

DESCRIPTION OF PERCEPTION OF MEDICAL STUDENTS IN ANDALAS UNIVERSITY TOWARD INTERPROFESSIONAL EDUCATION (IPE)

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ABSTRACT

Interprofessional Education (IPE) is a pedagogical approach to prepare clinical students to provide health services to patients in a collaborative and integrated manner in order to improve the quality of health services through the implementation of Interprofessional Collaboration (IPC). The purpose of this study was to describe the perceptions of medical students of FK UNAND towards IPE. This research is a descriptive study with a quantitative approach. Cross sectional design is used for the research. This study used the Interdisciplinary Education Perception Scale (IEPS) questionnaire which was distributed via Google form with a total sample of 258 medical students in the period October 2022 – January 2023. The research sample was determined using a proportionate stratified random sampling technique. A total of 231 students (89,5%) had a good perception of IPE with the component of perceived need for cooperation having the highest percentage (95,7%) and component of understanding others' value having the lowest percentage (62,4%). Clinical students of 2020 have the highest perception percentage of all the other years (90,6%), followed by the clinical students of 2021 (89,1%), and lastly the clinical students of 2022 with the lowest percentage of perception (88,8%). The perception of

medical students of FK UNAND towards IPE is mostly in the good category, however, component of understanding others' value is still lacking and therefore needs to be improved. The abstract is presented in both Bahasa Indonesia and English.

ABSTRAK

Interprofessional Education (IPE) merupakan pendekatan pedagogis untuk mempersiapkan mahasiswa kesehatan dalam memberikan pelayanan kesehatan kepada pasien secara kolaboratif dan terintegrasi agar dapat memperbaiki kualitas dari pelayanan kesehatan melalui implementasi Interprofessional Collaboration (IPC). Tujuan dari penelitian ini adalah untuk mengetahui gambaran persepsi mahasiswa kepaniteraan klinik FK UNAND terhadap IPE. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif dan rancangan penelitian yang digunakan adalah cross-sectional. Penelitian ini menggunakan kuesioner Interdisciplinary Education Perception Scale (IEPS) yang disebarakan melalui google form dengan total sampel sebanyak 258 mahasiswa kepaniteraan klinik periode Oktober 2022 - Januari 2023. Sampel penelitian ditentukan dengan menggunakan teknik proportionate stratified random sampling. Sebanyak 231 mahasiswa kepaniteraan klinik (89,5%) memiliki persepsi yang baik terhadap IPE dengan komponen persepsi kebutuhan untuk bekerja sama memiliki persentase tertinggi (95,7%) dan komponen persepsi pemahaman terhadap profesi lain memiliki persentase terendah (62,4%). Mahasiswa kepaniteraan klinik angkatan 2020 memiliki persentase persepsi tertinggi (90,6%), diikuti oleh mahasiswa kepaniteraan klinik angkatan 2021 (89,1%), dan mahasiswa kepaniteraan klinik angkatan 2020 dengan persentase persepsi terendah (88,8%). Persepsi mahasiswa kepaniteraan klinik FK UNAND terhadap IPE sebagian besar dalam kategori baik namun, pemahaman terhadap profesi lain masih kurang sehingga hal ini perlu diperhatikan dan ditingkatkan

PENDAHULUAN

Interprofessional Education (IPE) is a pedagogical approach that involves educators and students from two or more healthcare professions who collaboratively create a learning environment to prepare professional level health students in delivering integrated healthcare services to patients (CAIPE, 2022). An interprofessional team can improve the quality of healthcare services, reduce treatment costs, and minimize errors during healthcare delivery (Buring et al., 2009). Currently, Indonesia is facing a triple burden disease, as seen from the healthcare focus that is still primarily curative (Kemenkes, 2022). Improving the healthcare system can be achieved by increasing the

effectiveness of curative and rehabilitative efforts, without neglecting promotive and preventive healthcare efforts, which involve various healthcare professionals such as doctors, nurses, nutritionists, midwives, pharmacists, and other healthcare personnel. Good collaborative practice must be developed through well-prepared and structured learning processes. One way to cultivate Interprofessional Collaborative Practice (IPC) is by implementing IPE as early as possible in medical students. To achieve integrated health service for the community and improve patient satisfaction rates, collaboration between professions in providing services is needed, from medical students, specialists, to subspecialist doctors. Assessment of perceptions of IPE among healthcare professional students, including clinical clerkship students at Medical Faculty of Andalas University, who conduct their clinical clerkship education at Dr. M. Djamil Central Public Hospital, is important to assess IPE quality to help develop IPE curriculum. Based on data obtained from Dr. M. Djamil Central Public Hospital Padang, with a score of 85.63, patient satisfaction scores showed a significant improvement in 2021. However, the score still indicates that the level of patient satisfaction at Dr. M. Djamil Central Public Hospital Padang has not yet met the patient satisfaction standards set by the Minister of Health of Indonesia's Regulation and the regulation of the Minister of Administrative Reform number 14 of 2017 (Permenpan, 2017; Menkes RI, 2008). Healthcare students, especially clinical clerkship students, play a crucial role in healthcare services, both as future healthcare professionals and as frontline healthcare providers. Meanwhile, the general hospital center, as the top referral hospital, must provide the best quality healthcare services to serve the community. Therefore, the researcher is interested in understanding the perception of IPE among clinical clerkship students from Andalas University Faculty of Medicine at an A class educational hospital.

RESEARCH METHOD

This research is a descriptive study with a quantitative approach. The research design used in this study is cross-sectional. This study was conducted at the Faculty of Medicine, Andalas University from June 2022 to February 2023. The study population consisted of 524 medical clerkship students at the Faculty of Medicine, Andalas University from October 2022 to January 2023. The sample size was calculated using the Slovin formula, and a total of 227 students were obtained. To avoid incomplete sample data due to dropouts, the sample size was increased by 10% to ensure a total sample of 250 students. The sampling technique used in this study was proportionate stratified random sampling, where the sample was randomly selected from each group of medical clerkship students at the Faculty of Medicine, Andalas University, taking into account the number of medical clerkship students in each group.

The research instrument used was the IEPS questionnaire, which had been tested for its validity and reliability. The student's perceptions were classified as good, moderate, and poor. The IEPS questionnaire assessed the respondents' perceptions of IPE in general and based on four perception components: competence and autonomy, perceived need for cooperation, perception of actual cooperation, and understanding of others' value (McFadyen, Maclaren, and Webster, 2007). Primary data was obtained

directly through the process of filling out the IEPS questionnaire, while secondary data in this study was obtained from literature related to the research and from the medical education department of Faculty of Medicine, Andalas University, to obtain the number of medical clerkship students. In this study, the data analysed are the students' perceptions of medical clerkship and IPE. The data on analysing the perception components of competence and autonomy, perceived need for cooperation, perception of actual cooperation, and understanding of others' value will be presented in percentage form using a bar chart.

RESULTS AND DISCUSSION

Table 1. Respondent characteristics.

Respondent characteristics	Frequency	%
Gender		
Male	98	38
Female	160	62
Total	258	100
Academic Year		
2020	32	12,4
2021	110	42,6
2022	116	45
Total	258	100
Age		
20 – 22	104	40,3
23 – 25	145	56,2
26 – 28	9	3,5
Total	258	100

Table 1 shows that more than half (62%) of the respondents of this study are female. Almost half of the respondents of this study belongs to academic year of 2022 (45%), due to their enlistment year being in the same year when the study started, and on that same year, many of the students from year 2021 and 202 already finished their clinical clerkship, especially students from year 2022. More than half (56,2%) of the respondents are 23–25-year-old, which has the highest percentage regarding age group category, this corresponds with distribution of respondents' academic year, which more than half of them came from year of 2022.

Table 2. Perception of Medical Students toward Interprofessional Education

Perception	Frequency	%
Good	231	89,5
Moderate	26	10,1
Bad	1	0,4
Total	258	100

Table 2 shows that most of (89,5%) the students' perception toward IPE in general belongs to the good category. The result is similar to the study done by Chandra (2020)

where most of (84%) the students' perception toward IPE belongs to the good category. Good perception toward IPE shows that students as respondents can make use of IPE program as an essential way of improving their ability to collaborate. This study shows that implementation of IPE on students of Andalas University Faculty of Medicine can give a positive impact on students' perception toward IPE, hence it was expected that the program can improve collaborative practices on students later when they are giving health service to patients, though many factors can give impact to collaborative practice (interprofessional collaboration). In health services, collaborative practice implementation is not practiced enough, due to the lack of a regular meeting amongst health service providers and the absence of joint patient visit. Other factors that could impact collaborative practice are profession culture, stereotype, different languages, inconsistency of terminologies, hospitals' accreditation and curriculum, and the knowledge of each other's scope of work (WHO, 2013).

Table 3. Perception of Medical Students toward Interprofessional Education based on Perception Components.

Perception Component	Frequency	%
Competence and Autonomy		
Good	235	91,1
Moderate	22	8,5
Bad	1	0,4
Total	258	100
Perceived Need for Cooperation		
Good	247	95,7
Moderate	10	3,9
Bad	1	0,4
Total	258	100
Perception of Actual Cooperation		
Good	232	89,9
Moderate	25	9,7
Bad	1	0,4
Total	258	100
Understanding Others' Value		
Good	161	62,4
Moderate	96	37,2
Bad	1	0,4

Table 3 indicates that the perception of clinical clerkship students of Andalas University Faculty of Medicine toward IPE belongs to the good category in each components of perception, which are competence and autonomy with a percentage of 91.1%, perceived need for cooperation with a percentage of 95.7%, perception of actual cooperation with a percentage of 89.9 %, as well as understanding others' value with a percentage of 62.4%. This result corresponds with research conducted by Lim (2022) and Chandra (2020) where each component of perception belongs to the good category. The perception component that has the highest percentage in the good category in this study is perception component of perceived need for cooperation. This shows that students can develop skills in collaborating by the realization of the need to work together. This

indicates that students understand more about the need to work together and to collaborate with other professions. One of the possible reasons contributing to this is Medical Faculty of Andalas University's education systems in the shape of group study that helps each student to build communication and collaboration between peers so that they can foster cooperation in terms of solving problems. Based on the results of this study, the perception component with the lowest percentage in the good category is the perception component of understanding others' value with a percentage of 62.4%. Similar result was found in Lim's research where the component of perception of understanding others' value had the lowest percentage of 65.1%. The lack of understanding of other professions can also be caused by the absence of studies related to authority, responsibility, and scope of roles between professions at academic stage so that understanding of other professions is only formed by each individual (IPEC, 2016). IPE has not been implemented at Andalas University in the sense that either the teaching staff or the students of health professions at the academic stage have not met in a joint forum to discuss the IPE education curriculum or to discuss patient-centered cases (Isrona and Susanti, 2021).

Table 4. Perception of Medical Students toward Interprofessional Education based on Academic Year.

Perception Component	Frequency	%
Academic Year of 2020		
Good	29	90,6
Moderate	3	9,4
Bad	0	0
Total	32	100
Academic Year of 2021		
Good	98	89,1
Moderate	12	10,9
Bad	0	0
Total	110	100
Academic Year of 2022		
Good	103	88,8
Moderate	12	10,4
Bad	1	0,8

Table 4 depicts the overview of perception of clinical clerkship students of Andalas University Faculty of Medicine toward IPE based on the academic year. The table illustrates that in general students in the 2020, 2021 and 2022 academic years have a good perception of IPE. Students in 2020 have the highest percentage of perceptions of IPE (90.6%), followed by students in 2021 (89.1%) and students in 2022 with the lowest percentage (88.8%). This indicates the durations spent in clinical clerkship activities contributes positively toward students' perceptions of IPE. Experience greatly influences an individuals' accuracy toward perceptions.

Table 5. Perception of Medical Students toward Interprofessional Education based on Academic Year.

Perception Components	Perception Categories {f (%)}		
	Good	Moderate	Bad
Academic Year of 2020			
Competence and Autonomy	28 (87,5)	4 (12,5)	0 (0)
Perceived Need for Cooperation	30 (93,7)	2 (6,3)	0 (0)
Perception of Actual Cooperation	30 (93,7)	2 (6,3)	0 (0)
Understanding Others' Value	19 (59,4)	12 (37,5)	1 (3,1)
Academic Year of 2021			
Competence and Autonomy	98 (89,1)	12 (10,9)	0 (0)
Perceived Need for Cooperation	107 (97,3)	3 (2,7)	0 (0)
Perception of Actual Cooperation	100 (90,9)	10 (9,1)	0 (0)
Understanding Others' Value	68 (61,8)	42 (38,2)	0 (0)
Academic Year of 2022			
Competence and Autonomy	107 (92,2)	8 (6,9)	1 (0,9)
Perceived Need for Cooperation	110 (94,8)	5 (4,3)	1 (0,9)
Perception of Actual Cooperation	102 (87,9)	13 (11,2)	1 (0,9)
Understanding Others' Value	74 (63,8)	42 (36,2)	0 (0)

Table 5 depicts an overview of the perceptions of clinical clerkship students of Andalas University Faculty of Medicine toward IPE based on the academic year where in general students from each academic year have a good perception of each component of perception. For students from academic year of 2020, it was found that the perceived component of perception of actual cooperation had the highest percentage (93.7%). This indicates the approximately three years of clinical clerkships done by class 2020 students provides a greater sense of dependence and need between larger professions. This is confirmed by the results of the high component of perception of actual cooperation. Students of the 2020 academic year have the lowest good category perception in the component of perception of understanding others' value (59.4%) compared to students of the academic years of 2021 and 2022, this shows that experience alone is not enough to develop the right perception, which is in this case toward other professions. Perception can also be influenced by many factors besides one's education and experience. Factors within the individual such as attitude, motives, interests, and individual expectations will greatly influence how a person interprets the target or object to be perceived (Robbins and Judge, 2013). Other internal factors such as feelings, personality, prejudice, learning process, physical condition, psychological disorders, and motivation can also affect one's perception (Thoha, 2003). Clinical clerkship students from the academic year of 2021 have the highest percentage of the perceived need for cooperation component (97.3%) compared to the other two batches. In the second year of clinical clerkship, students have begun to understand the role and limitations of their profession, so that a sense of dependence and a need for other professions is formed, but the results of perceived need for cooperation are not as high as in third year clinical clerkship students. In the other three components, the results of students' perceptions of academic year 2021 are in the middle position from the other two batches, this is in accordance with the position of the class which is the second-year class. Clinical clerkship students in the academic year 2022 have the highest percentage in the components of perceived competence and autonomy. The high component of perceptions of competence and autonomy compared to the other two batches could be due to the fact that the 2022 batch received classes on IPE most

recently, which is during their undergraduate education that focused on understanding the role of the health profession and the value of the profession. In the component of perception of actual cooperation, clinical clerkship students in the academic year 2022 have the lowest percentage compared to year 2020 and 2021 students who already has more experience (Krech and Crutchfield, 1948).

CONCLUSION

It can be concluded that the perception of medical students of Andalas University toward IPE belongs mostly to the good category, however, based on the perception component, understanding others' value is still lacking and therefore needs to be improved.

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