

ABSTRACT

Developing of Model-Based Collaborative Problem Based Learning in Professional Ethics and Humanities Courses in Medical Education

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The research was derived from several things, first, so many students who lack understanding of the learning process by using Problem Based Learning approach. Second, the discussion generally occurred only one-way communication. Third, the results of study are unsatisfactory. This research aims to reveal: (1) the implementation of problem based learning model in professional ethics and humanities course, (2) the development of model-based collaborative problem based learning in professional ethics and humanities module, (3) the validity, practicalities and effectiveness of problem-based learning model.

This research method used four phase development procedure called "ADDIE", comprising the step of analysis, design, development, implementation, evaluation. The type of data was in the form of qualitative and quantitative data. The data collection consisted of questionnaires, interviews, observation, testing and documentation. The questionnaire reliability values are estimated using the coefficient alpha 0.838, which means reliable and supported by ICC inter-rater reliability that is quite valid with a value 0.464. Test sampling was conducted by cluster random sampling. The analysis of the data used Anates, reliability testing used Cronbach alpha with a reliability 0.97 and correlation testing carried out by the product moment with the results 0.632 and stated that the reliable instrument.

The results of the study reveal that: (1) the development of problem-based learning model on the some analysis of the implementation, namely: starting from the analysis of the implementation of learning process until the interaction process and human resources both views of students up to the lecturer, (2) the appropriate learning Model that is model-based collaborative problem based learning with the result of making a guidebook of problem based learning for lecturer and students, (3) Assessment of the Forum Group Discussion to the book viewed from various aspects: the substance is 74.73%, presentation is 74.19% and language is 79.03% and claim that criteria strongly agreed to guide existing draft. The expert views from the highest score are: substance is 60%, presentation is 73.33%, language is 76.67% and draft assessment is 70%. In the implementation, testing and enforceability of guidebooks from lecturers, the highest value is 86% and the response to the guidebooks design is 93%. The students' response toward the guidebook design is 57.88%, it means that is quite helpful in the learning process. The results of the study for medical students are 75.21 whereas dental students are 71.44 with $\alpha = 0:05$ so that it can be described that the medical students' scores increased and the book is effective to be implemented.

ABSTRAK

Pengembangan Model *Problem Based Learning* Berbasis Kolaboratif dalam Modul Etika, Profesional dan Humaniora pada Pendidikan Kedokteran Universitas Baiturrahmah

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Penelitian ini berawal dari fenomena pelaksanaan pembelajaran dengan pendekatan *Problem Based Learning* yang mana mahasiswa kurang memahami proses pembelajaran tersebut, dalam diskusi hanya terjadi komunikasi satu arah, hasil belajar juga kurang memuaskan. Tujuan penelitian mengungkap: (1) Pelaksanaan model *problem based learning* dalam pembelajaran etika profesional dan humaniora, (2) Pengembangan model *problem based learning* berbasis kolaboratif pada modul etika profesional dan humaniora, (3) Validitas, praticalitas dan efektifitas model pembelajaran *Problem Based Learning*.

Metode penelitian menggunakan prosedur pengembangan dengan empat tahap yang disebut dengan "ADDIE", terdiri dari tahap analisis (analysis), tahap rancangan (design), tahap pengembangan (development), tahap implementasi (implementation), tahap evaluasi (evaluation). Jenis data berupa, data kualitatif dan kuantitatif. Instrumen pengumpulan data terdiri-dari angket, wawancara, observasi, tes dan dokumentasi. Angket, nilai reliabilitas dengan diestimasi menggunakan koefisien alpha 0,838 artinya reliabel atau handal dan ICC dengan reliabilitas antar rater yang cukup valid 0,464. Sampel uji coba dilakukan secara *cluster random sampling*. Analisa data untuk butir soal dianalisa dengan *Anates*, uji reliabilitas menggunakan uji *alpha cronbach* dengan tingkat reabilitas sebesar 0,97 untuk mencari korelasi dilakukan dengan rumus *product moment* hasilnya 0,632 dan instrumen reliabel.

Hasil penelitian mengungkapkan bahwa: (1) pengembangan model pembelajaran *problem based learning* dari beberapa analisis pelaksanaan yaitu: analisis proses pelaksanaan pembelajaran sampai pada proses interaksi dan sumber daya manusia baik yang dilihat dari mahasiswa yang masuk sampai ketenaga pendidik, (2) Model pembelajaran yang sesuai yaitu model *problem based learning* berbasis kolaboratif dengan hasil membuat buku panduan pembelajaran *problem based learning* untuk dosen dan mahasiswa, (3) Penilaian dari FGD terhadap buku model rancangan pembelajaran dari: aspek substansi 74.73%, penyajian 74.19% dan bahasa 79.03% hasilnya menjelaskan kriteria sangat setuju terhadap buku rancangan yang ada. Penilaian para pakar dilihat dari nilai tertinggi yaitu: aspek substansi 60%, aspek penyajian 73.33%, aspek bahasa 76.67% dan pada rancangan penilaian 70%. Pada tahap implementasi, uji coba dan keterlaksanaan buku panduan dari dosen rata-rata nilai tertinggi 86% dan respon terhadap buku rancangan pembelajaran 93%. Respon mahasiswa terhadap buku rancangan pembelajaran adalah 57.88 % artinya cukup membantu dalam proses pembelajaran. Hasil belajar mahasiswa FK 75.21 sedangkan mahasiswa FKG 71.44 dengan $\alpha = 0.05$ serta dideskripsikan bahwa nilai mahasiswa FK meningkat dan buku efektif untuk diterapkan.