

LAMPIRAN

Lampiran 1. Lembar Persetujuan

LEMBAR INFORMASI (*INFORMED CONSENT*) DAN PERSETUJUAN RESPONDEN PERSEPSI KESELAMATAN PASIEN PADA MAHASISWA KLINIK DI RUMAH SAKIT PENDIDIKAN

Saya Yopi Simargi selaku peneliti saat ini sedang melakukan survei untuk menilai kebutuhan pendidikan keselamatan pasien di Indonesia. Saya mengharapkan kesediaan Anda untuk menjadi responden dalam survei ini, dengan mengisi kuesioner di bawah ini.

Keselamatan pasien merupakan suatu prinsip fundamental dalam suatu pelayanan kesehatan. Keselamatan pasien didefinisikan sebagai suatu tindakan / prosedur bertujuan untuk mencegah kesalahan dan efek samping yang dapat merugikan pasien berhubungan dengan tindakan medis. Keselamatan pasien berkaitan dengan penghindaran, pencegahan serta perbaikan dari dampak negatif yang berasal dari perawatan kesehatan itu sendiri. Pendidikan terkait keselamatan pasien tidak hanya penting dalam profesional kesehatan, institusi kesehatan, maupun organisasi terkait tindakan kesehatan. Pendidikan mengenai keselamatan pasien juga perlu dimulai sejak masa pendidikan pada bidang kesehatan. Prinsip keselamatan pasien menjadi suatu hal penting bagi mahasiswa kedokteran terutama dalam pendidikan jenjang klinik berhubungan secara langsung dengan pasien. Oleh karena itu, pemahaman mengenai keselamatan pasien menjadi hal yang sangat penting bagi mahasiswa kedokteran. Dengan pemahaman tersebut, diharapkan lulusan fakultas kedokteran mampu melaksanakan tugasnya sebagai dokter yang mampu memberikan pertolongan dan manfaat bagi pasien dengan menjadikan kaidah keselamatan pasien sebagai prinsip utama.

World Health Organization (WHO) sudah mengeluarkan panduan kurikulum mengenai keselamatan pasien tahun 2009 yang digunakan secara luas sebagai bahan pengajaran mahasiswa. Namun hingga saat ini, masih memerlukan evaluasi lebih lanjut mengenai materi dan metode yang terbaik untuk pengajaran keselamatan pasien dalam suatu kurikulum. Untuk itu, partisipasi Anda dalam survei ini akan sangat bermanfaat untuk menentukan materi dan metode yang perlu ditambahkan dalam kurikulum pendidikan kedokteran di Indonesia.

Jika Anda bersedia berpartisipasi, terdapat dua bagian yang perlu direspon dalam survei ini dan membutuhkan waktu sekitar 30 menit yaitu :

1. Data demografi (2 menit)
2. Kuesioner “Attitude to Patient Safety Questionnaire III (APSQ III)” (28 menit)

Apabila saat pengisian terdapat pertanyaan atau Anda ingin mengetahui tindak lanjut dari survei ini, dapat mengirimkan email kepada tim peneliti.

Salam hormat,

Tim Peneliti

dr. Yopi Simargi, Sp.Rad (yopisimargi@atmajaya.ac.id)

Saya telah mendapat penjelasan dan mengerti tentang penelitian ini, serta bersedia menjadi responden*

Nama :

Tanda tangan :

*bagian ini HANYA untuk keperluan pernyataan persetujuan dan TIDAK diikutsertakan dalam proses input data serta disimpan secara terpisah dari lembar kuesioner, untuk menjaga kerahasiaan identitas responden.

Lampiran 2. Data Responden Penelitian

DATA RESPONDEN

Nomor Responden :

Nama Lengkap :
NIM :
Tanggal Lahir :
Usia : tahun
Alamat :
No. Telp / Hp :
Tahun Angkatan :

Apakah pernah mendapat materi mengenai keselamatan pasien selama pendidikan?

- Ya Tidak

Jika pernah, dalam bentuk apa materi mengenai keselamatan yang didapat?

- Kuliah Grup Diskusi Workshop
 Lainnya, sebutkan.....

Lampiran 3. Kuesioner Penelitian (APSQ III)

Attitude to Patient Safety Questionnaire-III

Nama _____

Nomor Induk Mahasiswa _____

Mohon lingkari pendapat anda

No	Aspect	Strongly disagree	Strongly agree
1	My training is preparing me to understand the causes of medical errors	1...2...3...4...5...6...7...	
2	I have a good understanding of patient safety issues as a result of my undergraduate medical training	1...2...3...4...5...6...7...	
3	My training is preparing me to prevent medical errors	1...2...3...4...5...6...7...	
4	I would comfortable reporting any errors I had made, no matter how serious the outcome had been for the patient	1...2...3...4...5...6...7...	
5	I would fell comfortable reporting any errors other people had made, no matter how serious the outcome had been for the patient	1...2...3...4...5...6...7...	
6	I am confident I can talk openly to my supervisor about an error I had made even if it resulted in potential or actual harm to my patient	1...2...3...4...5...6...7...	
7	Shorters shift for doctors will reduce medical errors	1...2...3...4...5...6...7...	
8	By not taking regular breaks during shifts, doctors are at an increased risk of making errors	1...2...3...4...5...6...7...	
9	The number of hours' doctors work increases the likelihood of making medical errors	1...2...3...4...5...6...7...	
10	Even the most experienced and competent doctors make errors	1...2...3...4...5...6...7...	
11	A true professional does not make mistakes or errors ®	1...2...3...4...5...6...7...	
12	Human error is inevitable	1...2...3...4...5...6...7...	
13	Most medical errors result from careless nurses ®	1...2...3...4...5...6...7...	
14	If people paid more attention at work, medical error would be avoided ®	1...2...3...4...5...6...7...	
15	Most medical errors result from careless doctors ®	1...2...3...4...5...6...7...	
16	Medical errors are a sign of incompetence	1...2...3...4...5...6...7...	
17	It is not necessary to report errors which do not result in adverse outcomes for the patient ®	1...2...3...4...5...6...7...	
18	Doctors have a responsibility to disclose errors to patients only if the errors result in patient harm ®	1...2...3...4...5...6...7...	
19	All medical errors should be reported	1...2...3...4...5...6...7...	
20	Better multidisciplinary teamwork will reduce medical errors	1...2...3...4...5...6...7...	
21	Teaching students teamwork will reduce medical errors	1...2...3...4...5...6...7...	
22	Patients have an important role in preventing medical errors	1...2...3...4...5...6...7...	
23	Encouraging patient to be more involved in their care can help to reduce the risk of medical errors occurring	1...2...3...4...5...6...7...	
24	Teaching student about patient safety should be an important priority in medical students training	1...2...3...4...5...6...7...	

- 25 Patient safety issues cannot be taught, they can only be learned through clinical experience, which is gained when one is qualified ®
- 26 Learning about patient safety issues before I qualify will enable me to become a more effective doctor

1...2...3...4...5...6...7...
1...2...3...4...5...6...7...

Lampiran 4. Nilai Deskriptif Sebelum Pelatihan

Deskriptif

		Statistic	Std. Error	
Pre_kelompok_1	Mean	15.34	.429	
	95% Confidence Interval for Mean	Lower Bound	14.49	
		Upper Bound	16.20	
	5% Trimmed Mean	15.40		
	Median	15.00		
	Variance	10.686		
	Std. Deviation	3.269		
	Minimum	9		
	Maximum	21		
	Range	12		
	Interquartile Range	5		
	Skewness	-.212	.314	
	Kurtosis	-.891	.618	
	Pre_kelompok_2	Mean	13.09	.510
95% Confidence Interval for Mean		Lower Bound	12.07	
		Upper Bound	14.11	
5% Trimmed Mean		13.22		
Median		13.00		
Variance		15.063		
Std. Deviation		3.881		
Minimum		4		
Maximum		20		
Range		16		
Interquartile Range		5		
Skewness		-.509	.314	
Kurtosis		-.350	.618	
Pre_kelompok_3		Mean	18.60	.318
	95% Confidence Interval for Mean	Lower Bound	17.97	
		Upper Bound	19.24	
	5% Trimmed Mean	18.78		
	Median	18.50		

Pre_kelompok_4	Variance		5.858	
	Std. Deviation		2.420	
	Minimum		12	
	Maximum		21	
	Range		9	
	Interquartile Range		4	
	Skewness		-.808	.314
	Kurtosis		-.104	.618
	Mean		17.10	.383
	95% Confidence Interval for Mean	Lower Bound	16.34	
		Upper Bound	17.87	
	5% Trimmed Mean		17.21	
	Median		17.00	
	Variance		8.515	
	Std. Deviation		2.918	
	Pre_kelompok_5	Minimum		11
Maximum			21	
Range			10	
Interquartile Range			5	
Skewness			-.185	.314
Kurtosis			-.976	.618
Mean			13.17	.359
95% Confidence Interval for Mean		Lower Bound	12.45	
		Upper Bound	13.89	
5% Trimmed Mean			13.08	
Median			13.00	
Variance			7.479	
Std. Deviation			2.735	
Minimum			7	
Maximum			22	
Pre_kelompok_6		Range		15
	Interquartile Range		4	
	Skewness		.420	.314
	Kurtosis		.976	.618
	Mean		14.28	.414
	95% Confidence Interval for Mean	Lower Bound	13.45	
		Upper Bound	15.11	
	5% Trimmed Mean		14.31	
	Median		14.00	
	Variance		9.958	
	Std. Deviation		3.156	
			6	

	Minimum			
	Maximum		21	
	Range		15	
	Interquartile Range		5	
	Skewness		-.079	.314
	Kurtosis		-.321	.618
	Mean		12.22	.213
	95% Confidence Interval for Mean	Lower Bound	11.80	
		Upper Bound	12.65	
	5% Trimmed Mean		12.36	
	Median		12.00	
	Variance		2.633	
Pre_kelompok_7	Std. Deviation		1.623	
	Minimum		8	
	Maximum		14	
	Range		6	
	Interquartile Range		2	
	Skewness		-.938	.314
	Kurtosis		.730	.618
	Mean		11.60	.240
	95% Confidence Interval for Mean	Lower Bound	11.12	
		Upper Bound	12.08	
	5% Trimmed Mean		11.69	
	Median		12.00	
	Variance		3.331	
Pre_kelompok_8	Std. Deviation		1.825	
	Minimum		7	
	Maximum		14	
	Range		7	
	Interquartile Range		3	
	Skewness		-.369	.314
	Kurtosis		-.504	.618
	Mean		15.29	.261
	95% Confidence Interval for Mean	Lower Bound	14.77	
		Upper Bound	15.82	
	5% Trimmed Mean		15.36	
	Median		15.00	
Pre_kelompok_9	Variance		3.965	
	Std. Deviation		1.991	
	Minimum		8	
			20	

Maximum		
Range	12	
Interquartile Range	3	
Skewness	-.725	.314
Kurtosis	2.314	.618

Lampiran 5. Nilai Deskriptif Setelah Pelatihan

Deskriptif

		Statistic	Std. Error
Post_kelompok_1	Mean	18.91	.284
	95% Confidence Interval for Mean	Lower Bound 18.35	
		Upper Bound 19.48	
	5% Trimmed Mean	19.11	
	Median	19.00	
	Variance	4.677	
	Std. Deviation	2.163	
	Minimum	11	
	Maximum	21	
	Range	10	
	Interquartile Range	3	
	Skewness	-1.276	.314
	Kurtosis	2.031	.618
	Mean	16.29	.551
	95% Confidence Interval for Mean	Lower Bound 15.19	
	Upper Bound 17.40		
Post_kelompok_2	5% Trimmed Mean	16.57	
	Median	17.00	
	Variance	17.614	
	Std. Deviation	4.197	
	Minimum	6	
	Maximum	21	
	Range	15	
	Interquartile Range	6	
	Skewness	-.818	.314
	Kurtosis	.014	.618
	Mean	19.47	.286
	95% Confidence Interval for Mean	Lower Bound 18.89	
		Upper Bound 20.04	
	5% Trimmed Mean	19.72	
	Post_kelompok_3	Median	21.00
Variance		4.744	
Std. Deviation		2.178	
Minimum		11	
Maximum		21	
Range		10	
Interquartile Range		3	
		-1.671	.314

Post_kelompok_4	Skewness		
	Kurtosis	3.159	.618
	Mean	16.95	.341
	95% Confidence Interval for Mean	Lower Bound	16.27
		Upper Bound	17.63
	5% Trimmed Mean	17.00	
	Median	17.00	
	Variance	6.752	
	Std. Deviation	2.598	
	Minimum	11	
	Maximum	21	
	Range	10	
	Interquartile Range	4	
	Skewness	.003	.314
	Kurtosis	-.770	.618
Post_kelompok_5	Mean	13.66	.414
	95% Confidence Interval for Mean	Lower Bound	12.83
		Upper Bound	14.48
	5% Trimmed Mean	13.67	
	Median	13.00	
	Variance	9.949	
	Std. Deviation	3.154	
	Minimum	7	
	Maximum	20	
	Range	13	
	Interquartile Range	4	
	Skewness	.090	.314
	Kurtosis	-.611	.618
	Mean	15.31	.517
	95% Confidence Interval for Mean	Lower Bound	14.27
	Upper Bound	16.35	
Post_kelompok_6	5% Trimmed Mean	15.42	
	Median	15.00	
	Variance	15.516	
	Std. Deviation	3.939	
	Minimum	5	
	Maximum	21	
	Range	16	
	Interquartile Range	5	
	Skewness	-.165	.314
	Kurtosis	-.568	.618
		13.19	.158

Post_kelompok_7	Mean				
	95% Confidence Interval for	Lower Bound	12.87		
	Mean	Upper Bound	13.51		
	5% Trimmed Mean		13.32		
	Median		14.00		
	Variance		1.455		
	Std. Deviation		1.206		
	Minimum		9		
	Maximum		14		
	Range		5		
	Interquartile Range		2		
	Skewness		-1.373	.314	
	Kurtosis		1.475	.618	
	Mean		12.76	.186	
	Post_kelompok_8	95% Confidence Interval for	Lower Bound	12.39	
Mean		Upper Bound	13.13		
5% Trimmed Mean			12.88		
Median			13.00		
Variance			2.011		
Std. Deviation			1.418		
Minimum			8		
Maximum			14		
Range			6		
Interquartile Range			2		
Skewness			-1.008	.314	
Kurtosis			.754	.618	
Mean			16.29	.294	
Post_kelompok_9		95% Confidence Interval for	Lower Bound	15.70	
		Mean	Upper Bound	16.88	
	5% Trimmed Mean		16.25		
	Median		15.50		
	Variance		5.018		
	Std. Deviation		2.240		
	Minimum		11		
	Maximum		21		
	Range		10		
	Interquartile Range		3		
	Skewness		.346	.314	
	Kurtosis		-.322	.618	

Lampiran 6. Uji Normalitas Kolmogorov-Smirnov Sebelum dan Setelah Pelatihan

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_kelompok_1	.119	58	.039	.961	58	.058
Pre_kelompok_2	.131	58	.014	.959	58	.048
Pre_kelompok_3	.184	58	.000	.866	58	.000
Pre_kelompok_4	.127	58	.022	.931	58	.003
Pre_kelompok_5	.114	58	.058	.969	58	.144
Pre_kelompok_6	.088	58	.200*	.984	58	.653
Pre_kelompok_7	.204	58	.000	.858	58	.000
Pre_kelompok_8	.155	58	.001	.926	58	.002
Pre_kelompok_9	.148	58	.003	.942	58	.008

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post_kelompok_1	.167	58	.000	.852	58	.000
Post_kelompok_2	.155	58	.001	.891	58	.000
Post_kelompok_3	.311	58	.000	.737	58	.000
Post_kelompok_4	.135	58	.010	.950	58	.019
Post_kelompok_5	.117	58	.047	.972	58	.205
Post_kelompok_6	.098	58	.200*	.950	58	.018
Post_kelompok_7	.387	58	.000	.686	58	.000
Post_kelompok_8	.275	58	.000	.812	58	.000
Post_kelompok_9	.218	58	.000	.943	58	.009

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Lampiran 7. Uji T Berpasangan Sebelum dan Setelah Pelatihan

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_kelompok_3	18.60	58	2.420	.318
	Post_kelompok_3	19.47	58	2.178	.286
Pair 2	Pre_kelompok_4	17.10	58	2.918	.383
	Post_kelompok_4	16.95	58	2.598	.341
Pair 3	Pre_kelompok_6	14.28	58	3.156	.414
	Post_kelompok_6	15.31	58	3.939	.517
Pair 4	Pre_kelompok_7	12.22	58	1.623	.213
	Post_kelompok_7	13.19	58	1.206	.158
Pair 5	Pre_kelompok_8	11.60	58	1.825	.240
	Post_kelompok_8	12.76	58	1.418	.186
Pair 6	Pre_kelompok_9	15.29	58	1.991	.261
	Post_kelompok_9	16.29	58	2.240	.294

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_kelompok_3 & Post_kelompok_3	58	.748	.000
Pair 2	Pre_kelompok_4 & Post_kelompok_4	58	.392	.002
Pair 3	Pre_kelompok_6 & Post_kelompok_6	58	.579	.000
Pair 4	Pre_kelompok_7 & Post_kelompok_7	58	.211	.112
Pair 5	Pre_kelompok_8 & Post_kelompok_8	58	.586	.000
Pair 6	Pre_kelompok_9 & Post_kelompok_9	58	.543	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre_kelompok_3 - Post_kelompok_3	-.862	1.648	.216	-1.296	-.429	3.983	57	.000
Pair 2 Pre_kelompok_4 - Post_kelompok_4	.155	3.054	.401	-.648	.958	.387	57	.700
Pair 3 Pre_kelompok_6 - Post_kelompok_6	-1.034	3.330	.437	-1.910	-.159	2.366	57	.021
Pair 4 Pre_kelompok_7 - Post_kelompok_7	-.966	1.806	.237	-1.440	-.491	4.071	57	.000
Pair 5 Pre_kelompok_8 - Post_kelompok_8	-1.155	1.519	.200	-1.555	-.756	5.790	57	.000
Pair 6 Pre_kelompok_9 - Post_kelompok_9	-1.000	2.035	.267	-1.535	-.465	3.743	57	.000

Lampiran 8. Uji Wilcoxon Sebelum dan Setelah Pelatihan

		Ranks		
		N	Mean Rank	Sum of Ranks
Post_kelompok_1 - Pre_kelompok_1	Negative Ranks	4 ^a	25.38	101.50
	Positive Ranks	53 ^b	29.27	1551.50
	Ties	1 ^c		
	Total	58		
Post_kelompok_2 - Pre_kelompok_2	Negative Ranks	9 ^d	20.11	181.00
	Positive Ranks	44 ^e	28.41	1250.00
	Ties	5 ^f		
	Total	58		
Post_kelompok_5 - Pre_kelompok_5	Negative Ranks	17 ^g	27.06	460.00
	Positive Ranks	31 ^h	23.10	716.00
	Ties	10 ⁱ		
	Total	58		

a. Post_kelompok_1 < Pre_kelompok_1

b. Post_kelompok_1 > Pre_kelompok_1

c. Post_kelompok_1 = Pre_kelompok_1

d. Post_kelompok_2 < Pre_kelompok_2

e. Post_kelompok_2 > Pre_kelompok_2

f. Post_kelompok_2 = Pre_kelompok_2

g. Post_kelompok_5 < Pre_kelompok_5

h. Post_kelompok_5 > Pre_kelompok_5

i. Post_kelompok_5 = Pre_kelompok_5

Test Statistics^a

	Post_kelompok_ 1 - Pre_kelompok_1	Post_kelompok_ 2 - Pre_kelompok_2	Post_kelompok_ 5 - Pre_kelompok_5
Z	-5.778 ^b	-4.750 ^b	-1.325 ^b
Asymp. Sig. (2-tailed)	.000	.000	.185

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.