EFEKTIVITAS PEMBELAJARAN KLINIK MODEL *BEDSIDE TEACHING* TERHADAP PENINGKATAN KOGNITIF, AFEKTIF DAN PSIKOMOTORIK PADA MAHASISWA PROFESI NERS UNIVERSITAS MUHAMMADIYAH YOGYAKARTA

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ABSTRAK

Latar Belakang : Pendidikan profesi ners merupakan pendidikan lanjutan yang harus ditempuh oleh mahasiswa sarjana keperawatan dimana proses pendidikan ini berperan penting dalam melatih sikap profesionalisme seorang perawat. Keberhasilan lulusan di ranah klinik turut pula dipengaruhi oleh teknik dan model pembelajaran yang diberikan salah satunya metode pembelajaran klinik model *bedside teaching*.

Tujuan Penelitian : Penelitian ini dilakukan untuk mengetahui efektivitas metode pembelajaran klinik model *bedside teahing* dalam meningkatkan kognitif, afektif dan psikomotorik mahasiswa.

Metode Penelitian : Desain penelitian ini adalah *Quasi experiment with control group design*. Sampel penelitian berjumlah 80 mahasiswa keperawatan yang sedang melakukan praktik klinik di stase keperawatan dewasa mereka dibagi dalam 2 kelompok yaitu 42 orang kelompok eksperimen dan 38 orang kelompok kontrol. Penentuan sampel untuk masing-masing kelompok dilakukan dengan cara *purposive sampling* dengan pendekatan *matching*. Instrument penelitian *Multiple Choice Question* digunakan untuk menilai kognitif. Lembar observasi *checklist* untuk menilai afektif dan psikomotorik. Hasil penelitian diuji dengan *Uji Wilcoxon*.

Hasil Penelitian: Hasil penelitian dari data proporsi kognitif, afektif dan psikomotorik (ordinal) pada kedua kelompok. Dari hasil penelitian diperoleh adaya perbedaan tingkat kognitif pada kelompok eksperimen dan kelompok kontrol yang ditunjukkan dengan nilai p 0.001. Penilaian afektif pada kelompok eksperimen dan kelompok kontrol didapatkan hasil nilai p 0.001. dan penilaian psikomotorik pengkajian luka didapatkan nilai p 0.001 dan penilaian psikomotorik perawatan luka didapatkan nilai p 0.016.

Kesimpulan : metode pembelajaran klinik model *bedside teaching* lebih efektif dibandingkan dengan metode *incomplete bedside teaching* dalam meningkatkan kognitif, afektif dan psikomotorik mahasiswa profesi ners.

Kata kunci : *bedside teaching,* kognitif, afektif dan psikomotorik

EFFECTIVENESS OF CLINICAL TEACHING METHOD WITH BEDSIDE TEACHING MODEL IN IMPROVING COGNITIVE, AFFECTIVE AND PSYCHOMOTOR STUDENTS PROFESSIONALS NURSES UNIVERSITAS OF MUHAMMADIYAH YOGYAKARTA.

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ABSTRACT

Background: Education of nurse profession is advanced education that must be taken by undergraduate of nursing students where educational process plays an important role to train nurses attitude of professionalism. The graduate success in clinical area is also influenced by techniques and learning model and the one of methods given in clinical teaching is bedside teaching model.

Objective: This study was conducted to determine the effectiveness of clinical teaching method with bedside teaching model in improving cognitive, affective and psychomotor student.

Methods: This study was quasy experiment with control group design. The samples were 80 nursing students who were taking clinical practice in adult nursing area; they were divided into two groups: 42 in experimental group and 38 in control group using purposive sampling with matching approach to each group. Instrument of multiple choice questions was used to assess cognitive, observation sheet-checklist was used to assess affective and psychomotor, and then analyzed using Wilcoxon test.

Results: The results of data were proportion of cognitive, affective and psychomotor (ordinal) in both groups. The results showed difference of cognitive level in experimental group and in control group were obtained p value 0.001. Affective value in experimental group and control group were obtained p value of 0.001, psychomotor value in wound assessment was obtained p value 0.001 and psychomotor value in wound care was obtained p value 0.016.

Conclusion: Clinical teaching method with bedside teaching model was more effective than method of incomplete bedside teaching in increasing cognitive, affective and psychomotor student's nurse profession.

Keywords: bedside teaching, cognitive, affective and psychomotor