

ABSTRACT

Background: Change seems to be a constant in education. The shifting paradigm from teacher-centered to student-centered impact on demands of medical and health professions education institution to undertake curriculum reform. The development of PBL requires the provision of resources needed for its implementation. The emergence of newly developed method, TBL, garnered interest because of its potential to promote active learning without requiring large numbers of resources. The integration of these two methods can complement each deficiencies with their advantages, so it can optimize student learning.

Objectives: This study aimed to determine the impact of the integration of PBL and TBL (PiTBL) on student engagement and to evaluate the perceptions of students in terms of accountability, preferences and their satisfaction with this method.

Methods: This study was a pre-experimental with one group pre and post test design. Subjects consisted of 103 nursing students who enrolled Fluid, Electrolyte and Elimination course. The collection of data before and after the intervention were held to determine the difference in student engagement, using “Classroom Engagement Survey” instrument from Baylor University. Students perceptions in terms of accountability, preference and satisfaction were measured with PiTBL-Student Assessment Instrument (PiTBL-SAI).

Results: PiTBL had a positive impact on student engagement, but its results were lower than PBL. The difference was not significant for participation sub-scale, and significant in several weeks of course for enjoyment sub-scale and total value of student engagement. Students perceptions in terms of accountability, preference and their satisfaction with PiTBL all showed positive results.

Conclusions: PiTBL had a positive impact on student engagement, although lower than PBL. Students perceptions in terms of their accountability, preference and satisfaction with this method is also positive. We concluded that this method can be used as an alternative in implementing an effective and efficient active learning method.

Keywords: Team-Based Learning, Problem-Based Learning, PBL and TBL integration, combining PBL and TBL, student engagement.

INTISARI

Latar belakang: Pergeseran paradigma pembelajaran dari *teacher-centered* menjadi *student-centered* berdampak tuntutan dari institusi pendidikan kedokteran dan profesi kesehatan untuk melakukan reformasi kurikulum. Perkembangan metode pembelajaran PBL menuntut penyediaan sumber daya yang dibutuhkan dalam implementasinya. Munculnya TBL memberikan alternatif metode pembelajaran aktif yang tidak membutuhkan banyak sumber daya. Integrasi kedua metode ini dapat melengkapi kekurangan dengan kelebihan dari masing-masing, sehingga dapat mengoptimalkan proses pembelajaran pada mahasiswa.

Tujuan penelitian: Penelitian ini bertujuan untuk mengetahui dampak dari integrasi metode pembelajaran PBL dan TBL (PiTBL) pada *student engagement* dan melakukan survey terhadap persepsi mahasiswa dalam hal akuntabilitas, preferensi dan kepuasan mereka terhadap PiTBL.

Metode penelitian: Penelitian ini menggunakan desain pre eksperimental dengan *one group pre and post test design*. Subjek penelitian terdiri dari 103 mahasiswa keperawatan yang mengikuti Blok *Fluid, Elektrolit and Elimination*. Pengumpulan data sebelum dan sesudah intervensi dilakukan untuk melihat perbedaan *student engagement*, menggunakan instrumen “*Classroom Engagement Survey*” dari Baylor University. Persepsi dalam hal akuntabilitas, preferensi dan kepuasan mahasiswa terhadap PiTBL diukur dengan instrumen *PiTBL-Student Assessment Instrument* (PiTBL-SAI).

Hasil: Metode PiTBL berdampak positif terhadap *student engagement*, namun tidak lebih tinggi dibandingkan metode pembelajaran PBL. Perbedaan tidak signifikan untuk sub-skala partisipasi, dan signifikan di beberapa minggu untuk sub-skala *enjoyment* serta nilai total *student engagement*. Persepsi mahasiswa dalam hal akuntabilitas, preferensi dan kepuasan mereka terhadap metode pembelajaran PiTBL semuanya menunjukkan hasil yang positif.

Kesimpulan: Meskipun tidak mengalami peningkatan dibandingkan dengan PBL, metode PiTBL berdampak positif terhadap *student engagement*. Persepsi mahasiswa dalam hal akuntabilitas, preferensi dan kepuasan mereka terhadap metode ini juga positif. Sehingga metode ini dapat digunakan sebagai alternatif dalam mengimplementasikan metode pembelajaran aktif yang efektif dan efisien.

Kata kunci: *Team-Based Learning, Problem-Based Learning*, integrasi PBL dan TBL, *student engagement*.



Pilot Study Integrasi Metode Pembelajaran Problem-Based Learning dan Team-Based Learning (PITBL)

pada Mahasiswa Keperawatan

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