

INTISARI

Kinerja apoteker selama ini dipandang belum sesuai dengan Kepmenkes 1027/2004. Penelitian ini mencoba untuk mengatasi permasalahan tersebut, melalui inovasi pembelajaran mahasiswa di Perguruan Tinggi Farmasi. Tujuan penelitian ini adalah: (1) mengetahui kesiapan dosen dalam menerapkan strategi pembelajaran berbasis PPR, (2) mengembangkan strategi pembelajaran berbasis PPR, (3) mengevaluasi pengaruh strategi pembelajaran berbasis PPR terhadap peningkatan kompetensi farmakoterapi dan keterampilan KIE mahasiswa profesi apoteker, dan (4) mengevaluasi perkembangan kemampuan refleksi mahasiswa profesi apoteker setelah penerapan strategi pembelajaran berbasis PPR.

Penelitian dilakukan dalam tiga tahap. Penelitian I yaitu pelatihan dosen tentang PPR, dilakukan secara *pre-experimental design* dengan metode *one-group pre-test post-test design*, dengan responden yaitu dosen farmasi USD. Pengumpulan data dilakukan dengan kuesioner dan jurnal refleksi. Penelitian II yaitu mentoring dosen, dilakukan secara penelitian kualitatif, pada satu dosen farmasi USD. Pengumpulan data dilakukan secara triangulasi melalui rekaman video, refleksi pribadi dosen serta jurnal refleksi mahasiswa. Penelitian III yaitu implementasi strategi pembelajaran berbasis PPR, dilakukan secara *quasi-experimental design* dengan metode *nonequivalent (pre-test and post-test) control-group design*, dengan responden mahasiswa profesi apoteker USD minat FKK dengan jumlah 68 orang. Pengumpulan data dilakukan dengan *MCQ-test* dan *role play* (untuk kedua kelompok penelitian) dan jurnal refleksi serta *diary* mingguan mahasiswa (untuk kelompok intervensi)

Hasil penelitian I menunjukkan hasil sebagai berikut: (1) berdasarkan kuesioner pengetahuan dosen tentang PPR yaitu $18,48 \pm 0,95$ (*pre-test*) dan $20,71 \pm 2,88$ (*post-test*), keduanya bermakna statistik ($p < 0,05$), (2) berdasarkan jurnal refleksi PPR yaitu $22,68 \pm 4,63$ (*pre-test*) dan $23,58 \pm 6,32$ (*post-test*), keduanya tidak bermakna statistik ($p > 0,05$). Hasil penelitian II menunjukkan hasil sebagai berikut: (1) capaian performa dosen mencapai 75%, (2) refleksi pribadi dosen menunjukkan kesiapan untuk mengelola pembelajaran berbasis PPR dan (3) refleksi mahasiswa menunjukkan bahwa dosen mampu menggerakkan mahasiswa untuk memiliki rencana aksi dan melakukan aksi. Penelitian III menunjukkan hasil sebagai berikut: (1) kompetensi farmakoterapi dan keterampilan KIE mahasiswa pada waktu *pre-test* yaitu $6,24 \pm 0,60$ (kelompok kontrol) dan $6,06 \pm 0,98$ (kelompok intervensi), (2) kompetensi farmakoterapi dan keterampilan KIE mahasiswa pada waktu *post-test* yaitu $6,81 \pm 0,66$ (kelompok kontrol) dan $7,34 \pm 0,63$ (kelompok intervensi), (3) kemampuan refleksi mahasiswa kelompok intervensi meningkat dalam 4 minggu terakhir dari treatment selama 6 minggu dan (4) korelasi kemampuan refleksi dan kompetensi farmakoterapi dan keterampilan KIE sebesar 0,308 (r tabel 0,339). Hasil studi juga menunjukkan adanya kemampuan *care giver*, *decision maker*, *communicator* dan *long life learner* sebagai bagian dari *seven stars of pharmacist*

Kesimpulan dari penelitian ini adalah: (1) pengetahuan dosen tentang strategi pembelajaran berbasis PPR mengalami peningkatan yang signifikan, namun dalam implementasinya masih stagnan, (2) mentoring dosen pasca pelatihan telah meningkatkan kemampuan dosen dalam mengelola strategi pembelajaran berbasis PPR, (3) Penerapan strategi pembelajaran berbasis PPR mampu meningkatkan kompetensi farmakoterapi dan keterampilan KIE serta kemampuan refleksi mahasiswa pada kelompok intervensi dan (4) kemampuan refleksi mahasiswa kelompok intervensi tidak berkorelasi dengan capaian kompetensi farmakoterapi dan keterampilan KIE

Kata kunci: paradigma pedagogi reflektif, farmakoterapi, mentoring, keterampilan KIE, strategi pembelajaran

ABSTRACT

In order to meet the community need for a comprehensive health care, pharmacist must be able to perform their roles as a health professional. Unfortunately, this role has not been optimal in daily practice. The research has been done to prepare teaching and learning process in order to increase the pharmacy student to be ready for the professionalism. The purposes of this study are: (1) preparing the lecturer to be ready in applying RPP-learning strategies, (2) developing RPP learning strategies, (3) evaluating the application of RPP-learning strategies to increase pharmacotherapy competence and communication skills in students pharmacist profession, and (4) evaluating the development of the student ability in writing reflection after the application of RPP-learning strategies.

The research had done in three steps. First research about training faculty in RPP, used pre-experimental design (one-group pre-test post-test design), with pharmacy lecturer in SDU as participant.. The data was obtained from questionnaire and reflection journal. Second research about academic mentoring program. One lecturer from the Community Pharmaceutical Service Course participated in the mentoring process. The mentoring activities were conducted in four separate meetings with different materials in each meeting. The evaluation was done by assessing: (1) recorded video; (2) personal reflection from mentee; and (3) student's reflections and action plans. The assessment was done by quantitative and qualitative analyses. Third research about implementation of RPP-learning. The study used quasi-experimental design with nonequivalent (pre-test and post-test) control-group design, with 68 pharmacy student pharmacist profession as respondent. The data was obtained from MCQs-test and role play observation for control and intervention groups and student journal reflection and diary for intervention group only. We analyzed the data quantitatively

The result of first research showed that: (1) the knowledge on RPP increase from 18.48 ± 0.95 (pre-test) to 20.71 ± 2.88 (post-test), and statistically significant ($p < 0.05$), (2) the implementation of RPP learning slightly increase from 22.68 ± 4.63 (pre-test) to 23.58 ± 6.32 (post-test), and statistically not significant ($p > 0.05$). The result of second research showed that: (1) the mentee teaching performance based on video assessed by two observers was 14.25 ± 3.4 (72% perform), (2) personal reflection from the lecturer indicated readiness to teach and make improvement, and (3) overall student reflection journal based on rubric scoring by two observers were 13.62 ± 1.65 (68% achievement) and several students showed follow up activity in community service. The results of third research showed that (1) during the pre-test the competence and communication skills in intervention group was 6.06 ± 0.98 ; while in control group was 6.24 ± 0.60 ($p = 0.261$), during the post-test the competence and communication skills in intervention group was 7.34 ± 0.63 ; while in control group was 6.81 ± 0.66 ($p < 0.001$) (2) abilities of students' reflection in intervention group were increasing in the last four weeks over six weeks treatment, and (3) correlation between student reflection and students' competence and

communication skills was 0.308 (r table = 0.339). The study also found that intervention group showed capability to play roles as care giver, communicator, life-long learner and decision maker, as part of the core character building in becoming seven stars pharmacists.

The conclusion of the research are: (1) the knowledge on RPP increase significantly, but application relative stagnant, (2) academic mentoring program can be used to improve mentee performance in teaching based on RPP, (3) the implementation of RPP-learning strategies significantly increases the students' competence and communication skill and ability to write reflection, and (4) there is no correlation between student reflection and students' competence and communication skills. Application of RPP also stimulates students to build core characters qualities of seven stars pharmacist.

Keyword: reflective pedagogical paradigm, academic mentoring program, pharmacotherapy competence, communication skills, learning strategies