

EVALUASI PEMBELAJARAN SKILLS LAB KEPERAWATAN DI STIKES PKU MUHAMMADIYAH SURAKARTA

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ABSTRAK

Evaluasi pembelajaran skill lab sangat dibutuhkan untuk meningkatkan kemampuan dan kompetensi keperawatan. Evaluasi dilakukan dengan menganalisis pembelajaran skill lab yang difokuskan pada perencanaan, penerapan, evaluasi dan hambatan yang muncul. Penelitian ini bertujuan menggambarkan bagaimana perencanaan, pelaksanaan, evaluasi dan hambatan yang ditemukan pada pembelajaran skills lab di STIKES PKU Muhammadiyah Surakarta.

Penelitian ini merupakan penelitian kualitatif dengan menggunakan pendekatan deskriptif. Pengambilan data dilaksanakan dengan beberapa cara yaitu: *Focus group discussion* melibatkan 12 mahasiswa keperawatan semester 2; wawancara dengan 7 informan; Observasi pembelajaran skill lab dan studi dokumentasi. Selanjutnya data dianalisis dengan metode kualitatif.

Hasil penelitian menunjukkan bahwa perencanaan skill lab keperawatan meliputi sumber daya manusia, kurikulum, fasilitas, mahasiswa dan sosialisasi. Pelaksanaan pembelajaran skill lab dimulai dengan pre test, penjelasan teori, demonstrasi dan redemonstrasi oleh mahasiswa dengan pendampingan dosen. Evaluasi dilakukan melalui metode OSCE (*Objective Structured Clinical Examination*) dengan membentuk tim manajemen OSCE, menyiapkan lingkungan yang mirip dengan klinik, menggunakan skenario kasus dan pasien standar. Mahasiswa teruji melakukan pengkajian, menentukan diagnosa, implementasi, evaluasi dan dokumentasi.

Kesimpulan penelitian bahwa proses pembelajaran skill lab memiliki karakteristik khusus karena bertujuan untuk menguasai keterampilan keperawatan sehingga dibutuhkan perencanaan, implementasi, evaluasi harus dilakukan secara bersama dan berkesinambungan. Hambatan yang umum adalah keterbatasan fasilitas lab dan kesempatan siswa untuk berlatih secara mandiri dan pendampingan dosen yang belum optimal.

Kata kunci : evaluasi pembelajaran, skill lab, keperawatan, OSCE

**EVALUATION OF NURSING SKILL LABORATORY AT STIKES PKU
MUHAMMADIYAH SURAKARTA**

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ABSTRACT

Skill laboratory learning is crucial to be evaluated and improved due to its importance role in achieving nursing competencies. The evaluation was done by analyzing the skill laboratory learning activities which were focused on planning, implementation, assessment and the obstacles of learning process. This research purposed qualitatively to describe skill laboratory learning on these planning, implementation, assessment and obstacles at STIKES PKU MuhammadiyahSurakarta.

Qualitative method with descriptive approach was used in this study. Data was retrieved through several method which were: Focus discussion group involved 12 nursing students of second semester; Interview was done to 3 lecturers of skill laboratory, 2 curriculum staffs, skill laboratory coordinator and laboratory staffs; observation was conducted on skill laboratory class. The data further was analyzed using qualitative method.

The results show that skill lab planning involved human resources curriculum, facilities students and socialization. The coordinator of skill lab socialized the lesson to the students. Skill lab lesson was started from knowledge review through pre test, explaining theories, demonstration and re-demonstration the students with the lecture guidance. The evaluation was conducted using Objective Structured Clinical Examination (OSCE) method by forming management team of OSCE, preparing clinical simulation environment, using the standar of case scenarion and patient. The students was tested to do reasoning, diagnosing, implementing, evaluating and documenting.

It can be conclude that the skill lab learning process has special characteristics because it purpose for the student in accuiring nursing skills. So that planning, implementation and evaluation are needed to be carried out simultaneously.the common obstacles were the facilities of skill lab, limited chance of students to practice independently and lack of teacher guidance.

Keywords: learning evaluation, skill lab, nursing, OSCE