

**PENGEMBANGAN MODUL PEMBELAJARAN *PATIENT SAFETY* BERBASIS  
*PROBLEM BASED LEARNING* PADA MAHASISWA KEPERAWATAN DI  
SEKOLAH TINGGI ILMU KESEHATAN**

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**ABSTRAK**

Media pendidikan sebagai salah satu sarana yang dapat digunakan untuk meningkatkan mutu pendidikan, sangat penting dalam proses pembelajaran. Ketersediaan media pembelajaran modul *patient safety* yang sesuai dengan kondisi praktik lapangan dan digunakan oleh mahasiswa sebagai pedoman pembelajaran mata kuliah *patient safety*, saat ini belum maksimal. Penelitian ini bertujuan untuk mengembangkan modul pembelajaran *patient safety* berbasis *problem-based learning (PBL)*, dengan cara: (1) mewujudkan rancang bangun modul pembelajaran, (2) mendeskripsikan karakteristik modul, (3) menguji validitas modul, dan (4) membuktikan bahwa implementasi modul dapat meningkatkan kemampuan implementasi *patient safety*, keterampilan berpikir kritis dan hasil belajar mahasiswa. Penelitian pengembangan ini menggunakan rancangan berupa *Research and Development (R&D)* dalam mewujudkan rancang bangun, mendeskripsikan karakteristik, dan menguji validitas modul. Uji kevalidan modul dievaluasi oleh 3 (tiga) orang ahli media dan 3 (tiga) orang ahli isi. Uji lapangan dilaksanakan di STIKES Wira Medika dengan melibatkan 3 (tiga) orang mahasiswa secara *one to one learner* dan 9 (sembilan) kelompok kecil. Pembuktian keefektivan modul dilakukan melalui penelitian eksperimental semu (*quasi experimental*) dengan rancangan *randomized non equivalent pretest and posttest control group design*. Sampel yang dilibatkan dipilih dengan teknik *simple random sampling* dan terpilih 2 (dua) kelas sebagai subjek penelitian. Kedua kelas tersebut dirandom untuk menentukan 1 (satu) kelas sebagai kelompok eksperimen (n=54 orang) dan 1 (satu) kelas sebagai kelompok kontrol (n=50 orang). Hasil penelitian pengembangan menunjukkan bahwa; (1) modul pembelajaran *patient safety* berbasis PBL yang berhasil dikembangkan terdiri atas kulit luar (*cover*), kulit dalam, kata pengantar, daftar isi, pendahuluan, materi ajar yang terdiri atas 5 (lima) materi pembelajaran, yaitu: (a) standar keselamatan pasien, (b) sasaran keselamatan pasien, (c) langkah keselamatan pasien, (d) pencatatan pelaporan, dan (e) pembinaan pengawasan dan evaluasinya, serta kegiatan belajar terdiri atas: (a) tujuan pembelajaran, (b) lembar kerja mahasiswa, (c) langkah-langkah kegiatan, (d) uraian materi, (e) rangkuman, (f) tes formatif, (g) kunci jawaban *test*, (h) penutup, dan (i) daftar pustaka yang diimplementasikan pada mata kuliah *patient safety*, (2) modul inti yang digunakan oleh mahasiswa mempunyai karakteristik berupa: (a) *self instructional*, (b) *self contained*, (c) *stand alone*, (d) *adaptif*, (e) *user friendly*, dan (f) *consistens*, dan (3) hasil uji validitas yang dilakukan oleh ahli media dan ahli desain dinyatakan dalam kategori valid, karena diperoleh nilai  $r = 0,95$  (kategori sangat tinggi). Hasil wawancara dengan mahasiswa secara *one to one learner* dinyatakan bahwa modul pembelajaran yang dikembangkan mudah dimengerti, efektif dan efisien, dapat dilakukan pembelajaran tepat waktu, dan sangat akomodatif terutama pada masa pandemik. Akan tetapi ada bagian modul yang dinilai cukup sulit diimplementasikan oleh mahasiswa terutama pada bagian memilah insiden berdasarkan tipe dan *grading* dengan rerata skor hasil uji coba kelompok kecil didapatkan hasil 0,94 (kategori baik). Hasil penelitian eksperimental semu menunjukkan bahwa: (1) ada perbedaan yang signifikan pada kemampuan mahasiswa dalam mengimplementasikan *patient safety* dengan nilai  $p = 0,0001$  ( $p < 0,05$ ), (2) ada perbedaan yang signifikan pada keterampilan berpikir kritis dengan nilai  $p = 0,0001$  ( $p <$

0,05), dan (3) ada perbedaan yang signifikan pada hasil belajar mahasiswa dengan nilai  $p = 0,0001$  ( $p < 0,05$ ). Berdasarkan hasil penelitian dan pembahasan dapat disimpulkan bahwa modul pembelajaran *patient safety* berbasis *problem based learning* yang dikembangkan memiliki validitas yang tinggi dan efektif digunakan dalam pembelajaran *patient safety* sehingga direkomendasikan untuk diimplementasikan dalam pembelajaran khususnya pada mata kuliah *patient safety*.

**Kata kunci:** Modul pembelajaran, *problem-based learning*, *patient safety*



**DEVELOPMENT OF PROBLEM BASED LEARNING PATIENT SAFETY  
LEARNING MODULE ON NURSING STUDENTS  
IN HEALTH SCIENCE HIGH SCHOOL**

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**ABSTRACT**

*Educational media as a means that can be used to improve the quality of education is very important in the learning process. The availability of patient safety module learning media that is in accordance with field practice conditions and used by students as a learning guide for patient safety courses is currently not maximized. This study aims to develop a problem-based learning (PBL) patient safety learning module, by: (1) realizing the design of the learning module, (2) describing the characteristics of the module, (3) testing the validity of the module, and (4) proving that implementation of the module can improve the ability to implement patient safety, critical thinking skills and student learning outcomes. This development research uses a design in the form of Research and Development (R&D) in realizing the design, describing the characteristics, and testing the validity of the module. The module validity test was evaluated by 3 (three) media experts and 3 (three) content experts. The field test was carried out at STIKES Wira Medika involving 3 (three) students in a one-to-one learner and 9 (nine) small groups. Proof of the effectiveness of the module was carried out through a quasi-experimental study (quasi-experimental) with a randomized non-equivalent pretest and posttest control group design. The samples involved were selected by simple random sampling technique and 2 (two) classes were selected as research subjects. The two classes were randomized to determine 1 (one) class as the experimental group (n=54 people) and 1 (one) class as the control group (n=50 people). The results of the development research show that; (1) PBL-based patient safety learning modules that have been successfully developed consist of cover, inner shell, introduction, table of contents, introduction, teaching materials consisting of 5 (five) learning materials, namely: (a) safety standards patients, (b) patient safety goals, (c) patient safety measures, (d) recording and reporting, and (e) fostering supervision and evaluation, as well as learning activities consisting of: (a) learning objectives, (b) student worksheets, (c) activity steps, (d) material description, (e) summary, (f) formative test, (g) test answer key, (h) closing, and (i) bibliography implemented in patient safety courses, (2) the core module used by students has the following characteristics: (a) self-instructional, (b) self-contained, (c) stand alone, (d) adaptive, (e) user friendly, and (f) consistency, and (3) the results of the validity test conducted by media experts and design experts are declared in the valid category, because they are obtained er value of  $r = 0.95$  (very high category). The results of interviews with students on a one to one learner basis stated that the learning modules developed were easy to understand, effective and efficient, could be taught on time, and were very accommodating, especially during the pandemic. However, there is a section of the module that is considered quite difficult to implement by students, especially in the section on sorting incidents based on type and grading with the average score of the small group trial results getting 0.94 (good category). The results of this quasi-experimental research show that: (1) there is a significant difference in the ability of students to implement patient safety with a  $p$  value = 0.0001 ( $p < 0.05$ ), (2) there is a significant difference in critical thinking skills with a  $p$  value = 0.0001 ( $p < 0.05$ ), and (3)*

*there is a significant difference in student learning outcomes with a value of  $p = 0.0001$  ( $p < 0.05$ ). Based on the results of the research and discussion, it can be concluded that the problem-based learning patient safety learning module developed has high validity and is effectively used in patient safety learning so it is recommended to be implemented in learning, especially in patient safety courses.*

**Key word:** *Learning module, problem-based, patient safety*

