



UNIVERSITAS
INDONESIA

FACULTY OF
MEDICINE



THE 8TH JAKMED

JAKARTA MEETING ON MEDICAL EDUCATION 2015

Preparing future
graduates for the
national health
coverage era



PROCEEDING BOOK

“Transformative
assessment”: when
assessment is not only
about judging your
students but developing
their performance

CHAIRPERSON MESSAGE

Medical and health professions education has been recognized as an emerging area of science nowadays. The research and knowledge development involve application of theory from education, psychology, sociology, etc yet with very specific medical and health professions contexts which consider academic foundations and professional development in real patient care settings. Given aim to assure the quality of medical and health professions education thus the quality of medical doctors and health professionals worldwide, best evidence in this area should be utilized well to guide any critical decisions from student selection to program evaluation within the schools.

One of the important area in medical education is assessment. With the movement of outcome based or competence based curriculum in medical and health professions education, several issues on assessment arise. 'Changing the examination system without changing the curriculum had a much profound impact upon the nature of learning, than changing the curriculum without altering the examination system' (Miller GE, 1977). Competence based curriculum requires a careful assessment program that balance the need to assess competence achievement objectively and to maintain the relevance of assessment to future medical and health practice. Also, assessment has been concentrating on how to judge performance of students at the end of a particular stage of education and training. How assessment should also encourage student's progress, promote self reflection and increase feedback from academics and among student peers might not be utilized well as we expected. In addition, medical education and health professions education recognizes a continuum of undergraduate, postgraduate and continuing medical education. Each stage within the continuum is specific in terms of, among other factors, competence that should be achieved, students' characteristics, and the involvement in patient and health care.

Therefore, with spirit of increasing quality of medical and health professions education along the continuum by exploring current best evidence and practice in the area of assessment, the 2015 Jakarta Meeting on Medical Education (JAKMED) will take a theme of **"Transformative assessment – when assessment is not only about judging your students but developing their performance"**. We would like to highlight how all best efforts for assessment connect to the preparation for future doctors and health professionals. We aim to bring together international and national perspectives and to highlight the scientific basis as well as the practical challenges in this 8th JAKMED. There will be opportunities for medical and health professions educators, students and policy makers through workshops, plenaries, symposia, meet the experts and free communication sessions. All participants will be able to learn theoretical and practical issues around the topic being discussed, to present their work and get feedback from other participants, to ignite new ideas and innovations and to build network with national and international medical and health professions educators and scholars.

The name of JAKMED, Jakarta Meeting on Medical Education is chosen because the first initiative of having this academic conference on medical and health professions education was taken place in Faculty of Medicine Universitas Indonesia, Jakarta. Despite this, we do believe that the JAKMED is a national conference that should enable all stakeholders from all over Indonesia to actively participate and to collaborate for better medical and health professions education in Indonesia.

On behalf of the Organizing Committee, I would like to extend our invitation to join us at the 8th Jakarta Meeting on Medical Education. It is our great pleasure to welcome you to the meeting and to our nation's capital, Jakarta.

Sincerely yours,
Ardi Findyartini
Chairperson, Organizing Committee
The 8th Jakarta Meeting on Medical Education



POSTER A SESSION, Saturday 14 November 2015, 13.30 – 15.00, SELASAR C BUILDING 3rd FLOOR

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|-----|-------------------------|--|-----------|
| 024 | Darmawi | Developing Assessment Method of Histology Practicum in Faculty of Medicine Riau University | Poster A1 |
| 019 | Bulan Kakanita | Development of Portfolio for Assessing Undergraduate Community-based Medical Education | Poster A2 |
| 029 | Yunia Hastami | Multiple Choice Questions For Assessing Higher Order Cognitive Skills of Medical Student in Nervous System Block | Poster A3 |
| 032 | Sri Maria Puji Lestari | The Best Multiple Choice Question For Good Assessment | Poster A4 |
| 006 | Gianina Dinda Pamungkas | Progress Test as A Standard Measurement to Observe Student Capabilities in Problem Based Learning with SPICES Model Era | Poster A5 |
| 016 | Nasrudin A. Mappaware | The influence of End of Task Feedback and Item by item Feedback to Clinical Student Competence Achievement in Faculty of Medicine, Universitas Muslim Indonesia. | Poster A6 |
| 005 | Wienta Diarsvitri | Undergraduate and Clinical Medical Students' Readiness for Self-Directed Learning at the Faculty of Medicine, Hang Tuah University, Indonesia | Poster A7 |
| 011 | Zayadi Zainuddin | Comparison of Medical Student Performance between Peer Assisted Learning (PAL) and Self Directed Learning (SDL) Method on Basic Clinical Skills Learning | Poster A8 |
| 035 | Hikmah Muktamiroh | Evaluation on Student Self Reflection As A Means to Develop Student Soft Skill | Poster A9 |

POSTER A

Background: Become the concern of medical educators to find a suitable and effective learning method for learning basic clinical skills. Important issues in medical education today are peer assisted learning (PAL) and self-directed learning (SDL) concept. Many articles said that learning clinical skills with a good learning method during the period of education can determine the ability of doctors perform clinical skills correctly in the future. **Aim to Study:** To compare learning methods between PAL and SDL on basic clinical skill learning. **Method:** An experimental study with randomized control trial design and blinded examination. The population was medical students at FKIK UNIB, who was taking basic clinical skill module related to urinary catheter procedural skill. Totally 50 samples students are divided 25 samples randomly for each as control and experimental groups. Analyzing data process use SPSS 13.00 program. **Result:** Mean score of urinary catheter procedural skill ability group of PAL method (11.75) higher than SDL (9.25) method. There is no statistical differences between two methods ($p=0.343$). **Conclusion:** The ability of medical students use PAL method was better than the SDL method on basic clinical skill learning, but differences between two methods was not statistically significant. Need further studies using larger sample or other basic clinical skill topics related medical student ability.

Keywords: basic clinical skills, peer assisted learning, self directed learning

EVALUATION ON STUDENT SELF REFLECTION AS A MEANS TO DEVELOP STUDENT SOFT SKILL

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Background: Self reflection was a routine activity which is done by FK UPN "Veteran" Jakarta student. Feedback and follow up effort should be done by educational institution so that self reflection could give contribution to develop student professional behaviour

Objective: Doing evaluation on student self reflection and giving feedback and follow up on the self reflection, as a means to develop student soft skill

Methods: Identifying student soft skill which is needed to be developed based on student soft skill, doing Focus Group Discussion (FGD) on student, giving feedback, and determining follow up effort identification of student soft skill which is needed to be developed

Result: Based on student soft skill, student soft skill identification need to be developed. Student FGD result and lecturer feedback help second party to determine follow up effort on student soft skill identification which is needed to be developed

Key words: self reflection, evaluation, feedback, soft skill