konteks. Informasi proses dicari mengenai keefektifan materi dan kegiatan *interprofessional education*, pengembangan dan implementasi. Observasi pelaksanaan kegiatan *interprofessional education* mendokumentasikan apa yang sebenarnya terjadi, dan bagaimana dengan tujuan program *interprofessional education*, informasi ini juga dapat bermanfaat dalam belajar hasil program.

Tujuan: Penelitian ini untuk mengetahui keberhasilan, hambatan implementasi *interprofessional education*, dan rencana pengembangan pada politeknik kesehatan kemenkes Badan PPSDM Kesehatan Jakarta, Tahun 2015 – 2019.

Metode: Penelitian ini adalah penelitian kualitatif dengan desain evaluasi menggunakan Model Kirkpatrick. Responden dari penelitian ini adalah 14 Poltekkes Kemenkes, pengumpulan data dilakukan melalui analisis dokumen berdasarkan “Standar Pengelolaan Pembelajaran” (SNPT, 2015)

Hasil: Hasil penelitian menunjukkan bahwa persiapan dan pelaksanaan *interprofesional education* antara level 2 *learning* dan level 3 *behaviour*. Terdapat kesenjangan pada implementasi *interprofesional education*, yang bila dikonversi pada nilai mutu: Baik, cukup, dan kurang. Ini menunjukkan pengelolaan aktivitas pembelajaran *interprofesional education* serta monitoring evaluasi program yang tidak *adequate*. Implementasi *interprofesional education* belum *adequate*. Pada 38 Poltekkes Kemenkes Badan PPSDM Kesehatan Tahun 2015 – 2019 telah 14 Poltekkes Kemenkes yang mengimplementasikan *interprofesional education*. Terdapat 6 Poltekkes Kemenkes yang telah berjalan baik, 6 Poltekkes yang berjalan cukup, dan 2 Poltekkes yang berjalan kurang. Faktor keberhasilan pelaksanaa implementasi *Interprofesional education* ialah, tersedia fasilitas penunjang implementasi IPE, komitmen antar program studi, menghargai mahasiswa program studi lain, kesadaran semua pihak akan pentingnya interprofesi, dan dukungan penuh pihak fakultas.

Rasa percaya percaya dan menghargai antar mahasiswa program studi lain, tidak ada komitmen antar program studi, kurangnya kesiapan mahasiswa dan pengajar yang terlibat dalam pendidikan interprofesi, sulitnya pengaturan jadwal pembelajaran, belum adanya sarana prasarana untuk memfasilitasi pembelajaran IPE, dan manajemen organisasi yang

terlibat dalam pendidikan interprofesi kurang merupakan faktor penghambat implementasi *interprofesional education*.

Kesimpulan implementasi *Interprofesional education* pada Poltekkes Kemenkes Badan PPSDM Kesehatan Tahun 2015 – 2019 telah berjalan baik pada Poltekkes Kemenkes dengan dukungan penuh, namun masih ditemui sulitnya pengaturan jadwal pembelajaran dan belum adanya fasilitas pembelajaran sehingga dibutuhkan komitmen penuh dari pihak manajemen Poltekkes Kemenkes, dalam pelaksanaan dan pengembangan *interprofesional education* sejak awal input siswa sampai pada akhir perkuliahan (output).

Kata Kunci: Evaluasi, *Interprofesional education*, *Content Analysis*, *qualitative method*, Poltekkes Badan PPSDM Kesehatan

¹Mahasiswa Magister Ilmu Pendidikan Kedokteran Kesehatan FKMK UGM

²Dosen Magister Ilmu Pendidikan Kedokteran Kesehatan FKMK UGM

EVALUATION OF INTERPROFESSIONAL IMPLEMENTATION EDUCATION IN THE HEALTH POLYTECHNIC OF THE MINISTRY OF HEALTH, PPSDM-HEALTH BOARD 2015 - 2019

ABSTRACT

Background: Evaluation is an integral part of the implementation of interprofessional education, and the development of national education programs. Internal evaluation is done naturally and spontaneously, often subjectively. Formal structured and objective evaluation, in a special case evaluation study only one interprofessional education program and linking results in general so that they can learn one or more learning programs. And efforts to formulate rules for interprofessional education and pay more attention to setting and context. Process information is sought regarding the effectiveness of interprofessional education materials and activities, development and implementation. Observation of the implementation of interprofessional education activities documenting what actually happened, and how with the objectives of the interprofessional education program, this information can also be useful in learning the results of the program.

Aim of the study: To find out the successes, barriers to the implementation of interprofessional education, and development plans in the health polytechnic of the Ministry of Health, Ministry of Health, PPSDM Jakarta, 2015 - 2019.

Methods: This research is a qualitative method. This method is used so that research can explore the learning process related to successes, obstacles and plans for the development of interprofessional education implementation in the Health Polytechnic of the Ministry of Health PPSDM Jakarta Health, 2015 - 2019.

Results: The results showed that the preparation and implementation of interprofessional education between level 2 learning and level 3 behavior. There is a gap in the implementation of interprofessional education, which when converted to quality values: Good, sufficient, and lacking. This shows the management of interprofessional education learning activities and inadequate program evaluation monitoring. The implementation of interprofessional education has not been adequate. In 38 Polytechnic of Ministry of Health, Ministry of Health PPSDM in 2015 - 2019 had 14 Poltekkes of Ministry of Health implementing interprofessional education. There are 6 Health Polytechnic Health Ministry that has been running well, 6 Health Polytechnic that is running well, and 2 Poltekkes Health which is running poorly. The success factors for the implementation of Interprofessional education are, there are facilities to support the implementation of IPE, commitment between study programs, respect for other study programs students, awareness of all parties to the importance of interprofession, and full support from the faculty.

Trust and respect among students of other study programs, no commitment between study programs, lack of readiness of students and teachers involved in interprofessional education, difficulty in arranging learning schedules, lack of infrastructure to facilitate IPE learning, and organizational management involved in education lack of interprofession is an obstacle to the implementation of interprofessional education.

Conclusion: Implementation of Interprofessional Education in the Polytechnic of the Ministry of Health The Ministry of Health PPSDM in 2015 - 2019 has been running well on the Polytechnic of the Ministry of Health with full support, but difficulties in arranging the learning schedule and the lack of learning facilities are needed so that full commitment from the management of the Ministry of Health Polytechnic, in the implementation and the development of interprofessional education from the beginning of student input to the end of the lecture (output).

Keywords: Evaluation, Interprofessional Education, Content Analysis, qualitative methods, Poltekkes Health PPSDM, Politeknik Kesehatan Kemenkes