CONFERENCE PROGRAM AND ABSTRACTS

Editor:
B.P Suryo Subianto, dr., Sp.B
Hendri Priyadi, dr., M.Kes., Sp.PD
Sylvia Mustikasari, dr., M.Med.ED

MEDICAL EDUCATION UNIT
FACULTY OF MEDICINE - UNIVERSITAS JENDERAL ACHMAD YANI
WEST JAVA - INDONESIA
CONFERENCE PROGRAMME
AND ABSTRACTS
Unjani Medical Education Update 2015

"Refreshment on Student Assessment to Improve Educational Quality”

27-28th March 2015
Mercure Hotel Bandung

Secretariat:
Faculty of Medicine - Jenderal Achmad Yani University
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In recent years, medical education in Indonesia has experienced a significant development, especially in the competence-based curriculum approach.

In addition, various national policies in health education also has a considerable effect for the health institution, such as the National level of competence's exam as an exit exam for medical students. This policy also trigger the medical institution to improve their quality not only in the content of curriculum, teaching and learning, but also in student assessment.

Student assessment in the institutional level should represent the valid competence achievement in students. Besides, the regulation of student assessment has to be designed in accordance with national standards. That issue becomes important to be discussed, especially among health education institutions.

As Dean of the Faculty of Medicine Unjani, it's been an honor for me to facilitate this meeting in order to be the part of Indonesian Medical education improvement, especially in development of student assessment.

Priatna, dr., Sp.Rad
Dean of Medical Faculty
Jenderal Achmad Yani University
Refreshment on Student Assessment to Improve Education Quality
Dear colleagues,

Student assessment plays the important role in improving the educational quality. A failure to articulate the relationship between learning and assessment has resulted in a mismatch between the high quality learning. Indonesia has experience on Final Board Examination as the exit exam of medical and health education program. Therefore, assessment on competence in medical and health education students has become the major issue to improve in institutional level. The ideal assessment method should be valid, reliable, visible and has positive learning impact on student learning. On the other hand, the main problem to improve the quality in student assessment is a lack familiarity on the part of medical educator with the concepts of psychometrics that underlie the assessment quality and also the other important aspect such as learning impact and faculty development in assessment regulation.

On behalf of the Organising committee, it gives me a great pleasure to welcome you at our symposium and workshops UMed-Update 2015 with the theme:

"Refreshment on Student Assessment to improve educational quality"

Best regards,

Sylvia Mustika Sari
Chairman, Organizing Committee
UMed_Update 2015

Head of Medical Education Unit
Faculty of Medicine
Jenderal Achmad Yani University
Cimahi, West Java - Indonesia
Friday, March 27th, 2015

<table>
<thead>
<tr>
<th>TIME</th>
<th>PROGRAM &amp; SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.00 - 08.30</td>
<td>OPENING CEREMONY</td>
</tr>
<tr>
<td>08.00 - 08.10</td>
<td>Welcome Dance</td>
</tr>
<tr>
<td>08.10 - 08.15</td>
<td>Committee Chairman Report</td>
</tr>
<tr>
<td>08.10 - 08.20</td>
<td>Speech from Dean of Faculty Medicine - Jend. Achmad Yani University Cimahi</td>
</tr>
<tr>
<td>08.20 - 08.30</td>
<td>Speech from Rector of Jend. Achmad Yani University Cimahi</td>
</tr>
<tr>
<td>08.30 - 09.00</td>
<td>1st Plenary Lecture - Institutional Educational Quality Improvement for the National Level of Exit Exam</td>
</tr>
<tr>
<td>09.00 - 09.30</td>
<td>1st Plenary Lecture - Assessing the assessment tools</td>
</tr>
<tr>
<td>09.30 - 10.15</td>
<td>COFFEE BREAK</td>
</tr>
<tr>
<td>10.15 - 11.00</td>
<td>Symposium 1 &quot;Cognitive assessment&quot;</td>
</tr>
<tr>
<td>10.15 - 10.35</td>
<td>Lesson learnt from Item Analysis of MCQ - Sari Puspa Dewi</td>
</tr>
<tr>
<td>10.35 - 10.55</td>
<td>Standard setting in cognitive assessment - Janke Cohen-Schotanus</td>
</tr>
<tr>
<td>10.55 - 11.15</td>
<td>Oral assessment - validity and reliability - Yuri S Pratwl</td>
</tr>
<tr>
<td>11.15 - 11.30</td>
<td>Learning impact in cognitive assessment - Sylvia MS</td>
</tr>
<tr>
<td>11.30 - 11.45</td>
<td>Question &amp; Answer</td>
</tr>
<tr>
<td>11.45 - 12.30</td>
<td>FRIDAY PRAYER &amp; LUNCH</td>
</tr>
<tr>
<td>12.30 - 13.00</td>
<td>POSTER PRESENTATION</td>
</tr>
<tr>
<td>13.00 - 13.15</td>
<td>Symposium 2 &quot;Performance based assessment&quot;</td>
</tr>
<tr>
<td>13.00 - 13.20</td>
<td>Developing High Quality of OSCE - Agus Purwadlanto</td>
</tr>
<tr>
<td>13.20 - 13.40</td>
<td>Setting Standards for Performance-Based Assessments - Gandes Retno Rahayu</td>
</tr>
<tr>
<td>13.40 - 14.00</td>
<td>Psychometric’s evaluation in OSCE - Yuli Surya Puspantoro</td>
</tr>
<tr>
<td>14.00 - 14.15</td>
<td>Question &amp; Answer</td>
</tr>
<tr>
<td>14.30 - 14.45</td>
<td>Symposium 3 &quot;Developing Progress Test and Faculty Development on Student Assessment &quot;</td>
</tr>
<tr>
<td>14.30 - 14.45</td>
<td>Experience in Progress Test - Hendri Priyadi</td>
</tr>
<tr>
<td>14.45 - 14.50</td>
<td>Validity and Reliability of Progress Test - Titi Sallattu</td>
</tr>
<tr>
<td>14.50 - 15.05</td>
<td>Progress test to improve educational quality - Asti Pradiartini</td>
</tr>
<tr>
<td>15.05 - 15.20</td>
<td>Question &amp; Answer</td>
</tr>
<tr>
<td>15.20 - 15.30</td>
<td>COFFEE BREAK</td>
</tr>
</tbody>
</table>

Saturday, March 28th, 2015

<table>
<thead>
<tr>
<th>TIME</th>
<th>PROGRAM &amp; SPEAKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.00 - 09.00</td>
<td>Re-Registration</td>
</tr>
<tr>
<td>09.00 - 09.15</td>
<td>Workshop B &quot;Professionalism assessment&quot;</td>
</tr>
<tr>
<td>09.00 - 09.15</td>
<td>Workshop B &quot;Innovative setting in low stakes assessment&quot;</td>
</tr>
<tr>
<td>09.00 - 09.25</td>
<td>Workshop C &quot;Developing Best Quality in OSCE&quot;</td>
</tr>
<tr>
<td>09.00 - 09.25</td>
<td>Workshop C &quot;Assessment in low stakes assessment&quot;</td>
</tr>
<tr>
<td>09.25 - 09.30</td>
<td>Workshop D &quot;Developing Best Quality in OSCE&quot;</td>
</tr>
<tr>
<td>09.25 - 09.30</td>
<td>Workshop D &quot;Innovative setting in low stakes assessment&quot;</td>
</tr>
<tr>
<td>09.25 - 09.35</td>
<td>COFFEE BREAK</td>
</tr>
<tr>
<td>10.00 - 10.40</td>
<td>Symposium 5 &quot;Assessment in Community Based Approach&quot;</td>
</tr>
<tr>
<td>10.00 - 10.40</td>
<td>Symposium 5 &quot;Developing assessment in Community Based Assessment&quot;</td>
</tr>
<tr>
<td>10.00 - 10.40</td>
<td>Symposium 6 &quot;Workplace Based Assessment&quot;</td>
</tr>
<tr>
<td>10.00 - 10.40</td>
<td>Symposium 6 &quot;Developing assessment in Workplace Based Assessment&quot;</td>
</tr>
<tr>
<td>10.40 - 10.50</td>
<td>Question &amp; Answer</td>
</tr>
<tr>
<td>10.50 - 11.30</td>
<td>Symposium 7 &quot;Further issue on Student Assessment&quot;</td>
</tr>
<tr>
<td>10.50 - 11.30</td>
<td>Symposium 7 &quot;Further issue on Student Assessment&quot;</td>
</tr>
<tr>
<td>11.30 - 11.45</td>
<td>Question &amp; Answer</td>
</tr>
<tr>
<td>11.45 - 12.00</td>
<td>LUNCH BREAK</td>
</tr>
<tr>
<td>12.00 - 13.00</td>
<td>POSTER PRESENTATION</td>
</tr>
<tr>
<td>13.00 - 13.40</td>
<td>ORAL PRESENTATION II</td>
</tr>
<tr>
<td>13.00 - 13.40</td>
<td>CLOSING CEREMONY &amp; COFFEE BREAK</td>
</tr>
</tbody>
</table>
### Oral Presentation Session I
Friday, 27 March 2015
1.00 - 3.00 PM

<table>
<thead>
<tr>
<th>No.</th>
<th>ID</th>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AB001</td>
<td>Agus Sunatha</td>
<td>Module Obstetrics and Gynecology With Specificity In The Semiringkai</td>
</tr>
<tr>
<td>2.</td>
<td>AB002</td>
<td>Simplicia M. Anggrahini</td>
<td>Pediatric Clerkship Learning Module</td>
</tr>
<tr>
<td>3.</td>
<td>AB005</td>
<td>Stef D. Soka</td>
<td>Modul Materi Dasar Ilmu Bedah pada Kegiatan Kepaniteraan Klinik di Fakultas Kedokteran Universitas Nusa Cendana Kupang</td>
</tr>
<tr>
<td>4.</td>
<td>AB006</td>
<td>Farida Nur Ain</td>
<td>Student's Prespective on ECG Interpretation Skill: A Problem Identification</td>
</tr>
<tr>
<td>5.</td>
<td>AB011</td>
<td>Titi Savitri Prihatiningsih</td>
<td>Qualitative Analysis of Block Evaluation at Faculty of Medicine Universitas Gadjah Mada</td>
</tr>
<tr>
<td>6.</td>
<td>AB018</td>
<td>Hikmah Muktamiroh; Sri Wahyuningsih</td>
<td>Student Perception Towards Sanctions of Academic Integrity Violation</td>
</tr>
<tr>
<td>7.</td>
<td>AB026</td>
<td>Ali Taufan; Sylvia MS.</td>
<td>Bioethic Curriculum Evaluation and Development</td>
</tr>
<tr>
<td>8.</td>
<td>AB024</td>
<td>Hanna Windyantini</td>
<td>Evaluation Of Community Based Medical Education In Medical Faculty Of UPN “Veteran” Jakarta, a Qualitative Study</td>
</tr>
</tbody>
</table>

### Oral Presentation Session II
Saturday, 28 March 2015
1.00 - 3.00 PM

<table>
<thead>
<tr>
<th>No.</th>
<th>ID</th>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AB003</td>
<td>Zulaika Nur Afifah</td>
<td>Student Assessment of The Tutor, Lecturer, and Learning Outcomes</td>
</tr>
<tr>
<td>2.</td>
<td>AB004</td>
<td>Zayadi Zainuddin</td>
<td>Basic Clinical Skills Learning on Medical Students: Is Peer Assisted Learning (PAL) Method is More Effective Compared Expert Assisted Learning (EAL) Method?</td>
</tr>
<tr>
<td>3.</td>
<td>AB007</td>
<td>Atik Maftuhah</td>
<td>Reliability of Cheklist Instrument used in ECG OSCE Station and Qualitative Analysis of Students' Pass-fail Impact</td>
</tr>
<tr>
<td>4.</td>
<td>AB008</td>
<td>Amandha Boy Timor R.</td>
<td>Self Directed Learning Readiness and Learning Environment Perception: Description on Each Year of Medical Students</td>
</tr>
<tr>
<td>5.</td>
<td>AB009</td>
<td>Ratna Kusumawati</td>
<td>Readiness for Self Directed Learning in Medical Student: Five Years Implementation of Problem Based Learning</td>
</tr>
<tr>
<td>6.</td>
<td>AB011</td>
<td>Siti R. Projosasmito</td>
<td>Student's Made Handout As An Alternative Learning Resources</td>
</tr>
<tr>
<td>7.</td>
<td>AB012</td>
<td>Laila Isrona</td>
<td>Reflection Of Assessor and Student on The First OSCE Implementation</td>
</tr>
<tr>
<td>8.</td>
<td>AB025</td>
<td>Nurul Aida Fathya</td>
<td>Development of OSVE in Professionalism and Ethic Assessment in First Year Medical Student</td>
</tr>
</tbody>
</table>
## Poster Session 1
**Friday, 27 March 2015**
**12.30 - 13.30 PM**

<table>
<thead>
<tr>
<th>No.</th>
<th>ID</th>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AB013</td>
<td>Ariani Ratri Dewi; Aris Rosida</td>
<td>Perbandingan Tingkat Pencapaian Blok Sensoris Khusus I dan II Mahasiswa Fakultas Kedokteran</td>
</tr>
<tr>
<td>2.</td>
<td>AB015</td>
<td>Dini Wahyuningsih; Dini Sri Damayanti</td>
<td>Gambaran Hasil Perbaikan Modul Blok Homeostasis</td>
</tr>
<tr>
<td>3.</td>
<td>AB017</td>
<td>Sophie Dwiyanti; Dwi Tyastuti</td>
<td>&quot;Using Transcript of Patient-doctor Interview and Case Scenario&quot;: An Innovative Use in A Communication Module</td>
</tr>
<tr>
<td>4.</td>
<td>AB018</td>
<td>Hikmah Muktamiroh; Sri Wahyuningsih</td>
<td>Study of &quot;Background&quot; Description of Academic Integrity Violation, A Case Study</td>
</tr>
<tr>
<td>5.</td>
<td>AB020</td>
<td>Amalia N. Setyawati</td>
<td>The Impact of Constructed Laboratory Practical Work in Biochemistry Integrated Learning Strategy (ILS) Teaching</td>
</tr>
<tr>
<td>6.</td>
<td>AB023</td>
<td>Meita Hendrianingtyas</td>
<td>Venous Blood Sampling Procedure As A Clinical Laboratory Skill for 3rd Semester Medical Students</td>
</tr>
<tr>
<td>7.</td>
<td>AB026</td>
<td>Astrin Fabiola; Sylvia MS.; Welly R.</td>
<td>The Difference of Learning Impact in Written and Oral Assessment</td>
</tr>
</tbody>
</table>

## Poster Session 2
**Saturday, 28 March 2015**
**12.30 - 13.30 PM**

<table>
<thead>
<tr>
<th>No.</th>
<th>ID</th>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AB014</td>
<td>Rima Zakiya; Zalia Heffira</td>
<td>Perbandingan Pencapaian Nilai Blok Neurosensori I dan Neuropsikiatri Mahasiswa FK UNISMA</td>
</tr>
<tr>
<td>2.</td>
<td>AB016</td>
<td>Dini Sri Damayanti; Yoyon Arif Martino</td>
<td>Gambaran Efek Perbaikan Modul Blok Basic Principle I terhadap Pencapian Nilai Mahasiswa FK UNISMA</td>
</tr>
<tr>
<td>3.</td>
<td>AB019</td>
<td>Dwi Tyastuti; Devy Ariany</td>
<td>Simulation of Community-Based Interprofessional Collaboration (Sim-COMIC): Strengthening The Interprofessional Teamwork Among Health and Non-health Providers in Primary Care</td>
</tr>
<tr>
<td>4.</td>
<td>AB021</td>
<td>Laila Isrona</td>
<td>An Analysis of One-Best MCQ Item of the Introduction Midwifery Block Examination</td>
</tr>
<tr>
<td>5.</td>
<td>AB025</td>
<td>Nurul Aida Fathya</td>
<td>Bioethic Curriculum Evaluation : Need Assessment</td>
</tr>
<tr>
<td>6.</td>
<td>AB028</td>
<td>Yunitasari; Sylvia MS.; Dewi R.H.</td>
<td>The Correlation Between Student's Perception of Tutor and The Quality of Self Directed Learning in Step 6 Tutorial.</td>
</tr>
<tr>
<td>7.</td>
<td>AB027</td>
<td>Rezanda; Irwanto; Sylvia MS.</td>
<td>The Anxiety of Oral Assessment in Undergraduate Student</td>
</tr>
</tbody>
</table>
Content

MESSAGE
Dean
Chairman
UMED UPDATE COMMITTEE
SCIENTIFIC PROGRAMME
CONTENT

KEY NOTE SPEAKER
Institutional educational quality improvement for the National level of exit exam
Tri Hanggono Achmad

PLENARY SESSION
Assessing the assessment tools
Gandes Retno Rahayu
The new concepts to develop the quality of student assessment
Janke Cohen-Schotanus

SYMPOSIUM 1
Lesson learnt from Item Analysis of MCQ
Sari Puspa Dewi
Standard setting in cognitive assessment
Janke Cohen-Schotanus
Oral assessment: validity and reliability
Yuni S. Pratiwi
Learning Impact in cognitive assessment
Sylvia MS.

SYMPOSIUM 2
Developing High Quality of OSCE
Sankaranarayanan
Setting Standards for Performance-Based Assessments
Gandes Retno Rahayu
Psycometric's evaluation in OSCE
Yayi Suryo Prabandari

SYMPOSIUM 3
Experience of Faculty of Medicine Andalas University with Progress Test
Detty Iryani
Validity and Reliability of Progrest Test
Ardi Findyartini

SYMPOSIUM 4
Developing criteria in professionalism assessment
Agus Purwadianto
Method and Psycometric's review of Professionalism assessment
Yayi Suryo

SYMPOSIUM 5
Developing criteria in Community Based Assessment
Diantha Soemantri
Assessment method in community setting
Mora Claramenta
Experience on assessment of CBE
FK UNHAS

SYMPOSIUM 6
The principle theory of workplace based assessment
Ova Emilia
Implementing Mini-CeX in Indonesia
Yoyo Suhoyo

SYMPOSIUM 7
Research in Student Assessment
Titi Savitri Prihatiningtyah
Developing IT for student Assessment
Kunik Darsano
Faculty development on student assessment regulation
Lis Inoyati
WORKSHOP
Developing Assessment of Professionalism in Undergraduate Setting
Agus Purwadianto
Standard Setting in low stakes assessment
Janke Cohen-Schotanus
Developing Best Quality in OSCE
Sankaranarayanan
We PASS With A
Gandes Retno Rahayu

ABSTRACTS
SHORT COMMUNICATION
Module Obstetrics and Gynecology With Specificity In The Semiringkai
Agus Sunatha
Pediatric Clerkship Learning Module
Simplicia M. Anggrahini
Modul Materi Dasar Ilmu Bedah pada Kegiatan Kepaniteraan Klinik di Fakultas Kedokteran Universitas Nusa Cendana Kupang
Stef D. Soka
Student's Prespective on ECG Interpretation Skill : A Problem Identification
Farida Nur Aini
Qualitative Analysis of Block Evaluation at Faculty of Medicine
Universitas Gadjah Mada
Titi Savitri Prihatiningsih
Student perception towards sanctions of academic integrity violation
Hikmah Muktamiroh, Sri Wahyuningsih
Bioethic curriculum evaluation and development
Ali Taufan; Sylvia MS ; Nurul Aida
Evaluation Of Community Based Medical Education In Medical Faculty Of UPN "Veteran" Jakarta, a Qualitative Study
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Student assessment of the tutor, lecturer, and Learning outcomes
Zulaika Nur Affah
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Zayadi Zainuddin
Reliability of Checklist Instrument used in ECG OSCE Station and Qualitative Analysis of Students' Pass-fail Impact
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Self Directed Learning Readiness and Learning Environment Perception: Description on Each Year of Medical Students
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Ratna Kusumawati
Student's Made Handout As An Alternative Learning Resources
Siti Rokhamah Projosasmito
Reflection Of Assessor and Student on The First OSCE Implementation
Laila Israna
Development of OSVE in professionalism and ethic assessment in first year Medical Student
Nurul Aida Fathyia
Perbandingan Tingkat Pencapaian Blok Sensoris Khusus I dan II Mahasiswa Fakultas Kedokteran
Ariani Ratni Dewi dan Aris Rosida
Gambaran Hasil Perbaikan Modul Blok Homeostasis
Dot Wahyuningsih, Dini Sri Damayanti
"Using transcript of patient-doctor interview and case scenario": an innovative use in a communication module
Sophie Dwiyanti, Dwi Tyastuti
Study of "background" description of academic integrity violation, a case study
Hikmah Muktamiroh, Sri Wahyuningsih
The impact of constructed laboratory practical work in Biochemistry integrated learning strategy (ILS) teaching
Amallio N. Setyawati
## Content

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venous Blood Sampling Procedure As A Clinical Laboratory Skill</td>
<td>56</td>
</tr>
<tr>
<td>For 3rd Semester Medical Students</td>
<td></td>
</tr>
<tr>
<td>Meita Hendrianingtyas</td>
<td></td>
</tr>
<tr>
<td>The difference of learning impact in written and oral assessment</td>
<td>57</td>
</tr>
<tr>
<td>Astrin Fabiola; Sylvia MS; Welly R</td>
<td></td>
</tr>
<tr>
<td>Perbandingan Pencapaian Nilai Blok Neurosensori I dan Neuropsikiatri</td>
<td>58</td>
</tr>
<tr>
<td>Mahasiswa FK UNISMA</td>
<td></td>
</tr>
<tr>
<td>Rima Zakiya dan Zalia Heffira</td>
<td></td>
</tr>
<tr>
<td>Gambaran Efek Perbaikan Modul Blok Basic Principle 1 terhadap Pencapian</td>
<td>60</td>
</tr>
<tr>
<td>Nilai Mahasiswa FK UNISMA</td>
<td></td>
</tr>
<tr>
<td>Dini Sri Damayanti dan Yoyon Arif Martino</td>
<td>62</td>
</tr>
<tr>
<td>Simulation of Community-Based Interprofessional Collaboration</td>
<td></td>
</tr>
<tr>
<td>(Sim-COMIC): Strengthening The Interprofessional Teamwork Among</td>
<td></td>
</tr>
<tr>
<td>Health and Non-Health Providers in Primary Care</td>
<td></td>
</tr>
<tr>
<td>Dwi Tyastuti, Devy Arians</td>
<td>63</td>
</tr>
<tr>
<td>An Analysis of One-Best MCQ Item of The Introduction Midwifery Block</td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td></td>
</tr>
<tr>
<td>Laila Isrona, Yulizawati</td>
<td>64</td>
</tr>
<tr>
<td>Bioethics and Humaniora Curriculum Evaluation at Medical Faculty</td>
<td></td>
</tr>
<tr>
<td>University of Jenderal Achmad Yani</td>
<td></td>
</tr>
<tr>
<td>Sylvia Mustika, Nurul Aida, Ali Taufan, Andri A Rusman, Aria Yudistira</td>
<td></td>
</tr>
<tr>
<td>The Correlation Between Student's Perception of Tutor and The Quality</td>
<td>65</td>
</tr>
<tr>
<td>of Self Directed Learning In Step 6 Tutorial</td>
<td></td>
</tr>
<tr>
<td>Yunitasari; Sylvia MS; Dewi RH</td>
<td></td>
</tr>
<tr>
<td>The anxiety of oral assessment in undergraduate student</td>
<td>66</td>
</tr>
<tr>
<td>Rezanda; Irwanto; Sylvia MS</td>
<td></td>
</tr>
</tbody>
</table>

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Abstract Symposium
Institutional Educational Quality Improvement for The National Level of Exit Exam

by: Tri Hanggono Achmad
Dean of Faculty of Medicine, Universitas Padjadjaran
Chairperson of Asosiasi Institusi Pendidikan Kedokteran Indonesia (AIPKI)

Abstract

The objective of the implementation of national exit exam for medical doctor is to ensure the standardization of graduate medical doctor. This examination is conducted 4 times per year and the result should be used to evaluate the quality of medical education. How the data from national exit exam used by the institution to improve its quality will be elaborated in this presentation.

Assessing The Assessment Tools

by: Gandes Retno Rahayu

Abstract

In order to maintain and improve its quality, the assessment has to be assessed. There are several aspects that should be assessed, including validity, reliability, comparability, fairness, educational impacts, capability to stimulate self-assessment and reflection, acceptability, and feasibility. This session will discuss criteria and indicators for each aspect to guide the application in routine practice.
Lesson Learnt from Item Analysis of MCQ

by: Sari Puspa Dewi
Dept. of Public Health, Faculty of Medicine, UniversitasPadjadjaran

Abstract

Multiple-choice question (MCQs) are the most frequent used assessment tool to evaluate knowledge of students. This type of question is implemented because it can cover a wide variety of items and objectivity. MCQ can be analyzed as post-assessment evaluation in less time and the result is an excellent source of information about the items. This is useful in evaluating the quality of the item. The quality of items depends upon its difficulty index, discrimination index and function of the distractor. Later on the items can be stored in item bank, re-evaluate and re-use for further examination. Therefore, the result of item analysis should be reported to the item writer for evaluation purpose. This process should be conducted regularly in all institutions for beneficiary of maintaining the quality of student assessment system.

Modern medical curricula aim to prepare students for the health care of the 21st century within their own (cultural) context. Therefore, medical curricula focus on students' knowledge competences and professionalism. In order to guarantee that medical students reach the required levels, their performances have to be assessed. To do so correctly, the assessment program has to align with the educational program of a curriculum.

For the assessment of knowledge several assessment instruments are available and the reliability and validity of such instruments are studied quite extensively. However, it is difficult to assess some competencies and particularly professionalism through standardized assessment instruments. Therefore, more unstandardized assessment methods are needed and the downside is that the measurements or judgments are more subjective. For the quality of unstandardized instruments the users are important; many independent subjective judgments may result in an objective end judgment. To gather many judgments, longitudinal assessment programs are needed in which several clinical professionals participate. This development is in medical education also referred to as the shift from assessment of learning to assessment for learning.
Standard Setting in Cognitive Assessment

by: Janke Cohen-Schotanus

Abstract

Different methods of standard setting generate widely divergent test results. In general, there is no gold standard for setting pass/fail standards for tests. In this presentation, compare the advantages and disadvantages of absolute (criterion referenced) and relative (norm referenced) standard setting methods will be discussed. Absolute methods are used to ascertain whether students have attained a pre-set knowledge level. Relative methods are used to rank the students. Absolute fixed methods typically produce huge variations in failure rates and relative methods are characterised by large variations in pass levels. Standard setting methods have to be credible, defensible and, last but not least, affordable.

Oral Assessment: Validity and Reliability

by: Yuni S. Pratiwi
Fakultas Kedokteran-Universitas Padjadjaran

Abstract

Oral assessment has been developed and implemented at the Medical Faculty of Universitas Padjadjaran (FMUP) since 2001. Oral assessment plays a critical point to assess student's clinical reasoning skills and critical thinking that are achieved during problem-based learning (PBL) sessions. PBL curriculum facilitates understanding and application of the knowledge rather than memorize. Since assessment needs to become a picture of the curriculum itself especially tutorial process, FMUP develop and implement this tailor-made oral assessment method called Structured Objective Oral Case Analysis (SOOCA). Oral assessment has a noble history and somehow has been replaced by another modalities of assessment due to some disadvantages, but still, this method offers some advantages. Since competency outcome in health profession education nowadays strongly related with attitude, communication and critical reasoning, some learning outcome or curriculum demanding the use of oral assessment. More than a decade of implementation, we already gain some lessons learned regarding validity and reliability of oral assessment. The purpose of this session was to share the practice of oral assessment in health profession education in the context of the core assessment constructs of validity and reliability. Attending this session will inform participants of what has been tried previously, and hopefully, avoid them against repeating the same mistakes.
Learning Impact in Cognitive Assessment

by: Sylvia MS.

Abstract

"Assessment drives learning" is an extensive Miller's quote that comes up whenever we correlate the assessment and learning process. Surprisingly, the research about learning impact is not as much as psychometrics research on student assessment, even though this concept is actually grounding the student's learning development. The learning strategy is mediated by the student's perception on the assessment. Assessment may drive learning through the content, format, programming or regulation. Besides, the feedback on assessment also play important role in drive student's learning.

Unjani Medical Faculty has experience in developing the method on cognitive assessment (oral assessment) in addition with multiple choice questions. We study the difference on learning impact in both method of cognitive assessment. The research instrument was adapted from the Assessment Experience Questionnaire (AEQ). Our adapted AEQ (Indonesian version) contains two scales such as student effort, feedback and self evaluation, containing 26 items.

As the result, we found the significance difference of leaning impact in oral and written assessment. This result may due to the different mechanism of feedback and method. In oral assessment, student has to present their case analysis and marked by of two lectures. With this approach, students have more effort on learning and develop their ability not only in level "knows" but also "how" by solved the case analysis. This method also can provide their motivation to the deeper learning so student will enhance their learning quality.

We conclude that by developing our cognitive assessment method, we can facilitate the student's learning development.

Developing High Quality of OSCE

by: Sankaranarayanan Ramachandran
Medical Educator, The University of Manchester
Manchester Academic Health Science Centre, Manchester, United Kingdom

Abstract

Background
Assessment of performance and competencies is very important in health professional education, for this purpose OSCE techniques are widely used in both undergraduate and postgraduate programmes. The reliability and validity of any assessment depends on the quality of the tool developed. This workshop will focus on evidence based assessment principles primarily dealing with development of best format to align with the curriculum, and effective administration of OSCE.

Intended Outcomes
1. To develop better understanding of the academic and administrative considerations in a high-stakes OSCE
2. Delegates will complete OSCE constructing exercise with special emphasis on content selection, scoring rubrics, and standardisation of competency domains
3. Delegates will develop strategies to peer-review and use quality assurance framework

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Who Should Attend
Novice and intermediate level OSCE station developers and examiners

Keywords
Assessment, OSCE, Quality assurance, Medical education, Faculty development
Abstract

A standard is a statement about whether performance is good enough for a particular purpose. The standard defines the boundary between passing and failing, separates candidates who are competent from those who are not competent. It can be understood as a numerical answer to: "How much is enough?" or "How good is good enough?"

A method that is supported by a body of published research is preferable as a means of justifying the final result, as is a method that is transparent, and thus easy to implement and explain. Over time, a variety of different methods have evolved and they all have advantages and disadvantages depending on the specific application.

Although there are various methods in determining the cutoff point, there are four main categories, namely relative methods, absolute methods based on judgements about test questions, absolute methods based on judgements about individual examinees, and compromise.

This session will discuss various standard setting methods used in performance based assessment.
Experience of Faculty of Medicine Andalas University with Progress Test
by: Detty Iryani
Faculty of Medicine Andalas University

Abstract

This paper reports on educational experiences with an assessment method to assess knowledge in a problem-based learning context. This so-called progress test is a comprehensive test sampling knowledge across all content areas of medicine reflecting the end objectives of the curriculum. The test will be periodically given to all medical students in the curriculum regardless of their year of training. The format precludes the possibility for students to prepare themselves specifically, therefore preventing the often reported undesirable effects of objective tests such as memorization of facts and interference with tutorial group functioning. Our first experience in Faculty of Medicine Andalas University with a progress test was on 2014, a collaborative progress test with Faculty of Medicine Indonesia University and Faculty of Medicine Sebelas Maret University. This collaboration had some advantage especially in constructing item test and benchmarking institutions. The result test showed an increasing score in accordance with the level of students. Perception of students about progress test was good. Although progress test need additional demands in terms of organization, staff and finances, the progress test is widely accepted within FM-Unand and has definitely proven a feasible and effective assessment instrument that is congruent with our PBL curriculum.

Key word: PBL, progress test, collaborative

Progress Testing As a System to Improve Education Quality In Medical Schools
by: Ardi Findyartini
Department of Medical Education, Faculty of Medicine Universitas Indonesia
Head of Medical Education Unit, Faculty of Medicine Universitas Indonesia

Abstract

To educate and train future medical doctors is a long and winding journey both for students and medical schools. Medical schools have been striving to implement accountable outcome-based curricula and employing best practices in teaching, learning and assessment in response to current problems in health care. Competence achievement of medical graduates is then very critical to assure that the students and the medical schools are socially responsible as this will influence the quality of health care. This is a global phenomenon and is very relevant to Indonesia's current challenges. While assuring the achievement of final competences has become the focus of our medical schools, we often forget to secure the development of those competences during medical training and that our students' capacity are subjects to nurture. An excellent exit exam system in fact has been implemented for quite sometimes in Indonesia and the results have been used for educational quality improvement in some schools. The exit examination results often fail to drive curriculum improvement in each medical school. Some medical schools may focus on preparing their graduates to pass this examination without necessarily taking actions to assure the quality of the education and training.

This talk will discuss the importance of balancing assessment of competency achievement or 'assessment of learning' and 'assessment for learning' using progress test as a pivoting issue. Progress test is known as a written test administered regularly to all students at the same time in the medical program consisting of final year knowledge learning objectives administered to all participants regardless the course year.
Developing Criteria in Professionalism Assessment
by: Agus Purwadianto

Abstract

Given current evidence that progress test can be used to monitor the competence development, especially knowledge, among medical students throughout medical training, this assessment method can be incorporated in the assessment program of medical schools. Along with other assessment methods, progress test can be used as both formative and summative tools both for students and the schools.
Abstract

Professionalism has become one of the Indonesian medical doctor competencies since a decade and assessment of professionalism is important to guarantee that students have performed as required. The aims of this presentation are 1) to describe the development of professionalism education in medical school-FM UGM case; 2) to discuss methods to deliver and assess professionalism; and 3) to review the psychometric of professionalism assessment.

FM UGM formed a professional behavior team (PBT) to develop professional behavior education. Within a serial workshops, the PBT developed professional behavior curriculum and assessment in the undergraduate level of medical school. The curriculum consisted of a few expert lectures, integrating professional behavior into module scenarios and skills laboratory sessions. Students are assessed by simple professional behavior assessment by tutor in each small group discussion across block. Professionalism assessment is also integrated into OSCE. Compared to other professionalism assessment, the professional behavior assessment of tutor carried out by FM UGM is very simple. Indeed, psychometric evaluation on the professionalism assessment is challenging.

Keywords: professionalism, assessment, methods, psychometrics
Assessment Method In Community Setting
by: Mora Claramita

Abstract

Experience on Assessment of CBE;
Sharing From Unhas Experience

by: Syamsuar and Irwin Aras* (*Board of KKN-PK UNHAS)

Abstract

Educational assessment is the process of documenting in measurable forms, knowledge, skill, and attitudes. Assessment can focus on the individual learner and the learning community as an integrated educational system. Assessment is simply the process of collecting information about student learning and performance to improve education. A needs assessment is conducted so the target audience can verify its own level of knowledge and skill, its interests and opinions, or its learning habits and preferences. Collecting and analyzing needs assessment data allows the lecturer to describe the gap between what exists and what is needed. Filling the gap becomes the purpose of the generation on educational services and products. KKN-PK UNHAS programs specifically target documented needs are inherently effective and marketable. Assessment includes peer assessment and three hundred and sixty degree assessment. It reflects the goals and values of the program and helps board refine their teaching practices and grow as educators. The assessment provides a method to learn what has already been done and this allows the lecturer to make informed decisions on the students.

Keywords: KKN-PK UNHAS, peer assessment and educational assessment.
The principle theory of workplace based assessment

by: Ova Emilia

Abstract

The assessment of clinical performance in medicine is important but challenging. There is a great changing in the practice of clinical assessment, from historically unstructured, subjective to the recent reforms with workplace based assessment. Although many forms of assessment can be used to show a doctor's knowledge or competence, there is evidence that competence sometimes does not predict performance in clinical practice. One major advantage of workplace based assessment is its ability to evaluate performance in context. Another strength of workplace based assessment is its formative potential. A recently published guideline for the implementation of workplace based assessment emphasises the importance of using such tools as assessments for learning rather than solely as assessments of learning. The critical element required to achieve this is the provision of feedback from assessor to trainee, enabling the trainee to steer his or her learning towards desired outcomes. There is now convincing evidence that systematic feedback delivered by a credible source can change clinical performance, although there are many complexities that influence the effectiveness of feedback in practice.

Many different workplace based assessment methods exist, all designed to assess different aspects of performance. The assessment categories broadly can be grouped into observation of clinical activities, discussion of clinical cases and feedback from different sources. It is tempting to suggest that, because workplace based assessment requires the provision of feedback, and feedback can lead to learning and improved performance, the implementation of such assessment strategies will have a positive impact on doctors' learning and performance. This review shows that multisource feedback can lead to performance improvement, although individual factors, the context of the feedback, and the presence of facilitation have a profound effect on the response. There is no evidence that alternative workplace based assessment tools (mini-clinical evaluation exercise, direct observation of procedural skills, and case based discussion) lead to improvement in performance, although subjective reports on their educational impact are positive.
Research in Student Assessment

by: Titi Savitri Prihatiningsih
Department of Medical Education
Faculty of Medicine Universitas Gadjah Mada

Abstract

Student Assessment is a system. It is not a single method, but it is rather an overall system designed to assess students' achievement of learning outcome. As a system, it consists of input, process, output, and outcome. Therefore, an evaluation of a student assessment system covers those aspects. For doing this, an evaluation research could be used. Evaluation research is aimed to value the quality, effectiveness and efficiency of a system. It is used as the basis for evidence-based policy making -- in this case is student assessment system. Evaluation is different with monitoring. Monitoring is a continuous process that investigate what is happening within a system and uses the data collected to inform system implementation and day-to-day management and decisions. Whilst, evaluation is a periodic and objective assessment of a planned, on going or completed policy or system. Evaluations usually answer specific questions related to design, implementation and results of a policy or a system. Evaluation is carried out at discrete points in time and often collect outside perspectives.

Developing IT for Student Assessment

by: Kinik Darsono

Abstract

Assessment is not a single method, but it is rather an overall system designed to assess students' achievement of learning outcome. As a system, it consists of input, process, output, and outcome. Therefore, an evaluation of a student assessment system covers those aspects. For doing this, an evaluation research could be used. Evaluation research is aimed to value the quality, effectiveness and efficiency of a system. It is used as the basis for evidence-based policy making -- in this case is student assessment system. Evaluation is different with monitoring. Monitoring is a continuous process that investigate what is happening within a system and uses the data collected to inform system implementation and day-to-day management and decisions. Whilst, evaluation is a periodic and objective assessment of a planned, on going or completed policy or system. Evaluations usually answer specific questions related to design, implementation and results of a policy or a system. Evaluation is carried out at discrete points in time and often collect outside perspectives.

Assessment adalah proses penting dalam pendidikan. Teknologi Informasi biasa dimanfaatkan sebagai alat bantu dan alat duduk dalam penyelenggaraan assessment mahasiswa.

Prinsip dasar pemanfaatan teknologi informasi adalah 2H2M IT yaitu Hebat, Hemat, Mudah, Murah dan Tepat. Prinsip ini berlaku baik pada hardware, software, jaringan maupun sumber daya manusia.

Tecnologi informasi sangat cepat perkembangannya yang menyebabkan umur suatu teknologi sangat pendek dan cepat using. Strategi menerapkan teknologi informasi adalah kecepatan teknologi jangka pendek tetapi kontinu.

Kekeliruan pemilihan hardware menyebabkan pemborosan dana untuk membeli fitur yang tidak bermanfaat. Penerapan teknologi yang tidak didasarkan pada kesesuaian sumber daya manusia menyebabkan teknologi di satu masih terasa asing bagi dosen dan di sisi lain terasa usang bagi mahasiswa.

Software Learning Management System (LMS) bisa dikembangkan sendiri, membantu yang sudah jadi atau memanfaatkan software open source yang tidak berbayar. Sebaiknya selalu memilih software yang open source sehingga bisa dimodifikasi sesuai kebutuhan.

LMS open source gratis memberi beberapa keuntungan yaitu: hemat dana, memenuhi standard dan fitur yang berlaku internasional dan bisa dimodifikasi sesuai kebutuhan.

Ada beberapa fitur untuk assessment mahasiswa yang tersedia di LMS. Perlu dilakukan beberapa modifikasi agar fitur yang ada bisa lebih optimal untuk assessment mahasiswa kedokteran.

Secara umum LMS memiliki tools assessment seperti gambar samping:
Faculty Management in Student Assessment Regulation
(Experience)

by: lis Inayati

Abstract

In competence based curriculum, student assessment has impact the quality of academic management in health institution. Therefore, the assessment regulation has to become the focus on faculty development. The criteria of good assessment are validity, reliability, feasibility, educational impact and acceptability. From those criteria, the faculty involvement is not only for feasibility but also the other important criteria such as validity and reliability.

There are many problem during the assessment regulation, such as in the preparation phase (e.g. develop blueprint; item review, etc), implementation (e.g. time management, punishment, etc) and also evaluation of the assessment method and result. Those problem should be solve by a good program of faculty development such as : (1) professional development; (2) instructional development; (3) leadership; and (4) organizational development.

As conclusion, in order to receive the good criteria of assessment, the faculty development has to focus on the assessment regulation.
Developing Assessment of Professionalism in Undergraduate Setting

by: Agus Purwadianto

Abstract

Standard Setting in Low Stakes Assessment

by: Janke Cohen-Schotanus

Abstract

After a written test is administered, the standard for passing or failing has to be set. Teachers tend to favour absolute standards, because they like to ensure that students attained the required level of mastery. To set an absolute standard in a defensible way, expert panels are needed to determine the minimally acceptable level per item. However, panel procedures are too costly for in-house tests. As a consequence, absolute minimum pass levels are usually established in the form of a fixed percentage of test questions that is to be answered correctly. Different countries have different traditions in defining minimum pass levels. Unfortunately, the use of fixed standards often causes substantial variation in pass/fail decisions, because of test difficulty. On the other hand, relative standards can result in unacceptable low pass levels. In both cases, there is an undesirable mismatch between test results and expectations which diminishes the credibility and defensibility of the standard. To minimise these disadvantages, compromise methods have been developed.

During the workshop different standard setting methods will be discussed and applied to the same data set.
Developing The Best Quality OSCE

by: Sankaranarayanan Ramachandran
Medical Educator, The University of Manchester
Manchester Academic Health Science Centre, Manchester, United Kingdom

Abstract

Background
Assessment of performance and competencies is very important in health professional education, for this purpose OSCE techniques are widely used in both undergraduate and postgraduate programmes. The reliability and validity of any assessment depends on the quality of the tool developed. This workshop will focus on evidence based assessment principles primarily dealing with development of best format to align with the curriculum, and effective administration of OSCE.

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Keywords
Assessment, OSCE, Quality assurance, Medical education, Faculty development

We PASS with A: A Comprehensive Approach for Designing Competency-Based Assessment

by: Gandes Retno Rahayu

Abstract

Student assessment is a crucial aspect for successful teaching and learning. As competency consists of complex whole of knowledge, skills, and attitudes, no single assessment method is sufficient to assess competence. Therefore, combination of different assessment methods could enable teachers to better capture the complexity of competency and as such generate a more valid picture of the students’ development. The assessment of competency consequently calls for an assessment programme-approach.

WE PASS with A is an approach designed to guide step by step planning, implementing and evaluating a comprehensive assessment. It covers from the very first step that is writing the assessment blueprint to evaluation of the assessment itself.

After this workshop it is expected that the participants will be able to apply the WE PASS with A approach in their own contexts.

Interactive approach will be applied during the workshop.
**Abstract**

**Introduction:** Medical students at the stage of clinical work education are expected to perform the initial management of the problem in a comprehensive obstetrics and gynecology. Through module clinical practice obstetrics and gynecology at the basic obgyn examination, normal delivery care, delivery care pathological, gynecological cases; students must have competency in accordance with the relevant national curriculum in the field of internal medicine for the treatment of problems of health care professional, and able to manage cases obgyn with particularity in the field of "medical semiringkai" or medicine islands (archipelagomedicine) which leaves efficacy marungga, sei, tatobi and resin rods.

**Methods:** Clinical Practice Module preparation of Obstetrics and Gynecology include data search 10 of cases of disease in hospitalized patients and determination included in the section medicine semiringkai through meetings and brainstorming, literature studies, preparation of modules with mentoring, try out or test implementation module, evaluation or feedback stage module aims to evaluate the learning outcomes of young doctor with a formative evaluation (pretest and post-test, as well as mini-CEX), refinement module.

**Results:** Application Module Obgyn through the orientation phase to sharpen history and physical examination on a young doctor; stage of training to improve clinical practice in inpatient and poly Obgyn, with presentation case report, guard duty, bedside teaching, morning report, the evaluation phase to assess learning outcomes with a comprehensive examination in patients with mini-CEX assessment methods.

**Conclusion:** Module Obgyn with particularity in the field Semiringkai (archipelagomedicine) used in the Registrar’s Office section OBGYN clinic to prepare students to become doctors are able to survive working in remote areas in the region semiringkai, application modules in clinical practice is able to be applied on a young doctor with good results.

**Keywords:** module obgyn, medical semiringkai
Abstrak

Pendahuluan

Mahasiswa kedokteran pada tahap pendidikan praktik kepaniteraan klinik diharapkan mampu melakukan pengelolaan terhadap masalah kesehatan secara komprehensif. Melalui modul materi dasar kepaniteraan klinik ilmu bedah yang meliputi materi bedah emergency dan non emergency dalam delapan subdivisi Bedah diharapkan mahasiswa dapat memiliki kompetensi sesuai dengan kurikulum nasional.

Dengan adanya perubahan visi FK UNDANA yaitu "Fakultas terdepan dalam kedokteran semiringkai (archipelago medicine) yang mendunia pada tahun 2030", dilakukan penyesuaian pada isi modul ini untuk mencerminkan visi tersebut. Terkait dengan visi tersebut, perlu dipersiapkan dokter di daerah terpencil yang dapat terus mengembangkan dirinya, terutama dalam menghadapi kasus-kasus emergency bedah di lapangan dengan berbagai keterbatasan sarana sumber daya.

Metode Penyusunan Modul

1. Wawancara terhadap mahasiswa
2. Penelitian pendahuluan
3. Wawancara terhadap dosen
4. Studi literatur
5. Review oleh narasumber/reviewer

Diskusi

Berkaitan dengan pengembangan kedokteran semiringkai maka beberapa materi dasar khususnya dalam segi teknik operasi sengaja dialurkan hingga tingkat kompetensi empat dengan harapan sebagai seorang dokter umum dapat melakukan pertolongan awal dalam segi pembedahan sebelum merujuk pasien ke fasilitas pelayanan kesehatan yang lebih lengkap. Materi berdasarkan acuan penyakit terbanyak serta kasus krusial berkaitan dengan kondisi wilayah kepulauan yang menjadi faktor hambatan proses rujukan. Sebagai contoh materi yang meliputi teknik operasi hingga level kompetensi empat:

- Kateterisasi
- Sirkumsisi
- Sistostomi
- Torakosintesis dan Torakostomi/WSD dll

Kata kunci: Modul Ilmu Bedah FK Undana
Qualitative Analysis of Block Evaluation at Faculty of Medicine Universitas Gadjah Mada

by: Titi Savitri Prihatiningsih
Department of Medical Education, Faculty of Medicine Universitas Gadjah Mada

Abstract

Introduction

PBL has been applied worldwide and is argued to enhance cognitive learning due to its specific features, namely activation prior knowledge, elaboration, contextual learning, integration of knowledge, and collaborative learning. Faculty of Medicine UGM (FM UGM) has applied problem-based learning (PBL) strategy since 1985 for the Undergraduate Medical Education using block system. In this system, block is the backbone of the curriculum and the effectiveness of curriculum depend on the effectiveness of a block. There are 21 blocks to be completed in 7 semester during the Academic Phase. Starting the academic year of 2013/2014, FM UGM applied a new curriculum where the number of weeks for each block is reduced from 7 weeks to 6 weeks. The Quality Assurance Unit regularly conducts block evaluation at the end of each block.

Objective

To understand students' recommendation as written in the evaluation questionnaires.

Methods

A qualitative analysis using constant comparative method is applied for the students' comments and recommendations as written in the completed evaluation during the academic year of 2013/2014. For each block, on average 203 students from regular programme and 110 students from international programme completed the questionnaires. There are 3 block evaluations of the new curriculum included in this analysis, namely Block A.1., Block A.2 and Block A.3.

Results and Discussion

The most frequent emerging themes are lectures and tutorial discussion. Regarding the lectures, the following are the sub-themes identified: schedule, congruency, format and competence. For the tutorial discussion, the following are the sub-themes: congruency, competence and scenario.

Congruency appears very often. This is the core of an integrated curriculum where in a block different subjects and learning activities relevant to the respective block theme are organized together. There is a big possibility where during block construction congruency among different subjects and learning activities with block objectives are not fully met. The students – as the end user of the block – identify this.

Competences of lecturers and tutors may hamper the achievement of block objectives. Competences related to understanding the roles, ability to perform according to the roles and enthusiasm. It is surprising that students demand that lecturers and tutors should show enthusiasm.

Scheduling is a tricky arrangement in the block. There is no clear cut yet how many lectures should be delivered in a block to achieve the block objectives. Also scenario as the trigger to learn the concepts is frequently mentioned. Inappropriate scenario might divert students' learning during step 6 resulting in not achieving the block objectives.
Student Perception Towards Sanctions of Academic Integrity Violation, A Case Study

by: Hikmah Muktamiroh, Sri Wahyuningsih
Medical Faculty of UPN "Veteran" Jakarta

Abstract

Background: The efforts to develop a good academic integrity among medical students should be enforced, because academic dishonesty in universities is correlated with dishonesty in the workplace. Besides, the competency of professionalism is a doctor's competence requiring medical students to have a good morality, ethics, and discipline. Based on that concept, in a case of academic integrity violation at SOCA, the institution gives sanctions to students to build a better academic integrity.

Method: The students were asked to conduct a self-reflection and give response to the sanction that was given to them.

Result: Medical student reflection

Conclusion: Knowledge of handling academic integrity violation should be a competency of the teacher and the institution. Learning environment having contribution in the development of professional behavior of medical students.

Keywords: student perception-sanctions-academic integrity violation

Bioethics and Humaniora Curriculum Evaluation at Medical Faculty University of Jenderal Achmad Yani

by: Sylvia Mustika, Nurul Aida, Ali Taufan, Andri A Rusman, Aria Yudistira

Abstract

Background: Professionalism is the basic foundation Medical Competencies in worldwide. UNESCO has the Universal Declaration on Bioethics and Human Right that can be a background for developing the curriculum of professionalism, including bioethics and human rights in medical faculty. In Indonesia, the noble of professionalism is the first area in the standard of Indonesian doctor's competencies. Unjani Medical Faculty has develop the competence-based curriculum from 2007, and professionalism has a specific block named: Bioethic and Humaniora in the first year of curriculum. The aims of this study was to evaluate the bioethic and humaniora block in 2007 curriculum.

Methods: We use the Kirkpatrick's Model of Evaluation by developing the questionares and focus group discussion. To study the Reaction and Learning phase, the study was conducted to the undergraduate student (questionares to 214 students and 20 students in FGD, 45 lectures with questionares), followed by the Behavior and Result phase from clinical clerkship students (40 students in FGD).

Results: The reaction and learning phase: Students response reveal that 45% less interested in bioethics and humaniora curriculum, 45% said it was useful for daily life, 40% doubtful it can be used for other curriculum, 56% said need bioethics and humaniora curriculum transformation. Lecture respons reveal 54% said need specific bioethics and humaniora curriculum, 70% it was important for student, 34% said recent assessment methods has not been ideal and 48% feel doubtful in prior curriculum application. In the behavior and result phase (clerkship students) we found that they were theoretically understood about the basic concept of ethic and professionalism, they already have the insight of ethic dilemma, but it was seem that they need more experience to manage the ethical case and need the role model.

Resume: By this Kirkpatrick's evaluation, we found that the block curriculum of Bioethic and Humaniora in the first year curriculum of 2007 need to be reform, because it was found less interesting and low influence in Behavior and Result. This result is usefull for grounding the development of professionalism curriculum in Unjani Medical Faculty.

Keywords: curriculum, evaluation, bioethics, Kirkpatrick's.
Evaluation Of Community Based Medical Education In Medical Faculty Of UPN “Veteran” Jakarta, a Qualitative Study

by: Hanna Windyantini
Medical Faculty of UPN “Veteran” Jakarta

Abstract

Background
Community based education applied to experience in the faculty of medicine to solve health problems. This strategy is a breakthrough to achieve management of health problem competency. The implementation of the strategy certainly requires a great deal of support, guidelines, marking on the process of education and on the learning used as an assessment, summative and formative.

Methods
Secondary data of interview clinical public health student and clinical perceptors interview in medical education and observation report in process on community based education in Salaman, Magelang, Central Java.

Results
Feasibility of assessment format should be evaluated because not all assessments item filled by preceptor in accordance with guidelines.

Conclusion
Necessary of socialization of detailed format or the review of assessment and guidelines.

Keywords: evaluation, summative assessment, formative assessment, community based education.

Student Assessment of The Tutor, Lecturer, and Learning Outcomes In Neoplasma Block of Medicine Faculty UNS

by: Zulaika Nur Afifah
Medical Education Unit – UNS

Abstract

Introduction: An educational institution is always trying to encourage high student's learning quality. One of the effort is improvement of human resources such as tutors and lecturers, as well as curriculum development in accordance with the standards of student competence. Students assessments can be as a starting point in finding problems in a curriculum.

Objective: To determine student assessment of the tutors, lecturers and block's learning objectives.

Methods: This is a qualitative descriptive study. Study focus at comprehensive depiction of student perceptions of tutors, lecturers, and block's learning objectives. The samples are 120 second-year students who took the neoplasma block that taken by random sampling. Data obtained by physical information, interviews, and three questionnaires. Data were processing using comparative analysis with Sense-Making approach.

Results: The descriptive analysis showed there were 5 problem of tutors, 5 issues regarding faculty lecturer, and 6 blocks issues concerning learning objectives. From those 16 problems, were dominant discussed of professionalism aspects of tutors and lecturers, as well as learning objectives block that is too much and heavy for students.

Discussion: The problems that arise can be used as a measure of improvement in teaching and learning quality for the next block. Institution needs to develop human resources to conduct training and workshops, as well as revise the learning objectives that match the standard competence.

Keywords: students assessment, tutors, lecturers, learning objectives.
Basic Clinical Skills Learning on Medical Students: Is Peer Assisted Learning (PAL) Method is More Effective Compared Expert Assisted Learning (EAL) Method?

by: Zayadi Zainuddin, Utari Hartati Suryani, Novriantika Lestari
Faculty of Medical and Health, University of Bengkulu

Abstract

Background: Clinical skills is an integrated part in medical practice. Various clinical skills had been determined as an important competence for a physician. Learning techniques that had been used to teach clinical skills need to be considered and developed so the clinical skills can be taught properly and have a long resistance to be used on practice in the future.

Objective: To compare the basic clinical skills teaching methods between expert assisted learning (EAL) and peer assisted learning (PAL) method.

Method: An experimental study with randomized control trial design that use blinded examination. The population were medical students at FMH UB, who do not know the procedural skills and technique of setting up the urinary catheter on men and women. Samples are divided randomly for each group as control and experimental groups.

Results: The ability of medical students who used the expert assisted learning (EAL) method better than peer assisted learning (PAL) method on learning basic clinical skills. There is no statistical difference between two methods that affect the ability of basic clinical skills. Need more study that use other methods or a combination of these two methods to improve the ability of basic clinical skills on medical student.

Keywords: basic clinical skills, expert assisted learning, peer assisted learning

Reliability of Cheklist Instrument used in ECG OSCE Station and Qualitative Analysis of Students' Pass-fail Impact

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Abstract

Introduction: The OSCE has been recognised as useful instrument for the assessment of clinical skills. Checklist can be used as an instrument to assess students' performance on an OSCE station, so that learning process outcomes can be analyzed. A reliable assessment instrument will provide consistence and objective assessments. Therefore, evaluation of checklist instrument used in OSCE assessment should be analyzed due to students' pass-fail rate.

Objective: Estimate reliability of checklist instrument used in ECG OSCE station and analyze whether the assessment instrument has an impact on students' pass-fail.

Methods: This is a descriptive analytic research on ECG clinical skills' topic. Check list reliability test is measured with KR 21 Formula. Research samples are assessments of checklist used in ECG OSCE station (n = 238, evaluators = 11). Then, qualitative descriptive data are obtained by focus group discussion (FGD) between lecturers and students.

Result: Checklist instrument used in ECG OSCE station is reliable with value of coefficient α = 0.98 [Students pass the test = 199 (83.6%), students fail = 39 (16.4%)]. Data from FGD indicate that many students have no opportunities to train their skills, time of learning process in ECG topic is not quite enough, and ECG skill given before ECG tutorial is difficult for students.

Discussion: The assessment instrument of ECG topic is reliable. Assessment drive learning is not happened in this topic. Based on focus group discussion, students say that clinical skills learning process of ECG topic need to be improved.
**Self Directed Learning Readiness and Learning Environment Perception: Description on Each Year of Medical Students**

by: Amandha Boy Timor R., Ratna Kusumawati, Deyona Annisa Putri

Medical Education Unit, Sebelas Maret University

**Abstract**

**Background:** Self Directed Learning Readiness (SDLR) as one of Problem Based Learning (PBL) outcome. Student learn medical subject based on cases or current issue, and they explore what they should have to know and to do with it year by year. Exploration process of student learning influence by many factors, one known is learning environment (LE). Understanding of SDL and LE perception is important for intra and extra curriculum evaluation.

**Objective:** Description of SDLR and LE perception of student in each year.

**Method:** We measured SDLR with SDLR Scale-Nursing Education in 44 students (n= 132) and perception of LE were used DREEM (Dundee Ready Education Measure) questionnaire. Focus group discussion as supportive data to explore learning process in student perspective.

**Result:** The mean of SDLR score in each year were 2nd year= 152.59; 3 year = 151; year= 147.93. DREEM total score were: The mean score were 2nd year= 123.2; 3 year= 117.04; and 4 year = 117.37.

**Discussion:** There was decreasing SDLR in each year of student, but the LE was "more positive than negative". Lack of student guidance such as not clearly defined learning objectives and many materials in short time of block were major student cases. Student need clear perception the objectives and what should they learned in process, by tutor feedback. Furthermore, assessing the assessment as well as evaluation of PBL process should be concerned.

**Conclusion:** Decreasing SDLR in PBL method of FK UNS were caused by some negative perception of LE. Recommendation: to study about learning style and student motivation in PBL.

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**Readiness for Self Directed Learning in Medical Student: Five Years Implementation of Problem Based Learning**

by: Ratna Kusumawati, Amandha Boy Timor R., Deyona Annisa Putri

Medical Faculty, Sebelas Maret University

**Abstract**

**Introduction:** An integrated PBL curriculum has been used in medical education at Sebelas Maret University for five years. The implementation of Problem Based Learning (PBL) can be evaluated from the students readiness for Self Directed Learning (SDL). Integrated PBL curriculum is believed can develop the Self Directed Learning Readiness (SDLR).

**Objective:** This study was investigated the level of SDLR of medical students and compare across years after five years the implementation of PBL.

**Method:** The readinesses for SDL of year 1 - 4 medical students were measured using SDLR Scale-Nursing Education. A total of 176 from year 1 to 4 students were selected using a stratified random sampling. The data was analyzed using ANOVA.

**Result and Discussion:** The mean of SDLR scores were not significantly different across years of study (one way anova F 1.332, p = 0.265). The highest SDLR score was observed in the year 1 students. The mean score was showed decreasing from year 1 to 5 students and the lowest SDLR score was observed in the year 4 students. The three subscale scores (self-management, desire of learning, and self-control) from year 1 to 5 students showed relatively similar characteristics. The lowest subscale score was self-management.

**Conclusion:** The study found no difference in the readiness for self-directed learning across years of study after five years implementation of PBL. The lowest subscale score from year 1 to 4 student is self-management.

**Keywords:** self directed learning, problem based learning, medical education
Student's Made Handout As An Alternative Learning Resources

by: Siti Rokhmah Projosasmito1, Savitri Shitarukmi1, Natalia Desi Sriyanti Salamba1, Maharini Batti Sorring2

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2 Prodi Pendidikan Dokter, FK. Universitas Gadjah Mada, Yogyakarta

Abstract

Background: This study is aimed to explore student's perspective on the student's made handout as an alternative learning resources in their learning process during study in faculty of Medicine. Further, this study also explore why the student love to use this type of learning resources.

Method: This is a qualitative study using focus group discussion method to collect the data. Three group of students consist of 7 students who organised the production of the handout and 14 students who act as handout user were interviewed in three separate FGD session. The sessions then transcribed and analysed using qualitative content analysis method. The FGD transcript was analysed and categorised by three coder.

Discussion: The students use the handout for their daily learning process. They use it as information sources for tutorial and block assessment. The handout sometime act as primary sources and even as the only source students use. Reasons on this act was handout is come from lecture's slide and most of the assessment item is come from the lecture. The other reason is it is easy to be understand rather than the other learning resources, e.g. textbook. However, students also realised that the handout is not perfect and contain some mistakes. So, they wish that in the future, their made handout is read by the lecturer before delivered to students.

Conclusion: Students made handout can be used as an alternative learning resources. However, it is needed to be kept as an alternative in nature and not as a primary sources. Students need to be able to find information from various sources during their study in the faculty. To increase the quality of students made handout, the lecturer need to check up the validity of the information delivered on it.

Reflection of Assessor and Student on The First OSCE Implementation

by: Isrona L., Nofita E., Afriani N., Pertiwi D., Meinapuri M., Syah NA.

Abstract

Objectives: OSCE (Objective Structured Clinical Examination) is one of clinical performance assessment, which is implemented at Medical Faculty Andalas University (MFAU) since 2008 for the fourth year students as part of final year examination. After evaluating impact of OSCE on students’ learning experience, we decided to also deliver OSCE at the end of each semester. This semester OSCE was implemented for the first time in January 2015, for the cohort of first year student (2014 curriculum). The OSCE consisted of 10 stations, 5 minutes each. We investigated students and assessors’ perspectives of this experience.

Methods: Two hundred students and sixty teachers participated in this study by submitting their written reflection on the semester OSCE implementation. The students’ and teachers’ reflections were analyzed thematically.

Results: The students reported their lack of confidence in performing tasks in every stations. These happened because they were not accustomed yet to do the procedure and the time for performing the procedures were limited. On the other hand, assessors identified and reported some students’ weaknesses and faults in performing the OSCE tasks, as well as suggestions for improving skill training program. The assessor also gave feedback for the implementation of the next OSCE itself including patient simulation and preparing each station.

Conclusion: Students’ and assessors’ reflections are useful for increasing the effectiveness of OSCE to improve students’ learning experience. Besides, the reflections could improve the capacity of the Faculty in developing and delivering OSCE.

Key words: evaluation, OSCE, reflection.
Profesionalism, Bioethics, Humaniora and Legal (PBHL) Module Evaluation using Objective Structured Video Examinations (OSVEs) In Unjani Medical Faculty

by: Nurul Aida Fathya; Ali Taufan; Sylvia MS
Forensic and Medicolegal Laboratorium Medical Faculty Unjani

Abstract

Background: Professionalism, bioethics, humaniora and legal (PBHL) module consists of moral, religions in profession, bioethics, health law, medicolegal, anthropom and health sociology. One of learning methods applied in this module was video reflection and video roleplay. Those videos were used in Objective Structured Video Examinations (OSVEs), which is the summative evaluation in PBHL module. The aim of this study was to evaluate students' perception about OSVEs and to analyze OSVEs questions.

Methods: Subject in this study is first year Unjani medical faculty students which take part in PBHL module. There were group of multiple choice questions related to four videos in this examinations, duration between 1-3 minutes. This OSVEs contains 18 questions to assess students' ability in understanding bioethics theories. Questionnaire consist of 10 questions about video quality and question suitability used to evaluate students' perception. OSVEs questions analysis was done to determine level of difficulty.

Results: From 18 questions consist of 13 (72.22%) about basic moral principles, 4 (22.22%) about moral foundation and 1 (5.56%) about school of thought. We divided three level of difficulty and found 10 (55.56%) in easy category, 7 (38.89%) intermediate and 1 (5.56%) difficult. Questionnaire revealed 91.98% students consider the visual quality was good, 69.87% the audio quality was good, 89.10% the video suitable for answering questions, 92.95% like OSVEs method and 88.46% consider 4 questions was suitable for each video.

Resume: OSVEs is economic method that can be used in assess knowledge about basic moral principles in PBHL. Improvement in video quality and question composition require in future.

Kata kunci: Evaluation, OSVEs, PBHL
ID:ABO13

Perbandingan Tingkat Pencapaian Blok Sensoris Khusus I dan II Mahasiswa Fakultas Kedokteran

oleh: Ariani Ratri Dewi dan Aris Rosida
Dosen FK UNISMA

Abstrak

Latar Belakang dan Tujuan

Metode Penelitian

Hasil dan Diskusi
Jumlah mahasiswa yang memperoleh minimal nilai B pada blok sensoris khusus I dan II pada tahun ajaran 2012-2013 lebih banyak dibandingkan tahun ajaran 2011-2012 (sensoris khusus 1 didapatkan 76,8% vs 75% sedangkan sensoris 2 didapatkan 65,5% vs 71,7%).


Kesimpulan
Secara umum, hasil akhir blok Sensoris Khusus tahun 2012/2013 lebih baik dibandingkan dengan tahun ajaran sebelumnya, bisa terjadi karena adanya perbaikan proses belajar mengajar.
Gambaran Hasil Perbaikan Modul Blok Homeostasis

oleh: Doti Wahyuningsih, Dini Sri Damayanti
Dosen FK UNISMA

Abstrak


Metode Penelitian


Hasil dan Diskusi: Berdasarkan hasil pencapaian nilai Blok Hoemostasis pada tahun ajaran 2013·2014 tampak persentase jumlah mahasiswa yang mendapat nilai minimal B lebih banyak dibandingkan persentase jumlah mahasiswa ditaahun ajaran 2012·2013 (50% vs 20%). Persentase jumlah mahasiswa yang tidak lulus pada tahun ajaran 2013-2014 lebih kecil dibandingkan pada tahun ajaran 2012·2013 (7,4 % vs 35,4%). Peningkatan ini menunjukkan adanya perbaikan proses secara keseluruhan yang ditunjukkan dengan hasil kuisiioner yang cukup baik yaitu mayoritas diatas 60% mengenai proses pembelajaran yaitu mulai dari materi tutorial, materi penunjang, kuliah pakar, CSL, dan ujian praktikum. Kesulitan memahami skenario, kurangnya persiapan ujian praktikum, dan pemateri kuliah yang tidak baik menjadi faktor utama ketidak berhasilan mahasiswa mencapai nilai minimal B. Penelitian ini mempunyai kelemahan karena membandingkan antara subyek dan model paparan yang berbeda, serta tidak dilukakannya analisa statistik menyebabkan kemungkinan terjadi bias cukup tinggi.


"Using Transcript of Patient-Doctor Interview and Case Scenario": An Innovative Use in A Communication Module

by: Sophie Dwiyanti, Dwi Tyastuti
Faculty of Medicine and Health Sciences, Syarif Hidayatullah State Islamic University, Jakarta, Indonesia

Abstract

Background: Communication skills are an essential element of professionalism. Effective, clear and sensitive communication with patients, relatives, colleagues and other professionals is the essential physician skill. The objective of this study was to evaluate the medical students' communication skills by using transcript of patient-doctor interview and case-scenario.

Method: in two-days workshop, 98 first-year students participated in role-play teaching sessions supervised by experienced tutors. Students practice communication skills in two steps: firstly, practice communication with template of case-scenario and secondly, practice communication with the template of transcript of patient-doctor interview. Students practice in small groups that consisted of four members. A student acted as patients presenting with common medical conditions; two students performed the history-taking and a student observed them using a guide based on the Calgary-Cambridge framework. A trained teacher gave feedback. The course was evaluated through a semi-structured questionnaire and students were assessed through their observations.

Result: Post-project survey data showed that medical students perceived that the case-scenario and transcript of patient-doctor interview exercises improved their confidence and skill in communication skills. Practicing the communication skills by using transcript of patient-doctor interview were easier to act as a patient and a doctor than using case-scenario. The transcript of patient-doctor interview have increased students' awareness of patients' conditions, empathy between patient-doctor, and students' skills in communication.

Conclusion: The findings supported the continued use of the case-scenarios and transcript of patient-doctor interview as the teaching strategies in communication module.
Study of “Background” Description of Academic Integrity Violation, A Case Study

by: Hikmah Muktamiroh, Sri Wahyuningsih
FK UPN “Veteran” Jakarta

Abstract

Background: Academic dishonesty was reported happened in many place all over the world. Concern that a thorough was needed to control that behavior, to achieve noble professionalism competency which is a doctor competency, demands student to have moral, ethics and discipline. Based on that thought, on a case of academic integrity violation in SOCA test, the institution perform a study on the things that might be related with background of academic integrity violation behaviour, such as student achievement, academic rules and SOCA score.

Methods: Observation on achievement in the previous semester, academic rules and SOCA score

Result: Achievement in the previous semester, academic rules and SOCA score

Conclusion: Attention and reinforcement on behaviour establishment that increased academic integrity must be done comprehensively

Keyword: background-academic integrity violation

The Impact of Constructed Laboratory Practical Work in Biochemistry Integrated Learning Strategy (ILS) Teaching

by: Amallia N. Setyawati
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Abstract

Introduction: Biochemistry learning is often considered as an unnecessary burden and thought of little relevance to medical students. Therefore, Biochemistry needs to be taught in ways that stick with students to reduce rote memorization. Basic sciences lately, have to confront three challenges: a) increasing its presence in clinical education; b) developing nuclear programs; and c) renewing laboratory instruction. Medical biochemistry educators perform an in-depth fashion, via a series of carefully designed PBL (problem-based learning) or CBL (case-based learning) which are applied during the course.

Method: The employment of pretest practical work assistant discussion, posttest and module identification examination in freshmen students.

Result & Discussion: A total of 218 students participated in practical classes covering cell membrane, creatine kinase, and superoxide dismutase tests, respectively. Students got higher scores in posttests compared to pre-test scores in two classes; Cell-Biomolecular and Locomotion module (11.38 ± 2.03 vs 5.68 ± 3.39 and 11.02 ± 3.1 vs 7.23 ± 3.17, respectively). Paired t-test showed that the difference was significant (P < 0.001) in both tests. The mean scores of students in stations dealing with ILCs at the end of the module examinations were significantly different pre-, post-, and end module test. The questionnaire indicated that most students expressed positive attitude towards working on tasks and applying knowledge learnt. Students also felt that performing laboratory procedures and interpreting laboratory findings were valuable to their learning.

Conclusion: The satisfactory performance of students at the end of module examinations (long-term retention) together with the students’ satisfaction, the study suggests that the Biochemistry core concepts addressed were learned and retained.

Keyword: Medical education, student feedback, Biochemistry

Reference:
Venous Blood Sampling Procedure As A Clinical Laboratory Skill For 3rd Semester Medical Students

by: Meita Hendrianingtyas
Faculty of Medicine Diponegoro University

Abstract

Introduction: Clinical laboratory skill has become a part of new study methods in Faculty of Medicine Diponegoro University since 2012. Venous blood sampling procedure is an important competence in medical education. Clinical laboratory skill including theories, video presentations, and practices using mannequins have been implemented in order for the students to have the competence as early as the 3rd semester.

Objective: To determine the result of the new learning method of venous blood sampling procedure for 3rd semester medical students.

Methods: An observational study was conducted on 196 3rd semester medical students at the end of the clinical training. The assessments covered assessment of an informed consent, a venous blood sampling procedure and handling the waste which is rated at the scale of 1 to 4.

Results: There were 22 (11.2%) students with score 2; 84 (42.9%) with score 3 and 90 (45.9%) with the highest score for the informed consent assessment. There were 15 (9.2%) students with score 2; 88 (44.8%) with score 3 and 90 (45.9%) with score 4 for the venous blood sampling procedure. The assessment of the waste handling were 1 (0.5%) student with score 2; 91 (46.4%) with score 3 and 104 (53.1%) with higest score.

Discussion: Almost 50% of medical students scored highest in the informed consent and venous blood sampling procedure assessments. More than 50% had a higest score on waste handling. Clinical laboratory skill can be one of the new methods to improve medical students' skills. The development of the method for better results should be evaluated regularly.

Keywords: venous blood sampling, clinical laboratory skill, medical student assessment

The Difference of Learning Impact In Written and Oral Assessment

by: Sylvia MS; Astrin F; Welly R

Abstract

Assessment is a process to evaluate the achievement of student's learning. The ideal method of assessment should drives student's learning based on the results and experience of assessment methods. Therefore, different methods of assessment allows students to create different learning strategies. The purpose of this study was to determine the difference of learning impact in MCQ (written assessment) and OSOCA (oral assessment). This research was an analytical cross sectional comparative study on 270 medical students Unjani with probability simple random sampling method. The research instrument was adapted from the Assessment Experience Questionnaire (AEQ). Data were analyzed using independent t-test. The results showed that the average of learning impact in OSOCA was higher than MCQ. The results based on independen t-test showed that the P-value learning impact, exam preparation, feedback and self evaluation assessment methods MCQ and OSOCA was 0,000 (p<0,05), 0,034 (p<0,05), and 0,000 (p<0,05). So, there was a significance difference of learning impact, exam preparation, feedback and self evaluation between MCQ and OSOCA. Learning impact, exam preparation, feedback and self evaluation in OSOCA was higher than MCQ.

Keywords: Learning impact, assessment methods, MCQ, OSOCA
ID:ABOI4

Perbandingan Pencapaian Nilai Blok Neurosensori I dan Neuropsikiatri Mahasiswa FK UNISMA

oleh: Rima Zakiya dan Zalia Heffira
Dosen FK UNISMA

Abstrak

Latar Belakang dan Tujuan Penelitian
Blok Neurosensori (NS) I ini sebenarnya merupakan perbaikan dari blok sensori khusus dan neuro pada neuropsikiatri pada KBK 2007. Hasil penelitian sebelumnya bahwa pencapaian nilai blok Neuropsikiatri tidak terlalu memuaskan. Dengan adanya proses perbaikan modul diharapkan akan terjadi peningkatan kemampuan mahasiswa yang terlihat dari pencapaian jumlah mahasiswa yang memperoleh minimal nilai B pada blok NS I.

Metode Penelitian

Hasil dan Pembahasan
Persentase jumlah mahasiswa yang mendapat nilai minimal B pada blok NS I lebih besar dibandingkan pencapaian mahasiswa pada blok Neuropsikiatri (48 % vs 36%). Persentase jumlah mahasiswa yang mendapat nilai C pada blok NS I lebih rendah dibandingkan blok Neuropsikiatri (44% vs 56%) dan jumlah mahasiswa yang tidak lulus (Nilai D dan E) sama.

Kesimpulan
Perbaikan modul pembelajaran blok NS I mampu meningkatkan tingkat penguasaan mahasiswa terhadap blok tersebut yang terlihat dari meningkatnya jumlah mahasiswa yang mendapat nilai minimal.
Gambaran Efek Perbaikan Modul Blok Basic Principle I terhadap Pencapaian Nilai Mahasiswa FK UNISMA

oleh: Dini Sri Damayanti dan Yoyon Arif Martino
Staf Fakultas Kedokteran UNISMA

Absstrak

Latar Belakang dan Tujuan
Modul blok Basic principle (BP-I) sudah mulai dilaksanakan sejak tahun 2012. Sebagai blok yang masih baru, modul pembelajaran yang telah ada memerlukan berbagai pengembangan baik dari segi kemasan modul, materi yang diberikan dan harapan dari learning objective yang nantinya dicapai oleh mahasiswa akan mempengaruhi pemahaman mahasiswa yang bersangkutan. Tujuan Penelitian ini untuk membuktikan bahwa perbaikan blok BP-I mampu meningkatkan jumlah mahasiswa dengan pencapaian nilai minimal B

Metode Penelitian

Hasil dan Pembahasan
Secara umum terjadi peningkatan nilai akhir blok BP-I pada mahasiswa angkatan 2013 - 2014. Pencapaian minimal B (34.52 vs 16.6%), nilai C (50 vs 43.05%), dan jumlah mahasiswa yang tidak lulus lebih rendah dibandingkan pada angkatan 2012-2013 (15,47%, vs 40,29%).

Kesimpulan
Simulation of Community-Based Interprofessional Collaboration (Sim-COMIC): Strengthening The Interprofessional Teamwork Among Health and Non-Health Providers in Primary Care

by: Dwi Tyastuti, Devy Ariany
Faculty of Medicine and Health Sciences, Syarif Hidayatullah State Islamic University, Jakarta, Indonesia

Abstract

Introduction: The numbers of people with complex health needs are increasing. This condition raises the greater demands on the quality health services and the qualified health professionals. Interprofessional education (IPE) has emerged as a strategic curricular response to prepare practitioners who are able to face the dynamic health care environment and teamwork and collaborative practice are necessary tools in handling health problems.

Methods: The study used mixed-method design and involved health professionals in primary care clinic. The learning strategies of simulation model were divided into 2 parts: (1) development of knowledge and attitude of IPT and (2) establishment of skills for IPT. The team consisted of doctor, nurse, pharmacist, public health officer, dietician, and social worker. Teaching methods of simulation model were the working in small group, role play with standardized patient (SPs), group discussion by using scenarios, reflection activity that facilitated by tutors.

Results: Sim-COMIC demonstrated positive improvement of both clinical skills (own professional skills, comprehensive and integrated patient management skills) and non-technical skills (skills of teamwork, conflict management, leadership, communication with patient and different profession,) for health providers. This model improves the quality of health services and finally, and increasing the patient satisfaction and compliance.

An Analysis of One-Best MCQ Item of The Introduction Midwifery Block Examination

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2. Undergraduate Midwifery Study Program, Medical Faculty Andalas University

Abstract

Introduction: Multiple Choice Question (MCQ) is an easy assessment instrument to develop and to administer. The problem of its psychometric will arise if the quality of such instrument is ignored. For identifying the weaknesses of content area, such as potential mistakes score, ambiguity items and non-dysfunction distractor, we apply item analysis.

Objective: This descriptive research was conducted at Undergraduate Midwifery Study Program - Medical Faculty Andalas University. We focused on the Introduction of Midwifery Block examination results 2014/2015 academic year. The aim for this research were to investigate item analysis of one-best MCQ and concentrated on: I. characteristics of the marks. 2. item analysis consists of difficult index (p value), discriminant index (DI), distractor evaluation and reliability of the test.

Methods: Using item analysis data from ACAS (Andalas Comprehensive Assessment System) software, we evaluated 200 items including 1000 options (200 correct answers and 800 distractors).

Result: Firstly, general characteristics of the marks: mean = 55.22; median = 55.5; the highest mark = 73.5; and the lowest mark = 35.5. Secondly, the item analysis respectively; mean of difficulty index (p value) = 0.55. The item with p value >0.8 (too easy) was 60 items (30%) while p value <0.2 (too difficult item) was 32 items (16%). Discriminant index between -0.33 and 0.67. There was 46.75 % NFD (Non-Functional Distractor). It means that options weren't selected by at least 5% students. Overall, the reliability of the test (KR 20) was 0.78.

Discussion: All in all, although the reliability of test is accepted, some revision of the items, such as balancing difficulty level of test, minimizing discriminant index and avoiding the plausible item, are needed to increase the reliability of the MCQ assessment on the Introduction Midwifery Block.
Bioethics and Humaniora Curriculum Evaluation at Medical Faculty University of Jenderal Achmad Yani
by: Sylvia Mustika, Nurul Aida, Ali Taufan, Andri A Rusman, Aria Yudistira

Abstract

Background
Professionalism is the basic foundation of Medical Competencies in worldwide. UNESCO has the Universal Declaration on Bioethics and Human Rights that can be a background for developing the curriculum of professionalism, including bioethics and human rights in medical faculty. In Indonesia, the noble of professionalism is the first area in the standard of Indonesian doctor's competencies. Unjani Medical Faculty has developed the competence based curriculum from 2007, and professionalism has a specific block named: Bioethic and Humaniora in the first year of curriculum. The aims of this study was to evaluate the bioethic and humaniora block in 2007 curriculum.

Methods
We use the Kirkpatrick's Model of Evaluation by developing the questionnaires and focus group discussion. To study the Reaction and Learning phase, the study was conducted to the undergraduate student (questionnaires to 214 students and 20 students in FGD, 45 lectures with questionnaires), followed by the Behavior and Result phase from clinical clerkship students (40 students in FGD).

Results
The reaction and learning phase: Students respond reveal that 45% less interested in bioethics and humaniora curriculum, 45% said it was useful for daily life, 40% doubtful it can be used for other curriculum, 56% said need bioethics and humaniora curriculum transformation. Lecture response reveal 54% said need specific bioethics and humaniora curriculum, 70% it was important for student, 34% said recent assessment methods has not been ideal and 48% feel doubtful in prior curriculum application. In the behavior and result phase (clerkship students) we found that they were theoretically understood about the basic concept of ethic and professionalism, they already have the insight of ethic dilemma, but it was seem that they need more experience to manage the ethical case and need the role model.

Resume
By this Kirkpatrick's evaluation, we found that the block curriculum of Bioethic and Humaniora in the first year curriculum of 2007 need to be reform, because it was found less interesting and low influence in Behavior and Result. This result is usefull for grounding the development of professionalism curriculum in Unjani Medical Faculty.

Kata Kunci: curriculum, evaluation, bioethics, Kickpatrick's.

The Correlation Between Student’s Perception of Tutor and The Quality of Self Directed Learning In Step 6 Tutorial
by: Yunitasari; Sylvia MS.; Dewi RH.

Abstract
Since 2007 the Faculty of Medicine Jenderal Achmad Yani University has implemented PBL with tutorial method. In that process appear some problems that need to be investigated further such as various role of tutor during facilitating tutorial and the quality of independent study are low in tutorial. The purpose of this study was to investigate the correlation between student perceptions of tutor's role with the quality of independent study in step 6 tutorial. This research was an analytical cross sectional correlative study on 299 medical students 2012 & 2013. The research instrument was adapted from the Short Tutor Evaluation Questionnaire and Self-study and Reporting Process Questionnaire. The reliability and validity has been done. Data were analyzed using Chi Square test. The results showed that the student perceptions of tutor's role was good with average value 81.47 and quality of independent study was not good with average value 77.56. The results based on Chi Square test showed that the P-value role of tutors with self-study quality was 0.000 (p<0.05). So, the conclusion is student perceptions of tutor's role related to the quality of independent study.

Keywords: PBL, the role of tutor, independent study
The anxiety of oral assessment in undergraduate student

by: Rezanda; Irwanto; Sylvia MS

Abstract

Anxiety is a response to certain threatening situations and a normal thing to accompany development, changes, new or never before done experiences, as well as in discovering self-identity and meaning of life. One example of the most common forms of anxiety is the anxiety experienced by medical students in the exam. The purpose of this study was to discover the anxiety level of students of Medical Faculty Education of Universitas Jenderal Achmad Yani in facing OSOCA exam and to discover the difference of the anxiety level of students from year 2010 and 2012. This study was a comparative analytic study using Achievement Anxiety Test instrument. Research results show that in student of year 2010 the percentage of students with mild anxiety level is 1.5%, moderate anxiety level 60.2% and severe anxiety level 38.3% while students of year 2012 the percentage of moderate anxiety level is 36.8% and severe anxiety level 63.2%. Based on the results of the statistic accounting, we found $P(0.000) < 0.05$, the null hypothesis is rejected and we concluded that there is difference in the degree of anxiety between 2010 class students and 2012 class students. The data represents the degrees of anxieties in 2012 class students are higher than those of in 2010 class students.

Keywords: Anxiety, Exam, OSOCA, Achievement Anxiety Test
Certificate

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