

Model Pembelajaran Praktik di Laboratorium yang Efektif dalam Meningkatkan Kompetensi dan Self-efficacy Peserta Didik Vokasi Keperawatan = Practical Learning Models in Laboratories that Effective in Increasing the Competence and Self-efficacy of Vocational Nursing Students

Pramita Iriana, author

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Abstrak

Pembelajaran praktik di laboratorium sangat penting bagi peserta didik sebagai sarana pengembangan kompetensi sebelum masuk ke wahana praktik. Selain kompetensi, pembelajaran praktik di laboratorium juga dapat meningkatkan self-efficacy peserta didik agar dapat mempertahankan kompetensinya sebagai perawat. Penelitian ini bertujuan untuk mengembangkan Model Pembelajaran Praktik di Laboratorium yang Efektif (MP2LE) dan menguji efektivitasnya terhadap kompetensi dan self-efficacy peserta didik vokasi keperawatan. MP2LE dibuat berdasarkan model kinerja keterampilan praktik (BjA,rk & Kirkevold, 2000) dan teori belajar sosial kognitif (Bandura, 1986). Pada penelitian kualitatif, lima tema teridentifikasi, yaitu peran pembimbing, persiapan sebelum praktik, pengelolaan laboratorium yang komprehensif, sarana dan prasarana yang memadai, serta kinerja keterampilan praktik peserta didik. Model MP2LE kemudian dikembangkan berdasarkan hasil integrasi tema yang didapatkan pada penelitian kualitatif, studi literatur, dan konsultasi pakar. Tahap uji coba model menggunakan desain kuasi eksperimen pre-test dan post-test terhadap 89 responden dalam kelompok intervensi dan 84 responden dalam kelompok kontrol. Hasil penelitian menunjukkan terdapat perbedaan yang bermakna dalam hal tingkat pengetahuan, sikap, keterampilan, dan self-efficacy antara kelompok intervensi dan kelompok kontrol dalam waktu dua minggu intervensi. Kesimpulan hasil penelitian yaitu MP2LE efektif dalam meningkatkan kompetensi (pengetahuan, sikap, dan keterampilan) serta self-efficacy peserta didik.

Laboratory skills learning is really important for nursing student as a way to develop their competency before entering clinical settings. Laboratory skills learning can also improve the students self-efficacy in order to retain their competency as a nurse. This research aims to develop the Laboratory Practical Skills Learning Model (MP2LE) and identify its effectiveness in vocational nursing students competency and self-efficacy. MP2LE is designed by integrating the Practical Skill Performance Model (BjA,rk & Kirkevold, 2000) and the Social Cognitive Learning Theory (Bandura, 1986). Five themes derived from the qualitative study are the roles of the instructor, preparations before the laboratory skills learning, comprehensive laboratory management, sufficient laboratory facilities, and practical skill performance. MP2LE was then developed based on the qualitative study results, literature reviews, and expert panel. The model testing was held by using quasi-experimental design of pre-test and post-test within an experimental group of 89 participants and a control group of 84 participants. The study showed a significant difference between the two groups during two weeks of intervention in knowledge, attitude, skill, and self-efficacy. This research concludes that MP2LE is effective in improving students competency and self-efficacy.