

SKRIPSI

**PERBANDINGAN KESIAPAN MAHASISWA FAKULTAS KESEHATAN
UNIVERSITAS ANDALAS UNTUK PELAKSANAAN
*INTERPROFESSIONAL EDUCATION (IPE)***

BERDASARKAN KARAKTERISTIK

Penelitian Keperawatan Dasar



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**FAKULTAS KEPERAWATAN
UNIVERSITAS ANDALAS**

APRIL 2025

FAKULTAS KEPERAWATAN
UNIVERSITAS ANDALAS
2025

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**Perbandingan Kesiapan Mahasiswa Fakultas Kesehatan Universitas Andalas
untuk Pelaksanaan *Interprofessional Education* (IPE) Berdasarkan
Karakteristik**

ABSTRAK

Interprofessional Education (IPE) direkomendasikan sebagai strategi untuk mahasiswa kesehatan, dengan tujuan meningkatkan kolaborasi interprofesional dalam praktik klinis. Namun pelaksanaan IPE masih menghadapi tantangan, seperti kurangnya kesiapan mahasiswa secara menyeluruh dalam komponen-komponen kesiapan. Tujuan penelitian ini untuk mengetahui perbandingan kesiapan mahasiswa fakultas kesehatan Universitas Andalas untuk pelaksanaan *Interprofessional Education* (IPE) berdasarkan karakteristik. Penelitian ini menggunakan metode komparatif dengan desain *cross sectional*. Pengambilan sampel menggunakan teknik *proportional random sampling* dengan jumlah 292 responden. Data dikumpulkan menggunakan kuesioner karakteristik responden, dan *Readiness for Interprofessional Learning Scale* (RIPLS). Analisa data yang digunakan yaitu uji Mann-Whitney U test dan Kruskal-Wallis test. Hasil penelitian didapatkan nilai skor kesiapan mahasiswa untuk pelaksanaan IPE yaitu dalam kategori baik dengan rerata 78,84, rerata usia responden yaitu 21,56, hampir seluruh responden berjenis kelamin perempuan (79,5%), hampir setengah berasal dari fakultas kedokteran (40,1%), hampir seluruh responden memiliki IPK > 3,00 (96,2%), dan sebagian besar memiliki alasan masuk fakultas kesehatan karena keinginan sendiri (75,0%) dan pernah memiliki pengalaman bekerja sama dengan mahasiswa profesi lain (72,3%). Terdapat perbedaan yang signifikan antara rerata skor kesiapan mahasiswa pada karakteristik alasan masuk fakultas kesehatan ($p = 0,000$) dan pengalaman bekerja sama dengan mahasiswa profesi lain ($p = 0,004$). Sedangkan, tidak terdapat perbedaan yang signifikan antara rerata skor kesiapan mahasiswa pada karakteristik jenis kelamin ($p = 0,064$), usia ($p = 0,925$), fakultas ($p = 0,922$) dan IPK ($p = 0,279$). Disarankan agar institusi perguruan tinggi dapat memfasilitasi pengalaman kolaborasi interprofesional sejak tahap awal pendidikan dan mengintegrasikan komponen IPE ke dalam kurikulum.

Kata Kunci : *Interprofessional Education* (IPE); kesiapan IPE; karakteristik; mahasiswa.

Daftar Pustaka: 105 (1999-2024)

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2025

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Comparison of Readiness of Students of the Faculty of Health, Andalas University for the Implementation of Interprofessional Education (IPE) Based on Characteristics

ABSTRACT

Interprofessional Education (IPE) is recommended as a strategy for healthcare students, with the aim of improving interprofessional collaboration in clinical practice. However, the implementation of IPE still faces challenges, such as the lack of overall student readiness in the components of readiness. The purpose of this study was to determine the comparison of the readiness of Andalas University health faculty students for the implementation of Interprofessional Education (IPE) based on characteristics. This study used a comparative method with a cross sectional design. Sampling using proportional random sampling technique with a total of 292 respondents. Data were collected using a respondent characteristics questionnaire, and the Readiness for Interprofessional Learning Scale (RIPLS). Data analysis used was Mann-Whitney U test and Kruskal-Wallis test. The results showed that the score of student readiness for IPE implementation was in the good category with a mean of 78.84, the mean age of respondents was 21.56, almost all respondents were female (79.5%), almost half came from the medical faculty (40.1%), almost all respondents had a GPA >3.00 (96.2%), and most had reasons for entering the health faculty because of their own wishes (75.0%) and had experience working with students of other professions (72.3%). There was a significant difference between the mean scores of student readiness on the characteristics of the reasons for entering the health faculty ($p = 0.000$) and the experience of working with other professional students ($p = 0.004$). Meanwhile, there is no significant difference between the mean score of student readiness on the characteristics of gender ($p = 0.064$), age ($p = 0.925$), faculty ($p = 0.922$) and GPA ($p = 0.279$). It is recommended that higher education institutions can facilitate interprofessional collaboration experiences from the early stages of education and integrate IPE components into the curriculum.

Keywords : Interprofessional Education (IPE); readiness; characteristic; students.

Bibliography : 105 (1999-2024)