

INTISARI

Latar Belakang

Lingkungan belajar merupakan faktor penting yang dapat mempengaruhi proses belajar dan hasil belajar mahasiswa. Kompleksitas dari lingkungan belajar klinik memberikan kendala dan tantangan tersendiri dalam pelaksanaannya. Salah satunya adalah semakin berkurangnya jumlah dan variasi kasus di rumah sakit pendidikan utana yang sesuai level kompetensi dokter. Hal ini dikhawatirkan dapat mempengaruhi tingkat penguasaan kompetensi mahasiswa. Penambahan layanan kesehatan primer dan sekunder sebagai wahana pendidikan dianggap sebagai solusi dalam menghadapi tantangan tersebut.

Tujuan Penelitian

Tujuan penelitian ini adalah untuk mendeskripsikan lingkungan belajar mahasiswa program profesi dokter di layanan kesehatan primer, sekunder dan tersier serta menganalisis persepsi mahasiswa mengenai tingkat penguasaan kompetensinya setelah menjalani kepaniteraan di ketiga tipe layanan kesehatan.

Metode Penelitian

Merupakan penelitian observasional dengan desain *cross sectional* menggunakan pendekatan kuantitatif dan kualitatif. Subjek penelitian adalah mahasiswa yang sedang menjalani pendidikan tahap profesi di kepaniteraan ilmu kebidanan dan penyakit kandungan. Pengumpulan data dilakukan menggunakan kuesioner tentang lingkungan belajar dan penguasaan kompetensi mahasiswa.

Hasil

Mahasiswa memiliki persepsi yang baik mengenai lingkungan belajar di layanan kesehatan primer, sekunder dan tersier. Berdasarkan uraian jawaban mahasiswa masing-masing lingkungan belajar memiliki kelebihan dalam menunjang pencapaian kompetensi tetapi juga memiliki kekurangan yang dapat menghambat capaian kompetensi. Persepsi mahasiswa mengenai lingkungan belajar di layanan kesehatan sekunder dan primer lebih baik dibanding persepsi mahasiswa mengenai lingkungan belajar di layanan kesehatan tersier.

Persepsi tingkat kompetensi mahasiswa sangat bervariasi. Tingkat kompetensi cenderung meningkat pada RS Jejaring. Terjadi peningkatan bermakna pada beberapa kompetensi di RS Jejaring.

Simpulan:

Kompetensi mahasiswa mengalami peningkatan setelah menjalani kepaniteraan di RS Jejaring yang bersifat layanan sekunder.

Kata kunci: Lingkungan belajar, klinik, penguasaan kompetensi, persepsi

ABSTRACT

Introduction

Learning environment is an important factor that can affecting students' learning process and learning outcomes. The complexity of clinical learning environment pose problems and challenges in its implementation. One of clinical learning environments' challenges is low number of patient and variety of cases in primary teaching hospitals. Those challenges can affect the level of students' clinical competence. Utilization of primary and secondary health services as additional teaching hospital is considered as a solution to face those challenges. The objective of this study is to assess students' perceptions of their learning environments and to evaluate the effect of primary, secondary and tertiary health service utilization as clinical learning environment to students' clinical competence.

Methods

There were 36 students involved in this cross sectional study. Subjects were students undergoing training in Obstetry and Gynecology Department. Two questionnaires were administered concurrently: a questionnaire to assess the learning environments and another questionnaire to examine students' self-perceived competence. A non-parametric Friedman test was applied to compare learning environment and self-perceived competence in each health care level.

Result

Students have a good perception of the learning environment in all health care level. Each health care level has its own advantages and shortages that can affect students' clinical competence achievement. Students' perceptions of clinical learning environment in primary and secondary health care were significantly different from tertiary health care services. There were no significant difference between students' perceptions of clinical learning environment in primary and secondary health care services. The level of self-perceived competence tend to increase at secondary health care. There were some significantly improvement in students' self-perceived competence at secondary health care service.

Conclusion

Student have a good perception about their clinical learning environment. Utilization of secondary health care service as clinical learning environment could improve some of students' self-perceived competence.

Keywords: learning environment, clinics, self-perceived competence