

Intisari

Latar Belakang: Beberapa penelitian telah dilakukan untuk mengevaluasi dampak dari pendidikan interprofesional. Namun, efektivitas program pendidikan interprofesional tidak dapat dengan mudah digeneralisasikan. Hal ini dikarenakan sebagian besar evaluasi program masih menggunakan penilaian *self-report*. Penelitian ini bertujuan untuk melihat dampak dari pendidikan interprofesional bila dilihat dari penilaian yang obyektif beserta faktor-faktor yang berkontribusi terhadap keberhasilan program pendidikan interprofesional.

Metode: Penelitian *systematic review* dilakukan sesuai protokol tertentu terhadap tujuh basis data daring beserta laporan-laporan penelitian cetak yang tidak dipublikasi. Pencarian ini menggunakan kata-kata kunci dengan kombinasi *Boolean*. Pencarian artikel dibatasi kriteria inklusi berdasarkan format *Population-Intervention-Context-Outcome* (PICO). Kualitas artikel dikaji menggunakan *Medical Education Research Quality Instrument* (MERSQI). Artikel yang diikutsertakan dianalisis secara naratif untuk memenuhi tujuan penelitian.

Hasil: Enam belas artikel yang diikutsertakan dalam penelitian menunjukkan bahwa pendidikan interprofesional meningkatkan pengetahuan, keterampilan, dan perilaku kolaborasi interprofesional. Faktor yang diasumsikan berpengaruh terhadap efektivitas program meliputi kompleksitas materi pembelajaran, kesesuaian desain program, dan rujukan pada standar kompetensi khusus untuk kolaborasi interprofesional. Metode pembelajaran yang dirasa efektif untuk pendidikan interprofesional meliputi pembelajaran berbasis kasus, simulasi, praktek di klinik atau komunitas, serta kegiatan *team building*.

Kesimpulan: Pendidikan interprofesional menghasilkan peningkatan kompetensi kolaborasi interprofesional. Faktor-faktor yang disinyalir berpengaruh terhadap efektivitas program harus diperhatikan dalam merancang pendidikan interprofesional supaya keberhasilan program dapat tercapai.

Kata kunci: pendidikan interprofesional, kompetensi kolaborasi interprofesional, dampak pendidikan interprofesional, evaluasi pendidikan interprofesional

The Changes in Interprofessional Collaborative Competences Interprofessional Education

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Abstract

Background: Several studies have been conducted to evaluate the implementation of interprofessional education (IPE) across the globe. However, the effectiveness of IPE still cannot be easily generalized due to misconceptions regarding how interprofessional collaboration capabilities should be evaluated. This study aims to generalize the learning outcomes that were produced by IPE in a global context and analyse the contributing factors.

Methods: A systematic review was conducted within seven online databases as well as paperback periodical publications to search for the intended articles. A set of four criterions were assigned prior to the study using the standard Population-Intervention-Context-Outcome (PICO) model to ensure the included articles matched the study objectives. Each included article was analysed using the narrative method to obtain the relevant information.

Result: Sixteen articles included in this study showed that IPE improved interprofessional collaborative knowledge, skills, and behaviour based on objective measurements. The success of the programs were supported by effective curriculum design and innovation in learning activities. Team building interventions at the beginning of the program resulted in retention of collaborative knowledge and improved skills. Fifteen articles from the included studies were from countries which have their own standards of competence for interprofessional collaborative practice.

Conclusion: Implementation of effective IPE increased interprofessional collaborative competence and patient satisfaction. Effective IPE implementations were supported by proper curriculum design, appropriate standards of competence for interprofessional collaborative practice to guide the curriculum design, and successful team building activities prior to the program.

Keywords: interprofessional education, interprofessional collaborative competences, education impact, program evaluation