

PENGEMBANGAN MEDIA PEMBELAJARAN BERKONTEN *PROJECT-BASED FLIPPED LEARNING* UNTUK PELATIHAN KEPERAWATAN DALAM PENCAPAIAN BERPIKIR KRITIS, KREATIF, DAN SIKAP SPIRITUAL PERAWAT

Oleh

Putu Sudarmika, NIM. 2039011017

ABSTRAK

Pengembangan media pembelajaran memegang peranan penting dalam pelatihan keperawatan. Media pembelajaran yang ada saat ini masih sangat abstrak sehingga perlu dilakukan pengembangan media yang layak, efektif dan lebih konkret sehingga memudahkan bagi perawat untuk belajar. Penelitian ini bertujuan untuk 1) mengevaluasi kelayakan media pembelajaran berkonten *project-based flipped learning* pada pelatihan keperawatan, 2) menganalisis perbedaan berpikir kritis, berpikir kreatif, dan sikap spiritual perawat antara yang berlatih menggunakan media pembelajaran berkonten *project-based flipped learning* dan yang berlatih dengan media *online* konvensional. Penelitian ini merupakan penelitian dan pengembangan dengan desain pengembangan menggunakan model Borg and Gall dan desain penelitian sebagai implementasi produk media yang dikembangkan menggunakan desain *quasi eksperimen pretest dan post test control group*. Teknik analisis data menggunakan multivariat analisis kovariat. Pengumpulan data menggunakan instrumen tes *multiple choice* yang diperluas, membuat proyek, dan kuesioner sikap spiritual. Instrumen penelitian yang digunakan telah dilakukan uji indeks kesukaran dan indeks daya beda butir soal dan konsistensi internal butir. Hasil uji dinyatakan sebanyak 30 butir tes dinyatakan konsisten dan reliabel untuk digunakan sebagai instrumen penelitian. Tahap pengembangan dilakukan dengan mengembangkan media pembelajaran dalam bentuk elektronik modul dan video pembelajaran yang telah dilakukan validasi oleh 5 ahli media pembelajaran dan 5 ahli isi pembelajaran. Hasil validasi ahli selanjutnya dilakukan uji coba *one to one* yang melibatkan 3 orang perawat, uji coba kelompok kecil yang melibatkan 9 orang perawat dan bidan, dan ujicoba satu kelas. Hasil implementasi didapatkan skor posttest berpikir kritis, kreatif dan sikap spiritual perawat lebih tinggi dibandingkan dengan skor pretest. Hasil ujicoba didapatkan dalam kategori sangat valid, layak dan efektif sehingga menjadi dasar dalam implementasi dengan melibatkan 2 kelas dalam penyelenggaraan pelatihan, satu kelas sebagai kelas eksperimen dan satu kelas sebagai kelas kontrol. Hasil pengujian multivariat menunjukkan ada perbedaan hasil berpikir kritis, kreatif dan sikap spiritual antara yang berlatih menggunakan media pembelajaran berkonten *project-based flipped learning* dengan media *online* konvensional dalam pelatihan keperawatan. Simpulan

penelitian didapatkan yaitu 1) produk media pembelajaran berkonten *project-based flipped learning* yang layak, efektif, dan memiliki keunggulan sebagai media pembelajara untuk digunakan dalam pelatihan keperawatan, 2) terdapat perbedaan kemampuan berfikir kritis, kreatif dan sikap spiritual antara yang berlatih menggunakan media pembelajaran berkonten *project-based flipped learning* dengan online konvensional. Hasil eksperimen menunjukkan bahwa media pembelajaran berkonten *project-based flipped learning* berpengaruh lebih tinggi terhadap kemampuan berpikir kritis, kreatif, dan sikap spiritual perawat. Rekomendasi kami berikan kepada fasilitator pelatihan dan institusi pelatihan untuk menggunakan media pembelajaran berkonten *project-based flipped learning* yang telah dikembangkan dalam pelatihan keperawatan.

Kata Kunci: *project-based flipped*, berpikir kritis, kreatif dan sikap spiritual



**DEVELOPMENT OF LEARNING MEDIA WITH *PROJECT-BASED
FLIPPED LEARNING* CONTENT FOR NURSING TRAINING IN THE
ACHIEVEMENT OF CREATIVE CRITICAL THINKING,
AND NURSE SPIRITUAL ATTITUDE**

By

Putu Sudarmika, NIM. 230911017

ABSTRACT

Learning media development plays an important role in training participants. The existing learning media is still very abstract, so it is necessary to develop appropriate, effective, and more concrete media to make it easier for nurses to learn. This study aims to 1) evaluate the feasibility of media with project-based flipped learning content in group training, 2) analyze differences in critical thinking, creative thinking, and the spiritual attitude of nurses between those who practice using learning media with project-based flipped learning content and those who practice with conventional online media. This research is research and development with a development design using the Borg and Gall model and research design as an implementation product medium developed using a quasi-experimental pre-test and post-test control group design. Data analysis techniques using multivariate covariate analysis. Data collection used an expanded multiple choice test instrument, made a project, and a spiritual attitude questionnaire. The research instrument used has been tested for the index of difficulty and the index of differential power of the items and the internal consistency of the items. The test results stated that as many as 30 test items were declared consistent and reliable to be used as research instruments. The development stage is carried out by developing learning media in the form of electronic modules and learning videos which have been validated by 5 learning media experts and 5 learning content experts. The results of expert validation were then carried out one-to-one trials involving 3 nurses, small group trials involving 9 nurses and midwives, and one-class trials. The implementation results obtained posttest scores for critical thinking, creative and spiritual attitude of nurses higher than the pretest scores. The trial results obtained were in the category of very valid, feasible and effective so that they became the basis for implementation by involving 2 classes in the implementation of the training, one class as the experimental class and one class as the control class. The results of multivariate testing showed that there were differences in the results of critical thinking, creative and spiritual attitudes between those who practiced using learning media with project-based flipped learning content and online conventions in training courses. The conclusions of the

study were 1) learning media products with project-based flipped learning content that were appropriate, effective, and had advantages as learning media for use in nursing training, 2) there were differences in the ability to think critically, creatively and spiritual attitudes between those who practiced using learning media with project-based flipped learning content with conventional online. The experimental results show that learning media with project-based flipped learning content has a higher effect on the ability to think critically, creatively, and the spiritual attitude of nurses. We give recommendations to training facilitators and training institutions to use learning media with project-based flipped learning content that has been developed in nursing training.

Keywords: project-based flipped, critical thinking, creative, spiritual attitude



