

ABSTRAK

**Pengembangan model pembelajaran *Outcome-Present State Test (OPT)* melalui
peer learning untuk meningkatkan keterampilan penalaran klinik
mahasiswa profesi ners di *intensive care unit*
Edy Wuryanto¹, Gandes Retno Rahayu², Ova Emilia³, Harsono⁴**

Latar Belakang: Penalaran klinik adalah komponen penting dalam praktik keperawatan. Perawat seharusnya memiliki keterampilan penalaran klinik yang efektif untuk beradaptasi terhadap perubahan lingkungan kerja yang cepat. Strategi pembelajaran untuk meningkatkan keterampilan penalaran klinik mahasiswa keperawatan sangat terbatas. Berbagai literatur mendukung penggunaan metode *peer learning* mampu meningkatkan keterampilan penalaran klinik.

Tujuan Penelitian: Mengembangkan model pembelajaran OPT melalui *peer learning* untuk meningkatkan keterampilan penalaran klinik mahasiswa profesi ners di ICU.

Metode Penelitian: Rancangan penelitian menggunakan *mixed method*. Tahap I bertujuan untuk memperoleh gambaran pengambilan keputusan klinik, dengan desain paralel konvergen. Tahap II bertujuan untuk tersusunnya model pembelajaran dengan metode *workshop* penyusunan model. Tahap III bertujuan implementasi dan evaluasi model. Metode yang digunakan adalah *embedded design*. Data tentang efektivitas model dikuatkan dengan data FGD dan wawancara mendalam. Rancangan *quasi-exsperimen* dengan uji statistik *paired t-test* dan *independent t-test* digunakan untuk menilai hasil *pretest* dan *posttest* penalaran klinik

Hasil: Sebagian besar gambaran penilaian pengambilan keputusan mahasiswa tergolong baik (28,6%), meski terdapat kategori kurang (27,1%). Dari FGD diperoleh kelebihan dan kelemahan terkait dengan lingkungan ICU, proses pembelajaran, waktu praktik, kesiapan mahasiswa, pembimbing klinik dan akademik, serta strategi pembelajaran sebagai dasar pengembangan model yang lebih efektif dan efisien. Pada tahap II pengembangan model telah disusun modul berdasarkan masukan mahasiswa dan pendidik klinik dan pakar. Setelah dilakukan intervensi, model terbukti meningkatkan 1) proses dan kerjasama *peer learning*; 2) skala dan struktur penilaian OPT; 3) keterampilan penalaran klinik mahasiswa secara keseluruhan; dan 4) pemahaman terminologi NANDA, NIC dan NOC dan keterkaitannya. Terdapat perbedaan bermakna nilai rata-rata SCT kelompok intervensi dan kelompok kontrol, setelah intervensi ($p = 0,02$). Secara keseluruhan, hasil FGD mahasiswa, pembimbing klinik dan akademik model OPT melalui *peer learning* berdampak positif pada proses, kerja sama dan penalaran klinik mahasiswa.

Kesimpulan dan Saran: Implementasi model dapat meningkatkan proses, kerja sama dan penalaran klinik mahasiswa. Model tersebut dapat diterapkan sebagai salah satu strategi pembelajaran yang efektif untuk meningkatkan penalaran klinik mahasiswa di ICU.

Kata Kunci : pembelajaran klinik, penalaran klinik, model OPT, *peer learning*

ABSTRACT

Clinical reasoning is an important component in the nursing practice (Banning 2008). Due to the need of complex service system, nurses who are capable of thinking and making decision effectively are needed. One of the clinical reasoning learning models which is used to improve the clinical reasoning skill in the nursing education is Outcome-Present Test (OPT) Model which was developed by Pesut&Herman (1998). The OPT Model is a nursing process model which is designed to develop the clinical reasoning skill of the students. Meanwhile Peer Learning is a strategy to solve the problem, and also the proper education interverence for the students in the clinical placement (Secomb, 2008).

The method used for the research was mixed method which employed both qualitative and quantitative approach. The product from this research was a learning model to improve clinical reasoning and its operational guidance. Besides the effective learning model composition, the implementation test of the model with validity test and experiment was also condcuted.

The first stage of the research was the development of the clinical reasoning concept. The result of the students' clinical decision making was that 28,6% students were good in making decision, 25,7% was very good, 18,6% was adequate and 27,1% was poor. Besides, on the Focus Group Discussion, it was found some dominant topics, among other were the lack of guidance commitment, infrequently guidance, lack of students' motivation, limited number of patients, and no special strategy in the clinical reasoning.

The second stage of the clinical reasoning model development was workshop to compose the OPT learning model and its module through peer learning and module/model expert judgement. The result of the workshop was the formulation of the peer learning OPT. The expert judgement was done by the lecturers of Nursing Faculty at Padjajaran University and University of Muhammadiyah Semarang. In addition, the practitioners were from ICU at Hasan Sadikin Hospital, Bandung.

The third stage of the research was the implementation and evaluation of the learning model with the training of academic advisors and clinical instructors in applying OPT through peer learning, module sosialization, and implementation of the OPT learning model through peer learning.

Keywords: *clinical reasoning, OPT, peer learning*