

INTISARI

Latar belakang : Pendekatan Pembelajaran Partisipatif melalui media poster sebagai kegiatan kelas dalam belajar anatomi dan fisiologi meningkatkan minat siswa keperawatan dalam mempelajari konsep Anatomi dan Fisiologi. Pendekatan ini lebih disukai selain metode konvensional yang saat ini digunakan.

Tujuan : Mengetahui keefektifan PLA dengan media poster dalam keterlibatan, hasil ujian dan pengalaman belajar Anatomi Fisiologi keperawatan.

Metode : Desain *mix methods* dengan data kuantitatif skor ujian dan survey partisipasi, data kualitatif pertanyaan terbuka. Intervensi adalah PLA dengan media poster dibandingkan dengan kuliah konvensional. Responden mahasiswa tahun pertama sejumlah 104 orang di jurusan keperawatan Singkawang. Analisis statistik melalui *paired and independent t test* dan analisis tematik pengalaman belajar

Hasil : Survey partisipasi menunjukkan respon setuju $\geq 95\%$ responden metode PLA dengan presentasi poster menyenangkan, membantu pemahaman, meningkatkan nilai dan menunjang keaktifan. Hasil ujian skor lebih tinggi secara signifikan pada kelompok intervensi. Pengalaman belajar menunjukkan PLA meningkatkan kreatifitas namun instruksi belajar serta persiapan diri diperlukan

Kesimpulan: PLA dengan media poster mendukung pembelajaran menyenangkan, kreatif dan aktif serta mendukung peningkatan skor ujian. metode ini direkomendasikan untuk dijadikan pilihan kombinasi dengan dosen konvensional untuk meningkatkan hasil tes disertai dengan persiapan diri dan kejelasan instruksi.

Kata kunci: Pendekatan Belajar partisipatif, Presentasi Poster, Anatomi Dan Fisiologi keperawatan, Mahasiswa Keperawatan

ABSTRACT

Backgrounds: Participatory Learning Approach through poster media as a classroom activity in learning anatomy and physiology increasing nursing students' interest in learning Anatomy and Physiology concepts. This approach preferred in addition to the conventional methods currently used.

Objectives: to determine the effectiveness of the Participatory Learning Approach with the posters in the engagement, and the learning experience of nursing Anatomy and Physiology courses.

Methods: a mixed methods study that included quantitative data of participatory survey and pre-post test result. An open-ended questions using to qualitative data about learning experiences. The intervention was given a participatory learning technique with poster media compared to conventional lectures. Respondents were 104 first year students in Singkawang Nursing Department. Statistical analyses by paired *t* and independent *t* tests and thematic analysis to obtain experience expression results.

Results: The participation survey showed positive responses $\geq 95\%$ of respondents agreed that this methods were enjoyable, helped understanding, increased value and supported the students actively. Score exam results were significantly higher in the intervention group. While the learning experiences demonstrate that the PLA improves creativity, traditional instructional learning as well as additional self-preparation are still needed.

Conclusion: We found that Participatory Learning Approach with poster media supports participation and enjoyable interaction, creative and active in Anatomy and Physiology. In addition, this methods are recommended to be an option in combination with the conventional lecturers to improving test result with accompanied by self-preparation and clarity of instruction.

Keywords: Participatory Learning Approach, Poster Presentation, Anatomy and Physiology, Nursing Students