

Pengaruh pelatihan tutor dan karakteristik staf pengajar PSKU Unmul terhadap pengetahuan Problem Based Learning dan kesediaan sebagai tutor = Effect of tutor training and medical teacher backgrounds in the problem based learning knowledge and commitment as a tutor

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Abstrak

Latar Belakang: Perubahan sistem pembelajaran kearah metode problem basad learning {PBL} menyebabkan peran staf pengajar mengalami perubahan kearah peran tutor. Kesediaan staf pengajar untuk terlibat sebagai tutor sangat diperlukan. Penelitian ini bertujuan untuk mengidentifikasi adanya pengaruh pelatihan tutor dan karakteristik responden terhadap keterlibatan staf pengajar PSKU Universitas Mu!awamuin (UnmuL dalam melaksanakan metode pembelajaran tersebut.

Metode: Penelitian dilakukan secara cross-sectional selama 4 bulan (Agustus-Â- November 2007) melalui pengisian kuesioner oleh seluruh staf pengajar PSKU Unmut buik yang bekrja di bidang klinis maupun preklinis (total sample). Kuesioner yang memuat tentang pengetahuan, komitmen dan riwayat pe!atihan tutor tentang PBL diisi sendiri oleh staf pengajar dihadapan peneliti. Data dianalisis dengan regresi COX dengan menggunakan STATA versi 9.1.

Hasil: Sejumlah 98 kuesioner disebarkan dan 75 staf pengajar memberlkan respon yang terdiri atas dosen klinik 64% dan prelinik 36%. Hasil analisis data memperlihatkan 80% staf peng.ajar bersedia menjalankan tugas sebagai tutor dan sekitar 83.3% diantaranya memiliki tingkat pengetahuan yang tinggi. Sebanyak 80% responden yang bersedia terlibat sebagai tutor dan memiliki tingkat pengetahuan yang tinggi tersebut pernah dilatih sebagai tutor. Staf pengajar yang telah mengikuti pelatihan selama 1-2 hari memiliki kecenderungan 3 kali lebih tinggi pengetahuannya (RR suaian 3, 1895% interval kepercayaan {,57 6,44), 3,5 kali lebih tinggi bagi mereka yang pernah mengikuti pelatihan lebih dari 2 hari (RR suaian 3,49, 95% interval kepercayaan 1,76-6,92) dibanding staf pengajar yang belum pernah mengikuti pelatihan tutorial.

Kesimpulan: Pelatihan tutor meningkatkan pemahaman staf pengajar PSKU Universitas Mulawannan tentang PBL Hal tersebut kemungkinan mempertinggi kesediaan staf pengajar untuk berperan sebagai tutor.

<hr>Background: Problem Based Learning (PBL) implementation in Faculty of Medicine, University of Mulawarman necessitates an alteration in faculty's rote to become more as a tutor. The research is aimed to identify the influence of tutor training and subject characteristics to medical teachers' commitment in becoming PBL tutors.

Methods: The research was a cross-sectional study that was being conducted in four months, from August to November 2007. It obtained data from all of faculty member in the school, both preclinical and clinical teachers through researcherÂ- attended and self reported training history on PBL. The data was then analyzed with Cox regression using STATA version 9.1.

Results: Ninety six questionnaires have been distributed, and 75 responses could be obtained. The responses were derived from 36% preclinical and 64% clinical teachers. Dal.a analysis revealed that 80% of the medical teachers were committed to become PBL tutors had high knowledge on PBL. About 83.3% of these teachers who had commitment and high knowledge have accomplished PBL tutor training. Knowledge of teachers who have been trained for 1 to 2 days were about three times higher than untrained tutors'

knowledge (adjusted relative risk (RR) = 3.18; 95% confidence interval (CI) 1.57-6.44), days were about 3.5 times higher than untrained tutors' knowledge (adjusted RR 3.49; 95% CI 1.76-6.92).

Conclusion: The PBL tutor training promotes understanding of PBL; therefore, it might increase medical teachers' commitment in becoming PBL tutors.