

Pengembangan Instrumen Penilaian dan Modul Kemampuan Berpikir Analisis Psikomedikolegal Bagi Psikiater = Development of Instrument and Module to Assess Psychomedicolegal Analysis in Psychiatry

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Abstrak

Permintaan layanan psikiatri forensik di Indonesia terus meningkat. Namun, psikiater di Indonesia merasa kurang kompeten dan kurang percaya diri dalam melakukan analisis psikomedikolegal dan melaporkan hasil pemeriksaannya, karena ketiadaan pedoman dan metode pendidikan yang belum seragam. Penelitian ini terdiri atas tiga tahap yang bertujuan untuk mengidentifikasi komponen Kemampuan Berpikir Analisis Psikomedikolegal (KBAP) dan mengembangkan modul pengajaran yang sah dan mampu laksana. Penelitian menggunakan desain exploratory sequential mixed method. Pada tahap 1, dilakukan penelusuran kepustakaan dan penilaian kebutuhan dari pemangku kepentingan untuk mengidentifikasi komponen KBAP, dilanjutkan dengan teknik delphi melibatkan pakar psikiatri, hukum, dan bidang lain yang relevan. Hasilnya diadaptasi menjadi instrumen penilaian KBAP beserta panduan penilaiannya. Pada tahap 2, dilakukan studi potong lintang terhadap psikiater Indonesia untuk mengetahui skor KBAP dan faktor-faktor yang memengaruhinya. Pada tahap 3, dilakukan pengembangan dan uji coba Modul KBAP. Penelitian tahap 1 menghasilkan 60 butir KBAP yang dibagi empat tahap: persiapan, pemeriksaan, penulisan laporan, serta persiapan dan pemberian keterangan di pengadilan. Instrumen penilaian, berupa rubrik yang dilengkapi panduan pengisian, memiliki validitas isi dan reliabilitas antarpenilai yang baik. Median skor KBAP dari 165 subjek sebesar 37 (rentang nilai 5 sampai 89). Tidak didapatkan faktor yang berhubungan dengan skor KBAP. Modul KBAP yang dikembangkan pada tahap 3, berdasarkan temuan dari tahap 1 dan 2, berlangsung secara daring selama 6 minggu, terdiri atas kegiatan pembelajaran dan evaluasi yang dilakukan secara asinkronus dan sinkronus. Modul KBAP secara keseluruhan dinilai mampu laksana dan sah. Selain itu, peserta menunjukkan hasil yang baik dalam evaluasi hasil pembelajaran modul. Secara keseluruhan, penelitian ini dirancang untuk dapat menjawab kebutuhan dalam peningkatan keterampilan psikiatri forensik Indonesia dengan memberikan pedoman konkret dan modul pengajaran yang berpotensi untuk dikembangkan lebih lanjut baik dalam aspek pendidikan, penelitian, maupun pelayanan.

.....Requests for forensic psychiatry assessments have consistently increased. However, Indonesian psychiatrists still view themselves as incompetent, and thus, unconfident in conducting psychomedicolegal analysis and reporting the results, which may stem from a lack of concrete guidelines and uniform teaching methods throughout the country. Furthermore, psychomedicolegal analysis as a form of clinical reasoning can be influenced by cognitive and emotional factors. Thus, this study aims to identify components of psychomedicolegal analysis competency and to develop its educational module. This study used an exploratory sequential mixed method design. In Part 1 of the study, literature review and needs analysis from stakeholders were conducted to identify components of psychomedicolegal analysis, which were then refined through Delphi technique involving experts from psychiatry, law, and other relevant fields. The components are adapted into a scoring instrument and its user manual. In Part 2, a cross-sectional study was conducted among Indonesian psychiatrists to estimate the level of psychomedicolegal analysis of competence and related factors. In Part 3, a module for psychomedicolegal analysis was developed and

tested. Part 1 of this study resulted in 60 items of psychomedicolegal analysis competency, divided into 4 domains: preparation, assessment, report writing, and giving expert testimony. The scoring instrument was designed as a rubric and complemented by a manual containing item explanations and operational definitions. The instrument has acceptable content validity and inter-rater reliability. In Part 2, a sample of 165 psychiatrists had a median psychomedicolegal analysis score of 37 (range 5 to 89). No factors are significantly associated with it. In Part 3, the psychomedicolegal analysis module, formulated from the findings of Part 1 and 2, was conducted as an online course for 6 weeks, consisting of asynchronous and synchronous activities. The module was considered feasible and valid. Also the participants showed good results in evaluation of the module. Overall, the psychomedicolegal analysis scoring instrument and the resulting module were able to answer the need for skill development in Indonesian forensic psychiatry by providing concrete guidelines and teaching methods that have the potential to be further developed as educational innovation, research, and services.