

ABSTRACT

Background: Most professional education activities at the undergraduate level are conducted independently, resulting in graduates having limited knowledge of other professions, as well as restricted communication, collaboration, and teamwork skills. Consequently, they must wait until they enter the actual work environment to develop these competencies. To address these limitations, effective collaboration among healthcare professionals can be fostered through Interprofessional Education (IPE).

Research Objective: This study aims to assess the achievement of IPE competencies in the implementation of Interprofessional Education using the Problem-Based Learning (PBL) method at the Faculty of Medicine and Health Sciences, Jambi University.

Methods: This research employs a descriptive qualitative approach. Data were collected through in-depth interviews with 32 students from the medical and nursing programs of the 2021 and 2022 cohorts who had undergone IPE learning. The interview results were presented in transcript form, followed by triangulation and qualitative analysis.

Results: The implementation of IPE learning using the PBL method at the FKIK of Jambi University demonstrates achievements in various competencies. These include ethical values and professionalism, as evidenced by time discipline and professional attitudes; roles and responsibilities, reflected in a clear understanding of tasks and professions; communication skills, shown through accurate and appropriate delivery of information; and teamwork competencies, highlighted by active contributions and collaboration. However, several challenges have been encountered, stemming from both internal factors (students) and external factors (such as signal issues).

Conclusion: The Implementation of IPE learning with the PBL method in FKIK University of Jambi has shown an overview of the achievement of IPE competencies

Keywords: Achievement, Competence, Interprofessional Education, Problem-Based Learning.

ABSTRAK

Latar belakang: Hampir sebagian besar kegiatan pendidikan profesi pada tingkat sarjana dilakukan secara independen dengan pengajarannya sendiri. Akibatnya, lulusan memiliki pengetahuan yang terbatas tentang profesi lain, keterbatasan keterampilan komunikasi, kolaborasi, dan kerja sama tim serta harus menunggu hingga memasuki lingkungan kerja sebenarnya. Untuk mengatasi keterbatasan ini, diperlukan kolaborasi efektif antar tenaga kesehatan yang dapat ditanamkan melalui *Interprofessional Education* (IPE).

Tujuan Penelitian: Penelitian ini bertujuan untuk mengetahui gambaran pencapaian kompetensi IPE pada pelaksanaan pembelajaran *Interprofessional Education* dengan metode *Problem Based Learning* di Fakultas Kedokteran dan Ilmu Kesehatan Universitas Jambi

Metode: Penelitian ini merupakan jenis penelitian deskriptif dengan pendekatan kualitatif. Pengambilan data melalui wawancara mendalam dengan mahasiswa program studi kedokteran dan keperawatan angkatan 2021 dan 2022 yang telah melaksanakan pembelajaran IPE sebanyak 32 orang. Hasil wawancara disajikan dalam bentuk transkrip wawancara, kemudian ditriangulasi dan dianalisis secara kualitatif.

Hasil: Pelaksanaan pembelajaran IPE dengan metode PBL di FKIK Universitas Jambi menunjukkan gambaran pencapaian, kompetensi nilai dan etika dengan disiplin waktu dan sikap profesional, kompetensi peran dan tanggung jawab dengan pemahaman sesuai tugas dan profesi, kompetensi komunikasi dengan penyampaian tepat dan sesuai, serta kompetensi tim dan kerjasama tim dengan keaktifan kontribusi dan kerja sama. Disertai beberapa hambatan baik dari faktor internal (mahasiswa) maupun faktor eksternal (sinyal)

Kesimpulan: Pelaksanaan pembelajaran IPE dengan metode PBL di FKIK Universitas Jambi sudah menunjukkan gambaran pencapaian kompetensi IPE

Kata Kunci: *Pencapaian, Kompetensi, Interprofessional Education, Problem-based learning.*