The 7th JAKARTA MEETING ON MEDICAL EDUCATION

NURTURING HEALTHCARE PROFESSIONALS FOR BETTER TOMORROW: BRINGING RELEVANT CONTEXT TO THE TEACHING-LEARNING AND ASSESSMENT OF PROFESSIONALISM IN MEDICAL EDUCATION

December, 5th - 7th 2014
Auditorium RIK Building, Universitas Indonesia
THE TAXARTA MEETING ON MEDICAL EDUCATION

The teaching-learning and assessment of professional judgement relevant to clinical practice

Editor

dr. Ardi Findyartini, PhD
dr. I Made Subagiarta
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ORAL D01
Comparison The Result Of Objective Structured Clinical Examination (OSCE)
Between Competency Based and Conventional Curriculum
Prawesty Diah Utami, Varidianto Yuco, Annisa Ulya R
Fakultas Kedokteran Hang Tuah Surabaya

Background
Objective Structured Clinical Examination (OSCE) is one potential method for assessing clinical competence in the work-simulated setting. The OSCE aims to enhance the validity of clinical assessment by simulating realistic clinical scenarios to reflect real-life professional tasks. Since 2013, medical students have to take OSCE as one of the requirements for obtaining a license to practice, beside competency based test. These regulation encourages the evaluation of the OSCE results. Evaluation was carried out by comparing the examination rates of first taker OSCE between student of the conventional curriculum and students of competency-based curriculum.

Objective
to observe and to compare the students‘ examination rate of first taker OSCE between competency based learning students and conventional based students

Methods
The data collected is the data of first taker OSCE ranging from May 2013 to August 2014, data were processed statistically using the chi square test.

Result
Data obtained from 159 participants collected first taker competency based test consisting of 130 students of competency-based curriculum (CBC) and 29 students of the conventional curriculum. Descriptive graduation rates of CBC group (93.08 %) is higher than conventional curriculum group (34.48 %), while the rate of unsuccessful CBC group (6.92 %) is lower than conventional curriculum group (65.52 %). This is in accordance with the Chi-square statistical test that shows where the value of $p = 0.00 p < \alpha (\alpha = 0.05 \text{ level})$.

Conclusion
From the descriptive analysis and statistics on examination rates of first taker OSCE showed a significant difference where students competency-based curriculum graduation rate is higher than the conventional curriculum.
### POSTER F SESSION, Saturday December 6 2014, 15.00 - 17.00

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tutorial group effectiveness and student achievement is 0.645 with significant value \( p = 0.766 (p > 0.05) \). It can be concluded that there was no significant relationship between PBL tutorial group effectiveness and student achievement in Senses System 2 Faculty of Medicine Pattimura University.

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**POSTER F05**

THE RESULT OF COMPETENCY BASED TEST: A COMPARISON BETWEEN COMPETENCY BASED AND CONVENTIONAL CURRICULUM

_Prawesty Diah Utami, Irmawati Dikmon, Irma Pusarih_  
_Fakultas Kedokteran Hang Tuah Surabaya_

**Background**

Faculty of Medicine, University of Hang Tuah Surabaya has changed the conventional curriculum method to competence based curriculum since 2006. A change in the conventional curriculum to competency-based curriculum enable students to find resources through multimedia learning materials, perform troubleshooting on clinical cases and should be able to learn independently throughout their lives. Along with the graduation of students from the competency-based curriculum on the competency based examination since 2013, encourages the evaluation of the examination results competency based test. Evaluation was carried out by comparing the examination rates of first taker of competency based test between students of the conventional curriculum and students of competency-based curriculum. The results of these evaluations will be taken into consideration in policy making at the institution.

**Objective**

To observe and compare the students’ examination rate of first taker competency based test between competency based learning students and conventional based students.

**Methods**

The data collected from the first taker competency based test's examination rate ranging from February 2011 to August 2014, data were processed statistically using the chi square test to compare the examination rates of first taker competency based test between competency based learning students and conventional based students.

**Result**

Data obtained from 600 participants collected first taker competency based test consisting of 176 doctors of competency-based curriculum (CBC) and 424 doctors of the conventional curriculum. Descriptive graduation rates of CBC group (88.64 %) is higher than conventional curriculum group (56.37%), while the rate of unsuccessful CBC group (11.36%) is lower than conventional curriculum group (43.63%). This is in accordance with the Chi-square statistical test that shows where the value of \( p = 0.00 p < \alpha (\alpha = 0.05 \text{ level}). \)
Conclusion
From the descriptive analysis and statistics on examination rates of first-taker competency-based test showed a significant difference where students with competency-based curriculum graduation rate is better than the conventional curriculum.