

Pengembangan dan Efektivitas Modul Pendidikan Psikoterapi Psikodinamik untuk Kasus Gangguan Kepribadian Ambang bagi Peserta Program Pendidikan Dokter Spesialis Kedokteran Jiwa di Indonesia = Development and Effectiveness of Psychodynamic Psychotherapy Module for Borderline Personality Disorder in Indonesian Psychiatric Residency Program

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Abstrak

Gangguan kepribadian ambang (GKA) merupakan gangguan jiwa dengan dampak psikososial yang bermakna dan umumnya lebih sulit ditata laksana dibandingkan dengan gangguan psikiatri lainnya. Sebagian besar Peserta Program Pendidikan Spesialis Kedokteran Jiwa (PPDS-KJ) menyatakan sulit melakukan psikoterapi pada pasien GKA dan belum ada metode pengajaran psikoterapi psikodinamik yang khusus dan terstruktur untuk kasus GKA. Tujuan penelitian adalah menghasilkan Modul Pendidikan Psikoterapi Psikodinamik untuk kasus GKA (PP-GKA) beserta instrumen untuk mengevaluasi hasil pembelajaran PPDS-KJ setelah mengikuti modul pada domain pembelajaran kognitif, afektif, dan psikomotor. Penelitian dilakukan pada Januari–Desember 2023 di sembilan institusi pendidikan psikiatri di Indonesia menggunakan mixed method kualitatif dan kuantitatif dengan desain exploratory sequential, terdiri dari tahap pengembangan modul, pengembangan instrumen evaluasi, dan uji efektivitas modul. Penelitian ini juga mengadaptasi Kuesioner Kirkpatrick level 1 untuk mengevaluasi reaksi peserta terhadap modul. Pengembangan modul dan instrumen dilakukan secara saksama melalui tahapan focus group discussion, survei Delphi, diskusi panel ahli, uji validasi isi modul dan instrumen, serta uji reliabilitas instrumen dengan narasumber dari kalangan PPDS-KJ, psikiater, ahli psikoterapi, dan staf pengajar psikoterapi dari institusi pendidikan psikiatri di Indonesia. Modul yang dihasilkan bersifat valid ($S-CVI/Ave = 1$), berbentuk pembelajaran daring dengan durasi 12 kali pertemuan. Penelitian juga menghasilkan instrumen evaluasi hasil belajar berupa 50 butir soal pilihan ganda, rubrik penilaian formulasi psikodinamik (RP-FP), dan rubrik penilaian praktik psikoterapi psikodinamik (RP-PPGKA). RP-FP dan RP-PPGKA juga valid ($S-CVI/Ave$ RP-FP = 0,981, RP-PPGKA = 1) dan reliabel (ICC RP-FP = 0,879, RP-PPGKA = 0,727). Uji efektivitas modul dengan pre-test post-test control group design dilakukan kepada 33 orang PPDS-KJ semester 6–7 dari sembilan institusi pendidikan PPDS-KJ di Indonesia yang direkrut berdasarkan stratified random sampling. Berdasarkan hasil analisis instrumen soal pilihan ganda, RP-FP, RP-PPGKA, dan Kuesioner Kirkpatrick level 1 versi Indonesia, Modul Pendidikan PP-GKA efektif memberikan perubahan dalam aspek kognitif, afektif, dan psikomotor serta mendapatkan reaksi yang positif dari peserta. Modul Pendidikan PP-GKA dapat diimplementasikan pada pendidikan PPDS-KJ di Indonesia sebagai panduan pengajaran dan membantu meningkatkan kompetensi PPDS-KJ dalam melakukan psikoterapi psikodinamik untuk kasus GKA di Indonesia.

.....Borderline personality disorder (BPD) is a mental disorder with significant psychosocial impacts and is difficult to manage compared to other psychiatric disorders. The majority of psychiatry residents in Indonesia stated that it was difficult to carry out psychotherapy on BPD patients and that there was no specific and structured psychodynamic psychotherapy teaching method for BPD cases. The aim of this study

is to produce a Psychodynamic Psychotherapy Module for BPD cases (PP-BPD) along with the instruments to evaluate the residents' learning outcomes in the cognitive, affective and psychomotor learning domains after receiving the module. The research was conducted in January–December 2023 at nine psychiatric educational institutions in Indonesia using mixed qualitative and quantitative methods with a sequential exploratory design, consisting of module development stages, evaluation instruments development, and module effectiveness testing. This study also adapted the Kirkpatrick Questionnaire level 1 to evaluate participants' reactions to the module. The development of the module and instruments was carried out carefully through the stages of focus group discussions, Delphi surveys, expert panel discussions, content validation testing of the module and scales, as well as inter-rater reliability testing of the scales with psychotherapy experts and teaching staff as participants. The resulting module, in the form of online learning with a duration of 12 meetings, is valid, ($S\text{-CVI/Ave} = 1$). The learning outcomes evaluation instruments were 50 multiple choice questions, Psychodynamic Formulation Competency Assessment scale (PF-CAS), and a Practical Competency Assessment Scale (PC-CAS) for psychodynamic psychotherapy for BPD. PF-CAS and PC-CAS were valid ($S\text{-CVI/Ave PF-CAS} = 0.981$, $PC\text{-CAS} = 1$) and reliable ($ICC\text{ PF-CAS} = 0.879$, $PC\text{-CAS} = 0.727$). The module effectiveness test with a pre-test post-test control group design was carried out on 33 PPDS-KJ students in semesters 6–7 from nine psychiatric educational institutions in Indonesia who were recruited based on stratified random sampling. Analysis of the multiple choice exam, PF-CAS, PC-CAS, and Kirkpatrick Questionnaire level 1 Indonesian Version showed that the PP-BPD Education Module was effective in inducing changes in cognitive, affective and psychomotor aspects and received positive reactions from participants. The PP-BPD Education Module can be implemented in resident education in Indonesia as a teaching guide and to help improve residents' competency in conducting psychodynamic psychotherapy for BPD cases in Indonesia.