

INTISARI

Latar Belakang. Residen memiliki peran dan alokasi waktu yang cukup besar sebagai pembimbing dalam proses pendidikan mahasiswa pada tahap pendidikan profesi di lingkungan klinik. Sayangnya, residen seringkali tidak secara formal diminta untuk terlibat dalam proses pengajaran. Peran residen dalam proses belajar mengajar di tahap pendidikan klinik masih belum terdefiniskan dengan baik.

Tujuan. Penelitian ini bertujuan untuk menilai persepsi residen dan mahasiswa mengenai peran residen sebagai pembimbing klinik pada tahap pendidikan profesi, apa saja masalah yang terjadi, dan saran apa yang bisa diberikan terkait dengan peran residen sebagai pembimbing klinik, dengan menggunakan *cognitive apprenticeship model*.

Metode. Penelitian ini menggunakan metode kuantitatif deskriptif. Sampel untuk fase kuantitatif adalah 153 (68,3%) mahasiswa dan 214 (60,6%) residen dari keseluruhan populasi yang ada. Wawancara terstruktur untuk triangulasi melibatkan 13 residen dan 12 mahasiswa. Pada fase pertama disebarkan *The Maastricht Clinical Teaching Questionnaire (MCTQ)*, dan hasilnya dianalisis menggunakan ANOVA dan *independen t-test*. Pada fase kedua dilakukan wawancara terstruktur dilanjutkan dengan *content analysis*.

Hasil. Hasil analisis kuantitatif menunjukkan adanya perbedaan persepsi antara mahasiswa dan residen pada faktor *modelling* ($p=0,008$) dan *overall performance* ($p=0,002$), dimana mahasiswa memberikan nilai lebih tinggi dibandingkan residen. Hasil ini konsisten ditemukan di tiga laboratorium. Sedangkan di tiga laboratorium lainnya mahasiswa memberikan nilai yang lebih rendah dibandingkan residen. Selain itu, juga ditemukan perbedaan faktor *exploration* pada analisis berdasarkan lama pendidikan residen dan preferensi residen untuk mengajar. Hasil analisis kualitatif menunjukkan bahwa residen yang dilibatkan dalam kurikulum formal dan informal menunjukkan *role modelling* yang lebih baik dibanding residen yang hanya terlibat dalam kurikulum informal. Permasalahan yang ditemukan serta yang saran diberikan terkait dengan kebijakan laboratorium dalam menciptakan lingkungan belajar yang kondusif, kurangnya *role modeling consciousness* dari para residen, serta kurangnya kesiapan mahasiswa dalam memasuki lingkungan klinik.

Kesimpulan. Peran residen sebagai pembimbing di tahap pendidikan klinik sangat penting, terutama sebagai *role model* bagi mahasiswa. Dengan mempertimbangkan banyaknya alokasi waktu kontak mahasiswa dan residen, diperlukan optimalisasi peran residen sebagai pembimbing klinik dan bagaimana menumbuhkan *role modeling consciousness* dari residen.

Kata kunci : residen, mahasiswa, MCTQ, *role modelling*

ABSTRACT

Background. Resident has a significant role and time allocation as a clinical teacher in the educational process of medical students at the clerkship stage in clinical settings. Unfortunately, residents often was not formally asked to be involved in the teaching process. Residents' role in medical students' learning process in clerkship is still ill defined.

Aims. The aim of this study was to assess the perceptions of resident and medical students on residents' role as a clinical teacher in clerkship, any problems that occur, and what advice can be given related to the resident's role as a clinical teacher, using cognitive apprenticeship models.

Methods. This study used quantitative, descriptive, cross sectional design. Samples for quantitative phase was 153 (68.3%) and 214 students (60.6%) of the total resident population. Interviews for triangulation was conducted involving 13 resident and 12 students. In the first phase, respondents were asked to fill The Maastricht Clinical Teaching Questionnaire (MCTQ), and the results were analyzed using ANOVA and independent t-test. In the second phase, a structured interviews was conducted followed by content analysis.

Results. Results of quantitative analysis showed a difference of perception between students and residents in modeling ($p = 0.008$) and overall performance ($p = 0.002$) factor, in which students placed a higher point than the resident. These results were consistently found in three departments. While in three other, students gave a lower point than the resident. In addition, differences also found in the exploration factor based on residents' study period and residents' preferences for teaching. Results of the qualitative analysis showed that the residents who were involved in the formal and informal curriculum showed better role modeling than residents who were only involved in the informal curriculum. The problems found as well as the advice given, related to department policy in creating a conducive learning environment, lack of role modeling consciousness of the residents, as well as the lack of preparedness of students in studying on the clinical setting.

Conclusion. Residents' role as a clinical teacher in clerkship is very important, especially as a role model for students. Taking into account of time allocations spent between students and the residents, optimalization of residents' role as a clinical teacher and how to enhance the residents' role modeling consciousness appears to be an important requirement.

Keywords: resident, student, MCTQ, role modeling