

ABSTRAK

Latar Belakang: Meskipun umpan balik merupakan hal penting dalam proses pembelajaran namun pada kenyataannya mahasiswa belum tentu mendapatkan umpan balik yang intensif. Pendidikan klinik yang bersifat *non shift* memberikan salah satu alternatif pemecahan permasalahan tersebut karena dimungkinkan pembimbing klinik dan mahasiswa untuk lebih intensif berinteraksi. Penelitian ini bertujuan untuk: 1) Menggali persepsi mahasiswa dan pembimbing klinik serta mengobservasi ketrampilan pembimbing klinik sebelum penerapan model; 2) Mengeksplorasi model pemberian umpan balik berkesinambungan yang sesuai di pendidikan klinik kebidanan yang bersifat *non shift*; 3) Melakukan uji coba model pemberian umpan balik berkesinambungan yang sesuai di pendidikan klinik kebidanan di Indonesia.

Metode: Rancangan penelitian yang digunakan adalah *mixed methods design*. Penelitian ini melibatkan pembimbing klinik dan mahasiswa Akademi kebidanan di DIY. Persepsi mahasiswa digali dengan menggunakan panduan FGD dan persepsi pembimbing klinik digali dengan menggunakan panduan wawancara. Kuesioner digunakan untuk menggali pengetahuan dan ceklist digunakan untuk mengobservasi *performance* pembimbing klinik dalam memberikan umpan balik. Data kualitatif dianalisis dengan menggunakan *Atlas Ti* dan data kuantitatif dianalisis dengan membandingkan nilai rata-rata *pre-post test* dan menggunakan *paired t-test*.

Hasil dan pembahasan: Penerapan model umpan balik berkesinambungan terbukti meningkatkan komunikasi, motivasi, kepercayaan diri, pemahaman dan *performance* mahasiswa dalam memberikan asuhan pada pasien sehingga pembimbing klinik terbantu dalam memberikan pelayanan pada pasien. Penerapan pemberian umpan balik dengan menggunakan model umpan balik berkesinambungan terbukti meningkatkan pengetahuan dan ketrampilan pembimbing klinik dalam memberikan umpan balik yang bersifat konstruktif. Pengetahuan dan ketrampilan pembimbing klinik setelah dilatih menggunakan model umpan balik berkesinambungan lebih tinggi (6.94 dan 8.00) dibandingkan sebelum menggunakan model umpan balik berkesinambungan (2.58 dan 4.67). Terdapat perbedaan signifikan secara statistik nilai *pre-test* dan *post test* terhadap pengetahuan ($p=0,000$) dan ketrampilan pembimbing klinik ($p=0,000$) setelah pelatihan.

Simpulan: Hasil penelitian ini menduga bahwa model umpan balik berkesinambungan meningkatkan pemahaman belajar mahasiswa serta meningkatkan pengetahuan dan ketrampilan pembimbing klinik dalam memberikan umpan balik yang konstruktif.

Kata Kunci: Umpan balik berkesinambungan, umpan balik konstruktif, Pendidikan klinik Kebidanan, pembelajaran berbasis komunitas, pembelajaran klinik.

ABSTRACT

Background: Feedback is essential in a learning process. In fact the students do not always receive an intensive feedback. The non-shifted clinical midwifery education model offers an alternative solution to this problem. By using the continuous feedback model the supervisors and students may interact more intensively for longer periods of time at the same place. We evaluated the following: 1) perceptions of students concerning the feedback process, perceptions of the supervisors on the process of feedback delivery; and also the knowledge and performance of supervisors in delivering constructive feedback; 2) to explored the continuous feedback model; and 3) to trial a continuous of feedback model.

Methods: We used a mixed methods design. This study involved supervisors and students who had been trained with the continuous feedback model. Students' perceptions were collected through by focused group discussions (FGD) whereas supervisor's perceptions were gained through in-depth interviews. A questionnaire was used to explore their knowledge and a similar checklist was used to observe the supervisors' performance in giving feedback. Qualitative data were analyzed using *Atlas Ti* and quantitative data were analyzed between mean pre - post test and paired t-test.

Results: The perception of the students about implementation of the continuous and integrated feedback model was that it improved students' communication, motivation, self-sufficiency, understanding, and performance. These findings were also supported by supervisors' perceptions. The mean post-training knowledge and performances score of supervisor using continuous feedback model was higher (6.94 and 8.00) than that of the mean pre-training knowledge and performance score of supervisor before using continuous feedback model (2.58 and 4.67). There were significant differences between the pre-post test results of supervisors' knowledge ($p=0.00$) and performance ($p=0.00$).

Conclusion: The results of this study suggest that the continuous feedback model is able to increase practical knowledge and performance of the supervisors in the process of delivering feedback, and may improve student's understanding and learning.

Keywords: continuous feedback, constructive feedback, midwifery clinical education, community-based education, workplace learning.