the 16th Jakarta Meeting on Medical Education

18-19 October 2024

in conjunction with

INA-MHPEC
Indonesian Medical and Health Professions Education
2nd International Conference 2024

Cultivating Compassionate Learners: Integrating Humanity and Technology in Health Professions Education

Department of Medical Education
Faculty of Medicine Universitas Indonesia

the 16th Jakarta Meeting on Medical Education

18-19 October 2024

in conjunction with

INA-MHPEC

Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Cultivating Compassionate Learners: Integrating Humanity and Technology in Health Professions Education

Department of Medical Education
Faculty of Medicine Universitas Indonesia

PROCEEDING BOOK

The 16ᵗʰ Jakarta Meeting on Medical Education

Cultivating Compassionate Learners: Integrating Humanity and Technology in Health Professions Education

ORGANIZING COMMITTEE

Chairperson	Estivana Felaza
Treasurer	Rita Mustika
Executive secretary	Nadia Greviana
Head of Scientific	Ardi Findyartini Diantha Soemantri Mardiastuti Wahid
Head of Event	Rita Mustika
Event Team	Leonardo Lukito Anyta Pinasthika Bayu Prasetya Alfandy
Fund and Sponsorship	Sandra Widaty Marcellus Simadibrata Sri Linuwih Menaldi
Publication and Documentation	Adi Nugraha Sandita Tri Padarik Intan Purnama Putri
Secretariat	Bella Wulanndari
Registration	Bella Wulandari Fanny Pradika
IT	Thufael Dhio Raffi Nopa Krismanto Bowo Riyanto Luthfi Saiful Arif

the 16th Jakarta Meeting on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Technician Team	Pahlevi Humaedi Akbar
	Akhmad Wahdiyansyah
	Buggi Roviano
	Yusuf
	Supriyadi
Technical Team	Andi Alfian
	Erly Novita
	Imelda Riana Permata Sari Putri Wihadi
	Ina Sofiani
	Katherine Gowary Sugiarto
	Muhammad Rian Fathurrahman
	Muhammad Syahril Sidiq
	Mursyidah Sholihati
	Rohadi
	Salifah Safira
	Elian Devina
	Olivia Nauli Komala
	Titis Prawitasari
	Dyah Ayu Laksmi
	Aliffa Neta Yustisiani
	Laurentius Aswin
	Oktavianti Wella Savitri
	Riyan Sopiyan
	Shandy Seta Dwi Tama
	Zilvia Lisye Tembengi
	Anggoro Dhana Octavian
	Ardy Wildan
	Elisa Gunawan
	Syifa Salma
	Adriani
	Cut Miftahul Jannah
	Jordy Oktobiannobel
	Yuslina Sari
	Nurul Maghfirah R. SUmara

REVIEWERS
1. Prof. dr. Diantha Soemantri, M.Med.Ed, Ph.D
2. Prof. dr. Ardi Findyartini, Ph.D
3. Prof. Dr. dr. Mardiastuti H. Wahid, Sp.MK(K), M.Sc.
4. Prof. Dr. dr. Sandra Widaty, Sp.KK(K)
5. Prof. Dr. dr. Sri Linuwih Menaldi, Sp.KK(K)
6. Dr. dr. Estivana Felaza, MPdKed
7. Dr. dr. Syntia Nusanti, Sp.M(K), MPdKed
8. Dr. dr. Sylvia Mustika Sari, M.Med.Ed
9. Dr. dr. Gita Sekar Prihanti, M.Pd.Ked
10. Dr. dr. Eti Poncorini, MPd
11. dr. Lukas Daniel Leatemia , M.Kes., MpdKed
12. dr. Bulan Kakanita Hermasari, M.Med.Ed
13. dr. Rachmadya Nur Hidayah, MSc, PhD
14. dr. Astrid Pratidina Susilo, Sp.An, MPH., PhD

Department of Medical Education
Faculty of Medicine Universitas Indonesia

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Chairperson Message

Welcome to the 16th Jakarta Meeting on Medical Education

It is a great pleasure to finally meet each other in person for our beloved annual meeting. The Jakarta Meeting on Medical Education gathers health profession educators, scholars, teachers, students, program directors, and leaders. Since 2008, JAKMED with its various engaging activities has enabled us to share ideas and experiences with one another as well as build networks and collaborations.

This year's JAKMED will be in conjunction with the 2nd INA MHPE Conference and carries the theme of Cultivating Compassionate Learners: Integrating Humanity and Technology in Health Professions Education. With the current situations of the world and the advancement of technology's role in supporting health service and education, the need to strengthen humanity becomes even stronger. How the two aspects can go hand-in-hand in moulding our students into compassionate learners would be an interesting issue to discuss as we go through each session of workshops, keynote lectures, symposium, and plenary. The workshops cover various topics for health professions educators; ranging from strengthening teachers' comprehension of student-centred learning, maintaining the well-being of health professions educators, introducing ways to have effective feedback interaction in clinical settings, providing current updates on interprofessional education, and discussing how to engage students in meaningful assessment. As for students, a special workshop has been prepared to practice reflection as a way to strengthen motivation.

Hopefully, we could have fruitful discussions, reflect on our own experiences, and learn from others in order to improve the quality of medical and health professions education for a better future of healthcare.

Hope you have a good time in the 16th JAKMED,

Estivana Felaza

the 16th Jakarta Meeting on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Conference Schedule

(In- Person)
Friday, 18th October 2024
3rd Floor Auditorium

Time	Session Name
08.30-10.00 (UTC+7)	**Parallel Workshop (2 Hours) :** Teaching learning and assessment in medical and health education
Auditorium 1	**Workshop 1** : Enhancing Awareness of Student-Centred Beliefs, Identity, and Missions of Teachers In PBL Curriculum Facilitators: Lukas Daniel Leatemia, Astrid Pratidina Susilo
Auditorium 2	**Workshop 2** : Current Updates on Interprofessional Education Facilitators: Eti Poncorini, Ardi Findyartini, Gita Sekar Prihanti, Bulan Kakanita Hermasari
Auditorium 3	**Workshop 3** : Programmatic Assessment in Outcome-Based Education Facilitators: Rahmadya Nur Hidayah, Sylvia Mustika Sari

(Hybrid)
Friday, 18th October 2024
Aula

Time	Session Name
10.10 -10.30 (UTC+7)	**Opening ceremony**
10.30-11.30 (UTC+7)	**Keynote speech** Outcome-based Education in Indonesian Medical and Health Professions Education Speaker: Rr.Titi Savitri Prihatiningsih
11.30-13.30 (UTC +7)	**Sponsored scientific session (Video Looping)**
	Lunch Break

the 16th Jakarta Meeting on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

(In- Person)
Friday, 18th October 2024
3rd Floor Auditorium

Time	Session Name
13.30-15.30 (UTC+7)	**Parallel Workshop (2 Hours) :**
Auditorium 1	**Workshop 4** : Embracing your Roles as Medical Teachers Through Maintaining Well-Being Facilitators: Rita Mustika, Nurhanis S Roslan
Auditorium 2	**Workshop 5 (for student)** : Boost Your Mood With Creative Ways of Self-Reflection Facilitators: Diantha Soemantri, Nadia Greviana
Auditorium 3	**Workshop 6** : How to Provide Feedback In Our Clinical Setting: Introducing the RAISE Model Facilitators: Estivana Felaza, Fransiska Kaligis

(Hybrid)
Saturday, 19th October 2023
Aula IMERI and 7th floor

Time	Session Name
08.30-09.15 (UTC+7) **AULA**	**Keynote Speech** Upholding Ethical Standards in the Midst of Technological Advancement Speaker: Chen Zi Xiong
09.15-09.45 (UTC+7)	**Launching Buku Panduan Praktis Pengajar Klinis & Buku Sejarah DPK**
09.45-12.15 **Classroom 1,3** **Disc room 1 and 5&6**	**Free Papers Presentation**
12.15-13.15 (UTC+7)	**Lunch Break**
13.15-14.45 (UTC+7) **AULA**	**Symposium** Supporting Diverse Learners Speakers: Peter Cantilon, Nurhanis S Roslan. Modetaror: Ardi Findyartini
14.45-15.30 (UTC+7)	**Plenary** Technology-Enchanced Assessment Speakers: Katharine Boursicot, Nurhanis S Roslan Modetaror: Diantha Soemantri
15.30-15.45 (UTC+7)	**Awards:** Excellent Scholar in Medical & Health Professions Education IAMHPE
15.15-16.00 (UTC+7) **AULA**	**Free Paper Awarding & Closing Ceremony**
16.30-17.00 (UTC+7)	**Announcement:** Best oral and poster presentation
	Closing ceremony

Department of Medical Education
Faculty of Medicine Universitas Indonesia

the 16th Jakarta Meeting on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Keynote Speech

Friday,
18th October 2024
10.30 – 11.30
(UTC+7)

Speaker:
Rr. Titi Savitri
Prihatiningsih

Outcome based education in Indonesian Medical and Health professions education

Curriculum Vitae

Rr. Titi Savitri Prihatiningsih

Professor in Medical Education and Bioethics at Faculty of Medicine Universitas Gadjah Mada, Yogyakarta, Indonesia. She completed her MD from Faculty of Medicine Universitas Gadjah Mada (1993), her MA in Health Management Planning and Policy from Nuffield Institute for Health, Leeds University UK (1991), her Masters and PhD in Medical Education from Centre for Medical Education Dundee Medical School (1999-2003).

Currently, President of SEARAME and Member of WFME Executive Council (2018-now), Secretary of Indonesian College of Medicine (2023-now), Resource Person for Indonesian Accreditation for Higher Education in Health (IAAHEH), Member of Council of Continuing Professional Development, Indonesian Medical Association (2022-now), Member of International Social Accountability and Accreditation Think Thank (ISATT) (2022-now), Board Member of Towards Unity for Health (TUFH) (2021-now), External Expert Groups of WHO Learning and Capacity Building in Emergencies. She is currently the Faculty of FAIMER Regional Institute in Indonesia (FRIENDSHIP). Work experiences include Head of Department of Medical Education (2005-2008), Vice Dean for Academic Affairs (2008-2011) and Dean of Faculty of Medicine Universitas Gadjah Mada Yogyakarta Indonesia (2011-2012) , Member of Gadjah Mada University Quality Assurance Office, Member of Executive Council of ASEAN University Network for Quality Assurance (AUN QA) (2013- 2017), Senior Trainer and Lead Assessor of AUNQA (2009-2019) , Member of Board of National Education Standards – Ministry of Education Republic of Indonesia (2014-2018). She has published books, books chapters, articles in main stream mass media and national and international scientific articles in her areas of interests, as follows: curriculum development dan quality assurance in health profession education, social accountability and accreditation.

the 16th Jakarta Meeting on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Keynote Speech

Saturday,
19th October 2024
08.30 – 09.15
(UTC+7)

Upholding Ethical Standards in the Midst of Technological Advancement

Speaker:
Chen Zhi Xiong

Curriculum Vitae

Chen Zhi Xiong

Chen Zhi Xiong Is an Associate Professor at the Department of Physiology and the Assistant Dean (Education) of NUS Medicine. He completed his fellowship with Ludwig Cancer Research at Karolinska Institutet and conducts research on paediatric solid tumors at NUS Centre for Cancer Research (N2CR) and KK Women's and Children's Hospital (KKH).

Deeply interested in professional development, he obtained his Master of Health Professions Education from Maastricht University and founded Asia-Pacific Biomedical Science Educators Association (APBSEA). He is also an Associate of the Centre for Medical Education (CenMED) and an Affiliate Member of the National University Cancer Institute,Singapore. Involved in the education of various health professions, Zhi Xiong is passionate about transdisciplinary learning through faculty development, medical education technology and inter-faculty collaborations. As Master of NUS LightHouse, he believes that student development through human communities and connections is essential to a complete university experience that cannot be replaced digitally.

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Symposium

Saturday,
19th October 2023
13.15- 14.45 (UTC+7)

Speaker:
Peter Cantilon
Nurhanis S Roslan

Moderator:
Ardi Findyartini

Supporting Diverse Leaners

Curriculum Vitae

Peter Cantillon

Peter Cantillon is an educationalist with a special interest in clinical education and faculty development. He holds a personal chair in primary care. Educationalist roles A major part of Peter's work is the development of healthcare educators and the promotion of high quality clinical education. He set up the faculty development group at NUI Galway, GAME, (the Galway Alliance of Medical Educators). He established Ireland's first inter-professional Masters course in clinical education in 2005. This highly successful blended learning course has 300+ graduates to date, many of whom have used the qualification to develop their careers as senior clinical educators and leaders in health care education. Peter developed an approach to making learning theory accessible for clinical educators through the ABC in Learning and Teaching series with the BMJ in 2003. The 12 article series was subsequently developed into a successful book by BMJ Publishing in 2003. The book is currently available in a 2nd edition published by Wiley Blackwell, 2010 with a 3rd edition, (22 chapters), due in 2017. Peter co-founded the Irish Network of Medical Educators, (INMED) in 2008 to promote healthcare education research and faculty development in Ireland. The organisation has a membership of approximately 120 healthcare educators. Peter is the current chair of INMED and is leading the redevelopment of the organisation toward becoming a major provider of faculty development and education research sponsorship. The INMED membership is expected to grow considerably through the development of strategic relationships with the Irish postgraduate colleges, and the equivalent UK organisation, ASME (the Association for the Study of Medical Education). The organisation has launched research and travel bursaries in 2013 and a joint Medical Council / INMED educational research grant scheme in 2015. Peter is an active promoter of educational research regionally and nationally through the Masters in Clinical Education programme and through the growing influence of INMED.

Nurhanis Syazni Roslan

Nurhanis is a lecturer in the Department of Medical Education and the Examination Chairperson in School of Medical Sciences, Universiti Sains Malaysia. Her research areas and publications include assessment, curriculum, professionalism, and wellbeing, and recently won the IMU-Ron Harden Innovation in Medical Education award for her work in promoting junior doctors resilience. Nurhanis also serves as the associate editor for the EIMJ journal.

Ardi Findyartini

Ardi Findyartini is a Professor in Medical Education. She is a medical doctor who graduated from the Faculty of Medicine Universitas Indonesia and completed the doctoral program at Melbourne Medical School Faculty of Medicine, Dentistry and Health Sciences, The University of Melbourne in 2012. She is currently the Head of the Medical Education Unit and the Coordinator of the Medical Education Cluster at Indonesia Medical Education and Research

Institute at the Faculty of Medicine Universitas Indonesia. She has been mentoring research in medical education for undergraduate and postgraduate students and conducting faculty development programs in medical schools in Indonesia for the past 15 years. She authored and co-authored many international publications in peer reviewed journals, book chapters and conferences. She's also been involved as the reviewer of national and international medical education journals. Her research area of interest includes faculty development, professionalism, clinical reasoning and clinical teaching, interprofessional education, curriculum development, and socio-cultural factors underpinning approaches in medical and health professions education.

Plenary Session

Saturday,
19th October 2024
14.45 – 15.30
(UTC+7)

Speaker:
Katharine Boursicot

Moderator:
Diantha Soemantri

Technology-Enhanced Assessment

Curriculum Vitae

Katharine Boursicot

Katharine graduated from the University of London with an Honours BSc in Anatomy and MBBS from the Medical College of St Bartholomew's Hospital. She worked as a Consultant Obstetrician and Gynaecologist in London. After studying at the Institute of Education in London, she became a full-time medical educationalist, and led the reform of assessment at the medical schools at Barts and the London, Cambridge University, St George's University of London, the Lee Kong Chian School of Medicine and Duke-NUS in Singapore. She has published her research in the leading medical education journals, is an Associate Editor and Reviewer for numerous medical education journals. She currently chairs the Assessment Panel for the AMEE ASPIRE Awards and led the Consensus Group on Performance Assessment for the Ottawa Conferences in 2010 and 2020. She has led the ESMEA (Essential Skills in Medical Education: Assessment) course for AMEE from 2008 to 2023. Katharine has advised on numerous national and international initiatives including several Royal Medical Colleges in the UK, international regulators and undergraduate medical schools.

Diantha Soemantri

Professor Diantha Soemantri, MD, MMedEd, PhD is a full professor in Department of Medical Education, Faculty of Medicine Universitas Indonesia. Graduated as a medical doctor from Faculty of Medicine Universitas Indonesia in 2005, acquired MMedEd title from University of Dundee in 2007 and PhD in the same field from University of Melbourne in 2013. She is now the head of Master in Medical Education Program in Universitas Indonesia and responsible for the multi- and interprofessional curriculum of Health Sciences Cluster. Since 2018, she is appointed as the vice director of medical education of the Indonesian Medical Education and Research Institute (IMERI). Her research interests are student assessment, reflection and feedback, interprofessional education and collaborative practice, and professionalism development.

Workshops

Friday,
18th October 2024
08.00 – 10.00
(UTC+7)

Facilitators:
Lukas Daniel
Leatemia
Astrid Pratidina
Susilo

Workshop 1

Enchancing awareness of student-centered belief, identity, and missions of teachers in PBL curriculum

Curriculum Vitae

Lukas Daniel Leatemia

dr. Lukas Daniel Leatemia, M.Kes, M.Pd.Ked, M.Sc was born in Medan on 17 December 1973.Lukas is a lecturer and a staff member at the Department of Medical Education, Faculty ofMedicine, Mulawarman University, Samarinda. He is a PhD candidate at the School of Health Professions Education (SHE), Maastricht University, with a research focus on faculty development. He graduated with his medical doctor degree from North Sumatera University in1998, Magister Kesehatan (M.Kes/ M.Health) from Brawijaya University, Malang in 2003, Magister Pendidikan Kedokteran (M.Pd.Ked/ M.Med.Ed) from Universitas Indonesia, Jakarta in 2008, and Master of Science in Health Professions Education (M.Sc) from School of Health Professions Education (SHE), Maastricht University, Netherlands in 2013. She graduated as medical doctor from FMUI in 2002 and completed her PhD in medical education from Melbourne Medical School, Faculty of Medicine Dentistry and Health Sciences, University of Melbourne in 2012. She actively publishes and reviews scholarly works in national and international journals and an active member of international communities of practice in medical and health professions education. Her current research focuses are faculty development, clinical teaching, clinical reasoning, curriculum development, professionalism, interprofessional education and cultural related issues in medical education area.

Astrid Pratidina Susilo

Astrid Pratidina Susilo is a researcher in the medical and health professions education, and an anaesthesiologist. She studied medicine at Universitas Airlangga, Master of Public Health and PhD in Health Professions Education at Maastricht University in the Netherlands, and Anesthesiology at Universitas Indonesia. She is an academic staff in the Department of Medical Education and Bioethics at the Faculty of Medicine Universitas Surabaya. As author and coauthor, Astrid has published 23 articles and three editorials in international journals, 15 articles in national journals, and ten books/book chapters, with the Scopus H-index 8 and Google H-index 10. Her research interest is communication skills training, interprofessional education, patient safety, pain education, and technology-enhanced learning. She has become an invited speaker and instructor in national and international workshops and is actively involved as a reviewer and editor for national and international journals. In 2021, Astrid was granted the Best Reviewer Award from The Asia Pacific Scholar, the journal of medical education of Yong Loo Lin School of Medicine, National University of Singapore. She also obtained an Editorial Fellowship from Perspectives of Medical Education, the journal of The Netherlands Association of Medical Education (2023-2024).

Abstract

Workshop Objective(s)

By the end of the workshop, the participants will be able to:

1. Understand the role and importance of teachers'student-centred inner aspects to facilitate students learning in PBL curriculum.
2. Aware of the challenges and opportunities for developing student-centred Inner aspects.
3. Develop personal plans to be more student-centred beliefs, Identity, and mission.

Workshop Description

Faculty development in higher education has increasingly improved teachers' student-centred behaviour, with the majority of outcomes focused on teachers' competencies. However, less attention has been paid to developing teachers' inner aspects, such as beliefs, identity, and mission. Consequently, many teachers have teacher-centred behaviour even though they have participated in faculty development initiatives, such as tutors' trainings. Such initiatives may have positive effects on teachers who need to acquire new competencies but may have no effect on teachers who first need to change their beliefs, identity, and mission.

Developing the student-centred belies, identity, and mission is essential since these inner aspects are related to the student-centred teaching behaviour and other outer aspects of teachers (i.e., environment and competencies), as illustrated by Korthagen's Onion Model. The model indicates that all the aspects influence each other, from the inner to the outer levels, and vice versa. These inner aspects and the outer aspects should be coherent and in complete alignment with student-centredness for teachers to show adequate and effective student-centred teaching performances. Developing teachers' inner aspects is important because it may encourage teachers' satisfaction, enhance their professional and career development, engage them in student-centred teaching, and benefit students' active learning. Therefore, it is necessary to conduct a workshop that are tailored towards teachers' inner aspects development to improve the student-centred teaching practices.

This workshop' aims is to enhance teachers' awareness of the challenges of and opportunities for developing student-centred beliefs, identity and mission.

Who should attend: Medical teachers with PBL tutor experience

the 16th Jakarta Meeting on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Rundown

Time	Activities	Resource Person(s)
15'	**Opening and icebreaking**: Who we are, who you are, and what the PBL curriculum is to you.	Lukas Daniel Leatemia, Astrid Pratidina Susilo
5'	**Lecture 1**: Introduction of the objectives and the process of the workshops	Lukas Daniel Leatemia
30'	**Exercise 1**: Identification of personal inner aspects • The participants fill out the SCPT questionnaire individually (Pra workshop) • Discussion: the participants choose 1 item from each inner aspect (=3 items) that they are interested in and discuss with their neighbour why they scored the items as they did.	Lukas Daniel Leatemia, Astrid Pratidina Susilo
20'	**Lecture 2**: inner aspects formation	Lukas Daniel Leatemia
40'	**Exercise 2**: Tension exploration The participants discuss vignettes of beliefs, identity, and mission in a small group discussion (3-4 participants in a group)	Lukas Daniel Leatemia Astrid Pratidina Susilo
30'	**Plennary discussion:** Each group of beliefs/identity/ mission presents its discussion results, and afterwards, other groups are invited to respond to their presentations.	Lukas Daniel Leatemia Astrid Pratidina Susilo
30'	**Excerise 3:** Developing actualisation plan Each participant identifies one specific challenge of their inner aspect, actions they could and would implement, and the worries associated with implementing it. Afterwards, the participants share the information with their neighbours.	Astrid Pratidina Susilo
5'	Closing remarks and take-home messages.	Lukas Daniel Leatemia
5'	The participants fill out the SCPT questionnaire individually (Post workshop)	Astrid Pratidina Susilo

Friday,
18th October 2024
08.00 – 10.00
(UTC+7)

Facilitators:
Eti Poncorini
Ardi Findyartini
Gita Sekar Prihanti
Bulan Kakanita
Hermasari

Workshop 2
Current Updates on Interprofessional Education
Improving the role of medical and health facilitators of student reflection in longitudinal Interprofessional Education

Curriculum Vitae

Eti Poncorini
Eti Poncorini Pamungkasari is a lecturer at the Faculty of Medicine, Universitas Sebelas Maret. She teaches at the Medical Study Program, the Doctor Profession Study Program, Post Graduates Program and Residency Program. Eti also lead the Medical and Health Profession Education Research Group in Faculty of Medicine Universitas Sebelas Maret. She conducts and coordinates some research and community services related to medical and health profession education and public health. She had some collaboration in research with other university, national and international. Eti also have activity as reviewer for some international journal and national journal in medical and health education or public health, especially in health education, health literation and health promotion as well.

Ardi Findyartini
Ardi Findyartini is a Professor in Medical Education. She is a medical doctor who graduated from the Faculty of Medicine Universitas Indonesia and completed the doctoral program at Melbourne Medical School Faculty of Medicine, Dentistry and Health Sciences, The University of Melbourne in 2012. She is currently the Head of the Medical Education Unit and the Coordinator of the Medical Education Cluster at Indonesia Medical Education and Research Institute at the Faculty of Medicine Universitas Indonesia. She has been mentoring research in medical education for undergraduate and postgraduate students and conducting faculty development programs in medical schools in Indonesia for the past 15 years. She authored and co-authored many international publications in peer reviewed journals, book chapters and conferences. She's also been involved as the reviewer of national and international medical education journals. Her research area of interest includes faculty development, professionalism, clinical reasoning and clinical teaching, interprofessional education, curriculum development, and socio-cultural factors underpinning approaches in medical and health professions education.

Gita Sekar Prihanti
Gita graduated as a medical doctor from Faculty of Medicine University of Brawijaya in 2006, acquired MMedEd title from University of Indonesia in 2010 and graduate in doctoral programme in the same field in University of Indonesia in 2024. She is now the head of Medical Education Unit in Faculty of Medicine University of Muhammadiyah Malang and also responsible for the Interprofessional module in University of Muhammadiyah Malang. Her research interests are reflection, interprofessional education, teaching and learning as well as curriculum development.

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Bulan Kakanita Hermasari

Bulan Kakanita Hermasari has been a teaching staff at the Faculty of Medicine, Universitas Sebelas Maret, from 2013 until now. Currently, Bulan teaches at the Medical Study Program and the Doctor Profession Study Program. Apart from being a lecturer, Bulan is also active in conducting research and community service according to her expertise, in the field of Medical and Health Profession Education. Several research and service topics, as well as scientific publications, have been produced. In addition, as a professional, Bulan also actively contributes as a reviewer in journals, both national and international journals indexed by Scopus. Her research focuses on medical education, program assessment and evaluation, reflective learning, and interprofessional education and practice.

Abstract

Workshop Objective(s)

This workshop aims to discuss longitudinal interprofessional education and collaborative competencies which highlight reflective skill to develop personal, professional and interprofessional identities. The workshop will also engage participants to facilitate student's reflection in the interprofessional education and reflect on the teaching and assessment at the curriculum through discussion of current practice, SWOT analysis, case studies and role plays on reflective dialogue.

Workshop Description

Interprofessional collaborative practice (IPCP) requires not only collaborative competencies but also strong personal, professional and interprofessional identities, which require reflection. Interprofessional education (IPE) has been implemented in health professions education to enhance interprofessional collaboration capacity of medical and health professions students when working in IPCP but limited study according to longitudinal IPE. Reflection in the context of IPE is important but limited study are available which assess and facilitate reflection especially through reflective dialogue within the IPE context. Therefore, it is important to consider the assessment and fascilitation of reflection in supporting the development of reflective skills towards interprofessional competence.

This workshop will discuss the reflective skills in longitudinal interprofessional education and interprofessional collaborative practice to develop personal, professional and interprofessional identity. This workshop will employ participants-centered approach using various methods to analyze longitudinal IPE practice, to understand the depth of reflection in the interprofessional education context and how it can be developed through teaching and assessment. A role play on how to conduct reflective dialogue for the development of personal, professional and interprofessional identity will also be covered in this workshop.

Who should attend: Teachers, faculty leaders, curriculum development staff, from all health professions education, who have experiences in planning, implementing and evaluating interprofessional education and/or interprofessional collaborative practice.

Rundown

Time	Activities	Resource Person(s)
10'	**Introduction and reflection**	Eti Poncorini
10'	Review on interprofessional concept, collaborative competencies & longitudinal IPE	Eti Poncorini
15'	**Group/individual work 1** – Discussion on longitudinal IPE and collaborative competencies	Bulan Kakanita Hermasari
15'	**Plenary 1**	Bulan Kakanita Hermasari
15'	Review on teaching and assessment of reflective skills in IPE (personal, professional and interprofessional reflection in the context of interprofessional education and interprofessional collaborative practice)	Gita Sekar Prihanti
15'	**Group work 2** – Case study on reflective writing assessment in IPE	Gita Sekar Prihanti
15'	**Plenary 2**	Gita Sekar Prihanti
20'	**Group work 3** –Role play on reflective dialogue	Ardi Findyartini
15'	**Plenary & group reflection**	Ardi Findyartini
10'	**Closing**	Eti Poncorini

the 16th Jakarta Meeting on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Friday,
18th October 2024
08.00 – 10.00
(UTC+7)

Facilitators:
Rahmadya Nur
Hidayah
Sylvia Mustika Sari

Workshop 3
Programmatic Assessment in Outcome-Based Education

Curriculum Vitae

Rahmadya Nur Hidayah

Rachmadya Nur Hidayah is an assistant professor in the Department of Medical Education and Bioethics at the Faculty of Medicine, Public Health, and Nursing Universitas Gadjah Mada (FMPHN UGM). She obtained a master's degree in MHPE from Maastricht University in 2012 and a PhD in medical education from the University of Leeds in 2018. She works in student assessment, teaching and learning, and innovation in clinical skills simulation, with several research projects and programs implemented in FMPHN UGM. She is a 2019 FAIMER Fellow of IFI Philadelphia. She is the coordinator of clinical skills assessment and a member of the curriculum team at the Undergraduate Medicine Programme FMPHN UGM.

Sylvia Mustika Sari

Sylvia completed her medical doctorate from the Faculty of Medicine at the University of Jenderal A. Yani. In 2011, she completed the Master of Medical Education at the Medical Education and Bioethics Department of Gadjah Mada University. Subsequently, she obtained a doctoral degree from the same institution in 2023. She currently serves as the Vice Dean of Student Affairs and the coordinator of curriculum development in the Medical Education Unit in the Faculty of Medicine at the University of Jenderal A. Yani in Indonesia. Her research interests include the interaction between lecturers and students in clinical education and feedback. Additionally, she participated in the development of the Programmatic Assessment module.

Abstract

Background

Outcome-based education (OBE) has emerged as a leading paradigm in higher education, emphasizing student learning and achievement. By defining clear learning outcomes, OBE ensures that curriculum, teaching, and assessment are aligned to facilitate meaningful student development. This workshop will delve into the critical role of programmatic assessment within an OBE framework, equipping participants with the tools and strategies to design, implement, and evaluate assessments that effectively measure student attainment of desired outcomes. Programmatic assessment, as opposed to individual course assessments, provides a comprehensive perspective on student learning across a program. By examining student performance against program-level outcomes, educators can identify areas of strength, weakness, and opportunities for improvement. This workshop will explore strategies for developing programmatic assessments that are valid, reliable, and aligned with program goals. Participants will also learn to identify and consider assessment data to inform curriculum revision, teaching practices, and student support services.

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Aims

At the end of this workshop, participants are expected to be able to:

1. Understand the rationale and principles of programmatic assessment
2. Identify assessment methods and data needed in programmatic assessment
3. Identify the required elements of programmatic assessment in their institutions
4. Identify the steps in designing and implementing programmatic assessment for their institutions
5. Identify the opportunities and challenges of programmatic assessment implementation in their institutions

Who should attend: All medical teachers

Rundown

Time	Activities	Strategy	Resource Person(s)
5'	**Opening the workshop -** Deliver the aim	Rapport building – Introduction	Rahmadya Nur Hidayah / Sylvia Mustika Sari
15'	Establishing engagement and identifying perspectives of programmatic assessment	Interactive activities: mind mapping	Rahmadya Nur Hidayah / Sylvia Mustika Sari
15'	Delivering information on programmatic assessment	Classroom discussion and short lecture	Rahmadya Nur Hidayah
20'	Identifying "ideal" assessment methods and data needed in programmatic assessment	Group activities: Think-Pair-Share	Sylvia Mustika Sari
15'	Group reporting (@ 5 Minutes)	Classroom discussion and short lecture	Rahmadya Nur Hidayah / Sylvia Mustika Sari
10'	Delivering information on elements of programmatic assessment	Interactive lecture Participants filling the sheets	Rahmadya Nur Hidayah
10'	Delivering information on steps of designing and implementing programmatic assessment	Interactive lecture Participants filling the sheets	Sylvia Mustika Sari
25'	Reporting and reflection of programmatic assessment plan:	Classroom presentation "2 minutes elevator speech	Rahmadya Nur Hidayah / Sylvia Mustika Sari

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

	opportunities and challenges	to introduce PA to your Dean"	
5'	Closing: lesson learnt	Instruction (to make assessment blueprint)	Rahmadya Nur Hidayah / Sylvia Mustika Sari

Friday,
18th October 2024
13.30 – 15.30
(UTC+7)

Facilitators:
Rita Mustika
Nurhanis S Roslan

Workshop 4
Embracing Your Roles as Medical Teachers Through Maintaining Well-Being

Curriculum Vitae
Rita Mustika
Rita Mustika, a medical doctor and associate professor of medical education at Universitas Indonesia serves as head of the Department of Medical Education Faculty of Medicine Universitas Indonesia (FMUI) and head of the Medical Education Collaboration Cluster (MECC IMERI-UI). Her interests include faculty development for medical and clinical teachers, professional formation for medical students and teachers, Humanism-Cultural competency, technology-enhanced learning, student support, and research methodology. She's also involved in the mentoring-coaching program for remediation and explores medical humanity topics through her research. Her vision to empower people led her to professionally certify on coaching and integrate them into her teaching, training, and mentoring responsibilities. She earned a medical degree from Gadjah Mada University, a master of clinical epidemiology from UI, received training in biomolecular and clinical dermatology at Kobe University, a cultural competence-qualitative research approach at Maastricht University, and a Ph.D. in Medical Education from UI.

Nurhanis S Roslan
Nurhanis is a lecturer in the Department of Medical Education and the Examination Chairperson in School of Medical Sciences, Universiti Sains Malaysia. Her research areas and publications include assessment, curriculum, professionalism, and wellbeing, and recently won the IMU-Ron Harden Innovation in Medical Education award for her work in promoting junior doctors' resilience. Nurhanis also serves as the associate editor for the EIMJ journal.

Abstract
Workshop Objective(s)
After participating in this workshop, you will be able to:
1. Explain the various roles of medical teacers with their benefits and challenges
2. Explain burnout phenomena in medical education
3. Create a well-being plan to Increase resiliency as a medical teacher

Workshop Description
Being a medical teacher in a disruptive era today is different from the old-day image of a lecturer. There are various roles that medical teachers need to play,

interchanging every day. Harden developed a framework of twelve and then renewed to eight roles of medical teachers to remind us that medical teachers play various roles in their teaching lives. Those roles sometimes fight each other, leaving us with burnout condition. Igniting resiliency through maintaining well-being is considered a way to combat burnout and provide a person with the ability to perform well. This workshop will discuss how to retain well-being to support our role and ignite our identity as medical teachers.

Who should attend: All medical teachers

Rundown

Time	Activities	Resource Person(s)
30'	Icebreaking & Overview (On being a medical teacher)	Rita Mustika
30'	Burnout phenomena & resilience in medical education	Nurhanis S Roslan
30'	Maintaining Well-being as a medical teacher	Rita Mustika
30'	Group work, reflection & take-home message	Nurhanis S Roslan

Friday,
18th October 2024
13.30 – 15.30
(UTC+7)

Facilitators:
Diantha Soemantri
Nadia Greviana

Workshop 5
Boost your mood with creative ways of self-reflection

Curriculum Vitae

Diantha Soemantri

Professor Diantha Soemantri, MD, MMedEd, PhD is a full professor in Department of Medical Education, Faculty of Medicine Universitas Indonesia. Graduated as a medical doctor from Faculty of Medicine Universitas Indonesia in 2005, acquired MMedEd title from University of Dundee in 2007 and PhD in the same field from University of Melbourne in 2013. She is now the head of Master in Medical Education Program in Universitas Indonesia and responsible for the multi- and interprofessional curriculum of Health Sciences Cluster. Since 2018, she is appointed as the vice director of medical education of the Indonesian Medical Education and Research Institute (IMERI). Her research interests are student assessment, reflection and feedback, interprofessional education and collaborative practice, and professionalism development.

Nadia Greviana

Nadia Greviana graduated as a dentist from Faculty of Dentistry, Universitas Padjadjaran in 2014. Her interest in medical education and health professions motivated her to complete the Master of Medical Education from Faculty of Medicine Universitas Indonesia (FMUI) in 2019. Currently, she is a lecturer in Department of Medical Education, FMUI. Her research interests are assessment, professionalism, student support, and wellbeing.

Abstract

Workshop Objective(s)

The ability to self-reflect is one of the requirements for personal and professional development. Medical students are taught and nurtured to be reflective throughout their medical studies and the skills to reflect underlies the lifelong learning principles. Many medical schools have created courses to help students to reflect and some incorporate reflective writing tasks as part of the assignments and assessment. We understand the reflection can come in different forms, although the predominant form of self-reflection is still reflective writing. Despite the benefits of teaching reflective practice through reflective writing tasks, literature has found the side effects of it, such as reflective zombie and faking reflection. Students may focus on fulfilling the prerequisites of a good reflective writing, without actually reflecting on the experiences. They may only strive to obtain good reflective writing marks and fake the experiences, hence the reflection.

Therefore it is important to find ways to make reflective writing tasks more meaningful and impactful for students, not only on their learning outcomes, but also on their day to day well being. In the end good well being of students will certainly influence their learning and academic performances. This workshop is aimed at exploring the challenges related

the 16th Jakarta Meeting on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

to self-reflection from the viewpoints of medical students and discussing creative ways to self-reflect to help students make the best out of their learning. Workshop participants will use different and creative ways to self-reflect and discuss opportunities and challenges pertaining to each self-reflection approach.

Workshop Description

This two-hour workshop will involve medical students as participants and is aimed at exploring the challenges related to self-reflection from the viewpoints of medical students and discussing creative ways to self-reflect to help students make the best out of their learning. The first part of the workshop will be on discussing the challenges and potentially creative ways of self-reflection, while the second part of the workshop will focus on each participant using creative ways to self-reflect.

This study aims to enhance teachers' awareness of the challenges of and opportunities for developing student-centred beliefs, identity and mission.

Who should attend: Medical Students, Medical Teachers involved in teaching reflection

Rundown

Time	Activities	Resource Person(s)
15'	**Introduction and Ice Breaking** : Reflection	Nadia Greviana
30'	**Group discussion**: • Reflective persona • Reflecting on Challenges of the curent (existing) reflective practice and reflective writing tasks • How to resolve the challenges	Nadia Greviana/ Diantha Soemantri
15'	**Debriefing** : Ways to self-reflect & be a reflective persona	Diantha Soemantri
15'	**Introduction**: Stream consciousness technique	Nadia Greviana
15'	Individual work: Writing self-reflection using stream consciousness technique	
15'	Group discussion Sharing individual reflection: • Does stream consciousness technique work?	Nadia Greviana/ Diantha Soemantri
15'	Debriefing	Nadia Greviana
15'	Closing and take home messages	Nadia Greviana/ Diantha Soemantri

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Friday,
18th October 2024
13.30 – 15.30
(UTC+7)

Facilitators:
Fransiska Kaligis
Estivana Felaza

Workshop 6
How the Provide Feedback in Our Clinical Setting: Introduction the RAISE Model

Curriculum Vitae

Fransiska Kaligis

Fransiska Kaligis is a psychiatrist and lecturer from Faculty of Medicine Universitas Indonesia. She completed her degree in Medicine from Universitas Indonesia in 2001 and graduated as Psychiatrist in 2008. She has been a Consultant in Child and Adolescent Psychiatry since 2011, as well as finished her Doctorate degree in 2022 with a Dissertation about resilience and coping mechanism against stress in transitional-age youth. She joined clinical teacher training when she began her career as a medical lecturer in 2013 and had the opportunity to also joined advanced clinical teacher training in 2016 which was conducted by Faculty of Medicine Universitas Indonesia (FMUI) in collaboration with University of Melbourne. Currently she is also part of team members from Clinical Teacher training who shares the topic "Giving Constructive Feedback" together with other team members from Medical Education Department in FMUI. She has published in national and international publications, with her main topic of interest in adolescent and youth mental health and education.

Estivana Felaza

Dr. dr. Estivana Felaza, MPdKed from Faculty of Medicine, Universitas Indonesia. Dr. Estivana is a lecturer at the department of medical education FMUI since 2007. She graduated from FMUI as a medical doctor in 2004, and finished her master degree in medical education in 2011 and doctorate degree in 2023. She is also appointed as the secretary of the Master of the Medical Education program in FMUI. Her area of interests are in the field of teaching-learning, students support, and faculty development.

Abstract

Workshop Objective(s)

At the end of the workshop, the participants will be able to:
1. Describe the concept and challenges of feedback practice in clinical settings
2. Describe the factors influencing feedback practice in clinical settings
3. Describe the RAISE model as a way of providing feedback in clinical settings

Background

Clinical settings provide authentic experiences for students during their educational journey. Through these experiences, students gradually develop their professional identity. Social interactions between students and clinical teachers in the form of feedback are essential for this process to occur optimally.

Despite its importance, feedback interaction in the clinical environment can be quite challenging. Limited time available for interactions and the high workload might hinder effective feedback interaction. The sociocultural aspects, such as the hierarchical and collectivistic culture in our setting, add certain uniqueness to the challenges faced in feedback practice.

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

This workshop aims to discuss the characteristics of feedback practice in clinical settings and models that can be implemented to provide feedback effectively. We also would like to introduce the RAISE model, a feedback model that has been developed based on the characteristics of the students, teachers, and clinical environment in our settings.

Scope of discussion
1. Concept and challenge of feedback practice in clinical settings
2. Factors influencing feedback practice in clinical settings
3. The RAISE Model

Workshop Description

Feedback during the clinical phase is essential to support the professional identity formation of medical students. Studies showed that feedback is affected by many factors, including sociocultural. In this workshop, we are going to discuss the challenges faced in providing feedback in clinical settings, the factors affecting feedback, and practicing the RAISE model as one of the feedback models proposed to be implemented in our clinical settings.

Who should attend: All medical teachers

Rundown

Time	Activities	Resource Person(s)
10'	**Ice Breaking and Introduction**	
30'	Concept and Challenges of Feedback Practice In Clinical Setting	Fransiska Kaligis
30'	Factor effecting feedback In our setting and THE RAISE MODEL	Estivana Felaza
30'	**Role Play :** Demonstrating feedback practice using the RAISE model	Fransiska Kaligis Estivana Felaza
20'	Reflections and take-home messages	

Free Paper Presentation

OA-1 Different System of OSCE Feedback Mechanism: A Systematic Review of Medical Students Populations in Asia

Made Violin Weda Yani[1] , IB Amertha PM[1], IGP Supadmanaba[1], Made Sindy A.P[1], Putu Ari Shanti. D[1], IGA Harry Sundariyati[1], IGA Sri Darmayani[1]
[1]Faculty of Medicine, udayana University Denpasar Bali Indonesia

Background: Assessing clinical skills from students' competence in practical medical science is essential to evaluate the quality of medical students' clinical learning qualifications, specifically through the Objective Structured Clinical Examination (OSCE). Feedback after OSCE is essential to improve the quality of medical students' clinical skills and safe clinical practice. The effectiveness of providing feedback in each institution can show different conditions in each country due to cultural factors. Many examiners do not provide helpful or insightful feedback in the text space provided after OSCE stations, which may adversely affect learning outcomes.

Aim of study: This systematic review aims to discuss the various systems of OSCE feedback mechanisms among medical student populations in Asia.

Method: PubMed, Science Direct, and Google Scholar were searched for relevant literature from 2014 to 2024. We used the following keywords: "OSCE ", "objective structured clinical examination", "medical student", "clinical skill", "clinical setting." AND "feedback" AND "assessment". Articles were included if they assessed OSCE feedback by quantitative or qualitative methods. Data extracted from eligible articles included demographic data, type of study, number of participants, method of OSCE feedback mechanism, and outcome.

Results: The literature search yielded 685 articles, but only ten articles met the eligibility criteria and were included in the review. Results included students from medical, dental, and nursing professional programs. Two studies show that providing feedback to students on clinical skill examinations should be included in the curriculum. Seven studies show that students perceived that OSCE feedback helped orient them for the final professional exam by identifying their weaknesses or unsatisfactory performance for important key competencies like clinical examination. Only one study shows no correlation between student performance and the previous OSCE feedback experience.

Conclusion: This work suggests that regardless of the type of OSCE feedback method used, the most important aspect is achieving high-quality feedback, includes identifying their weaknesses or unsatisfactory performance in key competencies. A good quality feedback mechanism in OSCE will help medical students improve their clinical skills. Additionally, developing a well-structured

feedback system in OSCE will help guide and support the examiner in providing effective feedback to learners.

OA-2 Comparison of Student Final Score Achievement between the Progress Test and Final Test Methods at Faculty of Medicine UMI, Makassar: Pilot study

Berry Erida Hasbi[1], Windy Nurul Aisyah[1], Farah Ekawati Mulyadi[1]

[1]Faculty of Medicine, Universitas Muslim Indonesia, Makassar

Background: The variety of assessments implemented allowed for the gathering of both numerical and narrative data that could be used to provide rich and meaningful feedback to learners. Nearly all programmes mentioned that the mix of assessments was designed against a competency frame- work, and many indicated adherence to constructive alignment and a programme of assessments designed using Miller's pyramid. Most programmes indicated multiple low- stakes workplace-based assessments as particularly import- ant for assessing real-world situational competence, and most reported the use of simulated assessments (e.g. OSCEs) and written assessments (including progress testing) in the knowledge domain.

Aim of study: The aim of this study is to compare score achievement between Progress test & Final test at Faculty of Medicine, UMI, Makassar.

Method: There are a total of 506 students taking the growth and development and geriatrics block in 2023 and 2024 and divided into 2 groups. 253 of group A used the progress test 4 times in 2024 and group B of 253 used the final test in 2023. The scores between the 2 groups were compared using the T-independent test.

Results: Group A taken in 2024 in the growth and development & geriatrics block showed a better value (69.33 ± 11.22) than group B (54.92 ± 11.49). Statistical tests using the T-independent test showed a P value <0.0001. We can conclude that the progress test method is better than the final test in achieving students' final grades because progress tests can help to reduce students' cognitive load.

Conclusion: As a pilot project, the Progress test is able to increase students' final grades. We hope that this program will be carried out to other blocks so that the quality of education can be improved.

OA-3 Cross-cultural Adaptation of Neuroanxiety Scale dan Neuroanatomy Self Efficacy Scale in an Undergraduate Medical Program in Indonesia

David Christianta[1], Ardi Findyartini[1]

[1]Undergraduate Medical Program, Faculty of Medicine, Universitas Indonesia, Indonesia

Background: Learning neuroanatomy is recognized as one of the sources of neuroanxiety among medical students. Neuroanxiety can be influenced by various factors such as self-efficacy in neuroanatomy learning. Neuroanxiety and self-efficacy in learning neuroanatomy have rarely been studied in Indonesian context, while neuroanatomy-related competencies are essential for graduating physicians.

Aim of study: This study aims to adapt questionnaires to measure neuroanxiety and self-efficacy in learning neuroanatomy.

Method: This study was conducted through stages for questionnaire adaptation and final data collection with the Indonesian version of the Neuroanatomy Scale (NAS) and Neuroanatomy Self Efficacy Scale (NSES) questionnaires. Content validity was measured by content validity index (CVI) and internal consistency was measured by Cronbach's alpha. Construct validity was obtained through Exploratory Factor Analysis (EFA).

Results: The CVI value for the NAS questionnaire was 0.88 and the NSES questionnaire was 0.94. The EFA results of NAS questionnaire extracted 1 factor which is neuroanxiety. The EFA results of NSES extracted 2 factors namely perceived skills and transferability. The Cronbach's alpha value for the Bahasa Indonesia version of the NAS questionnaire was 0.860 and for the Bahasa Indonesia version of the NSES questionnaire was 0.878.

Conclusion: The Indonesian NAS and NSES questionnaires are valid and reliable for measuring self-efficacy and neuroanatomy learning neuroanatomy.

OA-4 COMPARISON OF OSCE ACHIEVEMENT WITH FORMATIVE AND SUMMATIVE CLINICAL SKILL POST-TEST: WHICH IS MORE EFFECTIVE?

Ni Wayan Diana Ekayani[1], Luh Gde Evayanti[1], Adi Pratama Putra[1], I Made Pariartha[1], Rima Kusuma Ningrum[1]
[1]Universitas Warmadewa

Background: Objective Structured Clinical Examination (OSCE) is widely used by medical faculty to evaluate clinical skills and professionalism. Before the OSCE, the Faculty of Medicine and Health Sciences of Universitas Warmadewa conducted clinical teaching sessions and clinical skill post-tests as initial assessments after being guided by the instructor. There are two types of clinical skill post-tests, summative and formative.

Aim of study: This study aims to compare OSCE scores in students who take formative and summative clinical skill post-tests.

Method: This research was a cross-sectional study with secondary data. The study compared the scores of the third semester OSCE in medical students of class 2020 and class 2021. The class of 2020 used formative clinical skill post-test and the class of 2021 used summative clinical skill post-test. We used the Whitney test to compare the actual mark because the data was not normally distributed.

Results: The number of medical students who met the inclusion criteria was 285 students, consisting of 134 students from the 2020 class and 151 students

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

from the 2021 class. The average OSCE score was 148.01 for the 2020 class and 159.17 for the 2021 class. There was a significant difference between the OSCE scores of the third semester of students with formative and summative clinical skill post-test (p=0,00).

Conclusion: Formative and summative may affect the OSCE scores in this study. However, other factors may influence this difference such as learning motivation, clinical skills learning methods, assessment blueprints, examiners, and others. Keywords: formative assessment, summative assessment, Objective Structured Clinical Examination, OSCE

OA-5 Unveiling Assessment Dynamics in Pharmacology Course: A Comprehensive Analysis of LUMOS 2024 MCQ Quiz Performance and Participant Feedback

Pandji Winata Nurikhwan[1], Alfi Yasmina[1], Annya Gracia Sugiono[1], Abrari Fauzi[1]
[1]Universitas Lambung Mangkurat

Background: The Lambung Mangkurat Medical Pharmacology Championship, also known as LUMOS, is a national collegiate competition organized by the Department of Pharmacology, Universitas Lambung Mangkurat. Established with the primary goal of sharpening and testing students' knowledge and skills in pharmacology, this competition offers students scientific challenges relevant to pharmacology.

Aim of study: This study aimed to present a detailed statistical analysis of the LUMOS 2024 MCQ quiz, examining both overall quiz performance and individual question metrics.

Method: The analysis employed a mixed-methods approach, combining quantitative data from quiz results with qualitative feedback from participants. The quiz, taken by 42 participants across universities, spanned a duration of 2 hours.

Results: The average grade across all attempts was 37.86%, with a standard deviation of 12.21%. The score distribution showed a skewness of 0.5972 and a kurtosis of 2.2281. A detailed analysis of the quiz structure revealed that the facility index for individual questions ranged from 71.43% to 95.24%. The discrimination index varied significantly across questions, with some questions achieving high discrimination (up to 49.03%). The quiz also demonstrated a high coefficient of internal consistency at 90.05%, confirming the reliability of the assessment. Qualitative feedback from participants highlighted the quiz's strengths in timeliness, content relevance, and ease of access. However, there were suggestions to improve cost accessibility and maintain high organizational standards. These findings offer valuable insights into the quiz effectiveness and areas for enhancement in future iterations, particularly in question design, participant engagement, and event management.

Conclusion: The study concludes that the LUMOS 2024 MCQ quiz provides a reliable and well-structured assessment, with actionable insights for improving both quiz design and participant experience in the future.

the 16th Jakarta Meeting on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

OA-6 Expectation and Needs of Medical Students Towards The Implementation of Virtual Simulation in Learning Rational Use of Medicine

David Christianta, Desak Gede Budi Krisnamurti, Aria Kekalih, Adisti Dwijayanti, Nicholas Jason Wijaya, Juan Felix Samudra, Pratiwi Rahadiani

[1]Undergraduate Medical Program, Faculty of Medicine, Universitas Indonesia, Indonesia

Background: The irrational use of medicines remains prevalent globally despite education efforts, leading to decreased treatment quality and increased healthcare costs. With the rise of online learning during the COVID-19 pandemic, virtual simulation presents a promising solution to enhance the teaching of rational medicine use among medical students.

Aim of study: This study aimed to investigate the perspectives and needs of medical students as they relate to the implementation of virtual simulation in learning the rational use of medicines.

Method: The study, conducted at the University of Indonesia from August 2022 to September 2023, used a mixed-method approach to assess needs for developing virtual simulation in rational medicine use education. A validated questionnaire, consisting of 14 closed-ended and 14 open-ended questions. A total of 281 medical students voluntarily participated in this study. Quantitative data were analyzed descriptively using SPSS v24, while thematic analysis was applied to open-ended responses.

Results: Students perceived virtual simulations to be the most effective tool for distance learning and suggested features like case scenarios, realistic representation, a good user interface, and user-friendly navigation. Most students chose 10-20 minutes duration as the most effective duration for virtual simulations learning. Additionally, 52.3% had no prior knowledge of the rational use of medicines but acknowledged its importance. Virtual simulations could be used to explain the concept, management, and implementation of the rational use of medicines.

Conclusion: In conclusion, virtual simulation needs to be implemented during distance learning about the rational use of medicines, to increase students' motivation, understanding, retention, and interactivity, and to improve their focus. The findings of this study might be utilized by medical educators to tailor the design of the virtual simulation according to the needs and expectations of medical students.

OB-1 The effectiveness of a bioethics workshop to improve the ethical decisions of medical students regarding resource allocation under limited resources in Indonesian cultural context

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Satrio Utomo[1], Ervin Dyah Ayu Masita Dewi[1], Astrid Pratidina Susilo[1]
[1]Department of Medical Education and Bioethics, Faculty of Medicine, Universitas Surabaya, Indonesia

Background: The significant increase in cases during COVID-19 pandemic demanded healthcare professionals to make challenging decisions regarding the utilization of resources, such as the allocation of ICU and ventilators. Bioethical principles (autonomy, beneficence, non-maleficence, and justice) serve as the foundation in the ethical decision-making. However, in Indonesia, the decisions were also influenced by cultural factors, such as communal and hierarchical cultures. Inadequate preparedness of healthcare professionals to face these challenging situations led to ethical dilemmas and burnout. Therefore, medical students, as future healthcare professionals, need to be prepared for similar situations in the future. We developed a one-day bioethics workshop to improve the ethical decisions of medical students. The workshop was developed based on collaborative learning principles and tailored to the Indonesian cultural context. The effectiveness of this workshop has not yet been tested.

Aim of study: The aim of this study is to determine the effectiveness of a workshop to improve the ethical decisions of medical students regarding resource allocation under limited resources in Indonesian cultural context.

Method: This research is an experimental study using a one-group pretest-posttest design. We randomly recruited 30 medical students of Universitas Surabaya to join the workshop. Situational Judgment Test (SJT) was used to measure the ethical decisions before and after the workshop. We analysed the data using the Wilcoxon sign-rank test.

Results: 30 medical student subjects, 11 men and 19 women, from semester 6 and 8, joined the bioethics workshop. The SJT score was (Me = 180, IQR = 14) before the workshop and (Me = 186.5, IQR = 12) after the workshop, and this difference was statistically significant (p= 0.010).

Conclusion: The bioethics workshop, tailored to the Indonesian cultural context and based on collaborative learning principles, was effective to improve the ethical decision of medical students regarding resource allocation under limited resources in Indonesian cultural context.

OB-2 Enhancing Reflective Practice in Healthcare Education: Integrating Frameworks for Effective Learning

Sow Chew Fei[1], Supathiratheavy Rasiah[1], Hui Meng Er[1]
[1]IMU University

Background: Reflective practice is essential for healthcare professionals, fostering critical thinking, problem-solving, and lifelong learning, thereby enhancing clinical decision-making. However, educators find it challenging to teach reflective practice due to the diverse learning styles and prior experiences of learners, as well as the emotional intensity involved in reflective writing about personal experiences.

the 16th Jakarta Meeting on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Aim of study: The aim of this study is to enhance reflective practice in healthcare education.

Method: At the IMU University, a faculty training workshop introduced Kolb's Experiential Learning Framework, Gibbs' Reflective Cycle, Schön's Reflective Practice Model, and the 'What' Model to improve reflective writing skills. Each framework has unique strengths and challenges, with Gibbs' model being comprehensive but complex, Kolb's practical but difficult to grasp, Schön's adaptable but unstructured, and the 'What' model simple but lacking depth.

Results: Participants discussed combining frameworks to balance simplicity and depth, suggesting integrating the 'What' Model into Gibbs' and Kolb's frameworks to aid in comprehension and application.

Conclusion: This blended approach facilitates learners with clear, step-by-step guidance to deepen their reflection and application of learning, while supporting educators with structured yet flexible methods to facilitate and assess reflective practice effectively. This blended approach, while promising, necessitates further empirical research to rigorously evaluate its effectiveness and integration into healthcare education curricula.

OB-3 Why Do They Leave: Mapping What Causes Residents to Resign with Criminological Perspective

Kristian Wongso Giamto[1], Rita Mustika[2]
[1]Independent researcher, Bogor, Indonesia
[2]Medical Education Department, Universitas Indonesia

Background: Even though getting into residency is highly competitive, some residents decide to resign at any stage of their study. Routine activity theory states that a crime consists of three elements: a motivated offender, a suitable target, and the absence of a capable guardian.

Aim of study: This study aims to map the causes of residents' attrition based on one of criminological perspectives, which is routine activity theory.

Method: Resigned residents were interviewed semi-structured, focusing on how they finally chose to leave their training. The interviews were recorded and coded before being subjected to thematic analysis. Interviews with their colleagues and family were planned for data triangulation. Themes were mapped in the frame of routine activity theory. This research was granted ethical approval by Universitas Gadjah Mada (KE-FK-0456-EC-2022).

Results: Eleven residents were interviewed online. Interviews for triangulation were not performed due to respondents' preference. Senior residents were most commonly mentioned as the leading actors causing work overload to the residents, which caused the desire to leave residency. Not only clinical work, but the junior also has to do non-clinical tasks, such as buying food for their resident and sending some money without getting it back. Personal issues with the staff were also reported, which initiated the departure of residency. Our respondents are mainly junior residents with no power to resist their seniors' orders or to speak up after being given massive (clinical or non-clinical) tasks. Respondents argued that the faculty had acknowledged this culture but

intentionally remained silent. Suicidal thoughts (such as drinking pesticides) were also found among respondents struggling during their final days in residency.

Conclusion: The constellation of offender, victim, and guardian in the case of resigned residents was perfect enough to keep the victimization of junior residents going. Non-criminal reasons for leaving residency were also worth considering.

OB-4 The Correlation Between Levels of Stress and Sleep Quality of Medical Student at Sultan Ageng Tirtayasa University

Pandu Sabatian Sumarsono[1], Dewi Friska[1]
[1]Sultan Ageng Tirtayasa University

Background: Disturbed homeostasis due to physical or psychological stimulation can cause stress. According to the World Health Organization (WHO) in research by Clariska, et al (2020), as many as 264 million people in the world experience stress. Students have typical stressors in the form of pressure or discomfort studying This should be a concern, supported by research at the University of Indonesia which states that there is a significant relationship between sleep quality and levels of stres. Based on these various data, medical students have a high potential to experience stress which can have a negative effect on sleep quality. This information is important to study more deeply in order to maintain students' mental health while studying.

Aim of study: This study aims to This research aims to obtain an overview of the mental health of students at the Sultan Ageng Tirtayasa University Medical Study Program.

Method: This research uses an analytical observational design using a cross-sectional approach. The questionnaire link was distributed to students of the Sultan Ageng Tirtayasa University Medical Study Program via Google Form. Stratified random sampling was chosen as the sampling technique in this study with a sample size of 148 people.

Results: There were 83 people (56.1%) with moderate levels of stress, which was also the highest level of stress experienced by students in the study. In addition, poor sleep quality in the study was found to be 87.2%. In the research, no relationship was found between gender, age, class, and non-academic activities with sleep quality. Student with moderate-bad stress levels are 4.26 times more likely to experience poor sleep quality compared to students with mild stress levels.

Conclusion: There is a relationship between moderate-severe stress levels and sleep quality in students of the Sultan Ageng Tirtayasa University Medical Study Program.

OB-5 THE PERCIEVED OF BULLYING AMONG FIRST YEAR MEDICAL STUDENT : QUALITATIVE STUDY

Rizki Fitrah Rahmani Saleh[1], Azriel Fasha Soepardireza[1], Akbar Rahmad Wijaya[1], Berlian Nur Maharani[1], Sylvia Mustika Sari[1]
[1]Jenderal Achmad Yani University

Background: The quality of medical education in Indonesia plays an important role in achieving the SDGs. However, the high potential for bullying in the medical education process can threaten students' mental health as prospective doctors. The aims of explored perceptions of bullying among first-year medical students in Indonesia.

Aim of study: This study aims to determine the perception of first-year medical students towards bullying, to determine the potential for bullying in the medical education environment, and to determine attitudes and future plans towards bullying in the Indonesian medical education environment.

Method: Respondents were taken using a purposive sampling technique through the ISMKI organisation to obtain respondents from all over Indonesia. There were 48 respondents from 16 institutions spread throughout Indonesia. We obtained the data through an online focus group discussion (FGD) process. The analysis was carried out in stages through coding, categorization, and thematic analysis by striving for trustworthiness, through member checking and multiple coders.

Results: Five central themes emerged: 1) bullying, defined as a set of intimidate behaviours carried out within the power gap; 2) types of bullying (verbal, physical, and cyber); 3) The high potential of bullying manifests in physical, social, and intelligence gaps among students; 4) Bullying adversely affects the victim's mental, social, and academic abilities; and 5) The provision of social support, facilities for complaints, and services against bullying is crucial.

Conclusion: This first year medical student has the perception and potential for bullying; this is evidence that bullying has been perceived since the beginning of education. Further research can develop efforts to screen for bullying in undergraduate students as a basis for follow-up to reduce bullying cases in medical education.

OB-6 Analysis of Factors Relating to Levels of Psychosocial Stress in Class of 2020 Students Faculty of Medicine, Muslim University of Indonesia

Rasfayanah[1], Novita Prawitasari[1], Andi Alamanda Irwan[1], Nurelly N Waspodo[1], Syamsu Rijal[1], Nurfachanti Fattah[1], Arni Isnaini Arfah[1]
[1]Faculty of Medicine Universitas Muslim Indonesia

Background: Psychosocial stressors are all forms of phenomena that arise in a person's environment that disrupt the individual's mental balance, so that the individual must adapt to changes that occur. The influence of stress on medical students can be caused by various factors, namely cultural differences, new places of residence, financial problems, social demands, and family demands

are separate demands for students. This becomes a stressor for students and can cause stress which will have bad consequences if not handled properly.

Aim of study: This study aims to determine the level of psychosocial stress and related factors in the 2020 batch of students of the Faculty of Medicine, Muslim University of Indonesia.

Method: This research is a correlational analytic study with a cross-sectional approach. The research sample was conducted by means of random sampling, as many as 112 people. Bivariate analysis technique using Chi-Square test.

Results: In this study, it was stated that the most students of the Faculty of Medicine, Universitas Muslim Indonesia Batch 2020 had moderate stress levels as many as 68 people (60.7%). The results of the chi-square analysis showed that there was a relationship between sex factors, interpersonal relationships and the influence of parents on psychosocial stress having a sig value <0.05. While housing and financial factors are not related to psychosocial stress have a sig value > 0.05. The results of the multivariate analysis showed that of the 5 factors, the most influential factor was interpersonal relationships which had a sig value. 0.002 < 0.05.

Conclusion: The level of psychosocial stress in the students of the Faculty of Medicine, Universitas Muslim Indonesia Batch of 2020 is a moderate level of stress. The results showed that the most influential factor on psychosocial stress was interpersonal relationships.

OB-7 The Psychological Resilience among Undergraduate Medical Students Under a catastrophic situation like Covid-19 pandemic: Supporting Diverse Learners

Rashmirekha Sahoo[1], Soumendra Sahoo[1], Htoo Htoo Kyaw Soe[1]
[1]Manipal University College Malaysia (MUCM)

Background: The social distancing and online teaching during COVID-19 pandemic had impact on student learning, more so when the students were deprived of learning psychomotor skills.

Aim of study: This study aims assess the psychological resilience of diverse learners as regards ethnicity & to analyze necessary support provided to alleviate the issues.

Method: We conducted a cross-sectional study among 1200 undergraduate medical students. The survey questionnaires has six parts; demography information, modified version of COVID-19 related worries, the impact of COVID-19 in teaching and learning, resilience using the Connor-Davidson Resilience Scale, generalized anxiety disorder 7-item (GAD-7) scale & lastly patient health questionnaire-2 (PHQ-2). The Cronbach's alpha coefficient of GAD-7 was 0.930 and PHQ-2 was 0.811. We used multiple linear regression to determine the association between resilience and anxiety, depression, and COVID-19 related worries. All the statistical tests were two-sided, and the level of significance was set at 0.05.

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Results: Around 32.8% of the medical students had minimal anxiety while 35.7% had mild, 14.1% had moderate and 17.4% had severe anxiety disorder. The mean resilience score was 23.1 (SD 7.3). There was statistically significant negative association between resilience and anxiety with regression coefficient of -0.36 (95% confidence interval -0.43 to -0.29), P<0.001. Female students had significantly higher anxiety (regression coefficient 2.03; 95% confidence interval 0.92 to 3.15; P<0.001) and COVID-19 related worries (regression coefficient 2.91; 95% confidence interval 1.48 to 4.35; P<0.001) than male students.

Conclusion: A significant proportion of medical students experienced anxiety and depressive symptoms, with varying degrees of severity. We emphasize the need for targeted support and interventions to address anxiety, depression, and promote resilience.

OC-1 CHALLENGES IN CANCER PAIN EVALUATION AND MANAGEMENT AMONG NEUROLOGY RESIDENT FACULTY OF MEDICINE UNIVERSITY OF INDONESIA: INSIGHTS FROM A FOCUS GROUP DISCUSSION

Tiara Aninditha[1], Henry Riyanto Sofyan[1], Irma Savitri[1], Jessica Herlambang[1], Ahmad Rafi Faiq[1]
[1]Department of Neurology, Faculty of Medicine, Universitas Indonesia, Dr. Cipto Mangunkusumo Hospital, Indonesia

Background: Effective pain evaluation and management are fundamental aspects of neurology practice. However, residents often encounter various challenges in this domain. Addressing these challenges is crucial to ensure adequate education to equip neurology residents with the knowledge and skills to improve their ability to manage pain effectively in clinical settings.

Aim of study: This study aims to elucidate the obstacles faced by neurology resident in pain diagnosis, management, and monitoring to determine effective interventions for knowledge enhancement.

Method: A focus group discussion (FGD) was conducted among 15 neurology residents consist of first-year to fourth-year resident from faculty of medicine University of Indonesia to explore the perceived challenges in pain evaluation and management. Participants included residents from different levels of training.

Results: The FGD revealed several common challenges faced by resident in pain evaluation and management. These included facility, limited time for comprehensive pain assessment, and patient-related obstacles. Notably, only 20% of resident trusted the severity of pain as described by patients. Additionally, 46.6% of resident felt that comprehensive pain assessment imposed a burden, 60% of trainees expressed confidence in managing cancer pain, while 66.6% felt that the current learning materials did not sufficiently enhance their confidence levels. Residents requires learning curriculum such as standardizing pain assessment perceptions, integrating case-based learning approaches, and enhancing clinical applications in training curriculum. These

findings highlight the critical need to refine educational strategies to adequately prepare future neurology practitioners in pain management.

Conclusion: Neurology residents encounter multifaceted challenges in pain evaluation and management. Residents should be provided with learning through standardizing pain assessment perceptions, case-based learning, and enhancing clinical applications to trust the severity of pain described by patients and comprehensive pain assessment thus enabling better management of pain in clinical practice.

OC-2 EVALUATION OF NEUROLOGY RESIDENCY CURRICULUM AT UNIVERSITY OF INDONESIA FACULTY OF MEDICINE, DR. CIPTO MANGUNKUSUMO HOSPITALS USING THE MEDICAL SCHOOL PAIN CURRICULUM SURVEY (MSPCS)

Jessica Herlambang[1], Tiara Aninditha[1], Henry Riyanto Sofyan[1], Irma Savitri[1], Ahmad Rafi Faiq[1]
[1]Department of Neurology, Faculty of Medicine, Universitas Indonesia, Dr. Cipto Mangunkusumo Hospital, Indonesia

Background: Effective pain evaluation and management are fundamental aspects of neurology practice. Curriculum evaluation needed to ensure adequate education to equip neurology residents with the knowledge and skills to improve their ability to manage pain effectively in clinical settings.

Aim of study: The aim of this study is to evaluate the neurology residency curriculum at University of Indonesia Faculty of Medicine – Dr. Cipto Mangunkusumo Hospital.

Method : Residency curriculum assessed using the Medical School Pain Curriculum Survey (MSPCS) which assessing resident's perceptions of education provided by the university to equip them to evaluating and managing pain, addressing opioid side effects and addiction, understanding pain physiology and pharmacology, and delivering comprehensive pain management. Each participant rated on a 1 - 5 scale of each statement (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree).

Results: A total of 84 participants of first-year to fourth-year resident and 5 fellowship training in neurology. The mean score across all items was 3.93±0.27. The lowest average score pertained to the ability to evaluate and manage pain in elderly patients (3.30), while the highest average score was for identifying factitious disorders and drug-seeking behavior (4.38). The evaluation revealed overall positive perceptions among neurology residents regarding the adequacy of the current curriculum in preparing them for various aspects of pain management and related challenges.

Conclusion: The findings highlight strengths and areas for improvement in the neurology residency curriculum concerning pain management education, particularly in preparing residents to deal with complex pain management in special populations such as the elderly.

OC-3 Have fun while learning teamwork as medical students

Siti Rokhmah Projosasmito[1], Savitri Shitarukmi
[1]Department of Medical Education and Bioethics, Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada.

Background: Teamwork in healthcare is pivotal in improving healthcare service and patient satisfaction. The unique characteristic of the healthcare team is that it is dynamic from time to time; from one patient to another, it needs certain teamwork skills. Thus, as part of the healthcare team, physicians must be able to work with other physicians or health professionals. Teaching teamwork in a dull environment using lecture methods is not effective. Game-based learning becomes more promising to be chosen as a learning activity to help students understand the principle of teamwork while experiencing it. I transform my teaching from a reflective-only activity into a game-based activity in the teamwork module as part of the Leadership Longitudinal Block.

Aim of study: Aim of this study is to evaluate the use of game-based learning in teamwork teaching for undergraduate medical students.

Method: Pre- and post-test related to teamwork theory were given to the students before and after session. Besides evaluation survey also given at the end of the session. Students were asked to give rating on their perception of the session. Data were analysed descriptively.

Results: There were 250 students admitted to the course, and 240 students completed the pre- and post-test also evaluation. The average pre- and post-test results were same at 5.69. Even though there were no difference in pre- and post-test, students gave high value to the course. It shown by the average rating score given was 9.375 out of 10.

Conclusion: The use of game-based learning in teaching teamwork could increase students' engagement and motivation to learn among undergraduate medical students. The most important point is they learn while having fun with their friends and exploring their potential.

OC-4 Effectivity of Soft Skills Laboratory Practice on Self-Reflection among First Year Undergraduate Medicine Students

Yudi Feriandi[1], Siska Nia Irasanti[1], Miranti Kania Dewi[1], Santun Bhekti Rahimah[1], Mia Kusmiati[1], Rika Nilapsari[1]
[1]Faculty of Medicine Universitas Islam Bandung

Background: Reflective practice is a critical component in medical education, fostering self-awareness and professional growth. Despite its importance, there is limited research on the effectiveness of practical modules aimed at enhancing reflective abilities among medical students shareable in the literatures.

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Aim of study: This study aimed to measure the effectiveness of a self-reflection practical skills module on the reflective abilities of first-year medical students at the Faculty of Medicine, Universitas Islam Bandung (UNISBA), in academic year 2023/2024.

Method: This is cross-sectional study with pre-test and post-test quasi experimental without control group design involved a total sampling of selected non-missing data samples of 180 first year undergraduate medicine students and. Data were analysed using paired t-test, as the data were normally distributed.

Results: The results indicated a significant difference in the mean scores of written self-reflection before and after the study skills laboratory activity, with an average score increase of 46%.

Conclusion: This demonstrates the effectiveness of the practical module in enhancing the students' reflective abilities mainly written reflection. Incorporating self-reflection modules in medical education effectively enhances students' reflective abilities. A comprehensive evaluation should include both written and verbal reflections to provide a complete picture of students' reflective skills. Future research should integrate verbal assessments to better understand and improve self-reflection training in medical education.

OC-5 Teaching and learning clinical reasoning in primary healthcare: Key findings and inception of the LESTARY© Model

Nur Faraheen Abdul Rahman[1], Nathan Davies[1], Sophie Park[1]
[1]Faculty of Medicine and Health Sciences, Universiti Sains Islam Malaysia

Background: This research explores the nuances of clinical reasoning within primary care, through the lens of Cultural Historical Activity Theory (CHAT).

Aim of study: Central to our examination was the question of how primary care environments shape the processes and outcomes of clinical reasoning, teaching, and learning.

Method: Ethnography using reflexive thematic analysis guided by the CHAT lens was used to make visible crucial meanings and outcomes.

Results: Our study posits that primary care settings indeed influence undergraduate clinical reasoning, generating meanings constructed through the CHAT framework. Four critical points underpin this conclusion: 1. Integrated patient, disease, and community-orientedness form the core of primary care reasoning, serving as both theoretical and practical frameworks for clinical education. 2. Patients as core enablers and clinical teachers as reasoning experts are essential in facilitating clinical reasoning interactions. 3. Clinical teachers impart the use of clinical reasoning tools within the generalist ethos of primary healthcare. 4. The extent of student participation in patient consultations may predict the sustainability of primary care reasoning beyond the educational setting. As the results, we propose the LESTARY© model of teaching and learning clinical reasoning in primary care settings as a

framework within which curricular designers can create a holistic clinical reasoning training can potentially be sustained beyond educational settings.

Conclusion: The LESTARY© model aims to achieve expansive and sustainable growth in the quality of clinical reasoning education in primary care and medical education as a whole. This model provides a comprehensive framework to enhance the teaching and learning of clinical reasoning, ensuring its relevance and application beyond academic settings.

OC-6 Bridging Opportunities and Challenges of International Student Mobility Between Malaysia and Indonesia: A Document Analysis

Suhaila Sanip[1], Noor Fadzilah Zulkifli[1], Siti Soraya Ab Rahman[1]
[1]Universiti Sains Islam Malaysia

Background: As international travel reopens after the COVID-19 pandemic, it is inevitable for a doctor to treat foreign patients. Allowing medical students to have clinical experience in a foreign country will help them understand the necessary elements of treating foreign patients holistically in the future. There are many types of student mobility programmes and these programmes are capable of building the students' resilience and personal skills development for future workplace challenges. The literature from Asian countries is limited as students tend to go to Western countries for mobility programmes. Therefore, not much is known about the outcome of mobility programmes among medical students in the Asian region.

Aim of study: The focus of this study is looking at the opportunities and challenges of medical students' international mobility programmes and to develop a framework that enrich their experience for both countries.

Method: The documents analysed include medical education standards, higher education ministry specific regulations, immigration requirement and the universities' specific requirement for example language proficiency and academic merit.

Results: While there are clear guidelines on credit transfer programmes, other types of mobility programmes are not clearly governed. Multiple practices require a framework to guide effective practices that would benefit both medical students and the host institutions.

Conclusion: The findings from this analysis will guide policy makers from both countries to strengthen the opportunities and mitigate the challenges of international student mobility programmes between both countries.

OD-1 Improving Academic Mentor Skills in Preclinical Health Science Programs: A Workshop using Experiential Learning and the Modified R2C2 Model

Lathifa Putry Fauzia[1],Tri Nur Kristina[1], Dian Puspita Dewi[1], Fanti Saktini[1], Tanjung Sumekar Ayu[1]

[1]Medical Development Education Unit, Unviersitas Diponegoro

Background: Generation Z students in preclinical health science programs prefer instant feedback and are sensitive to mental health issues. These students require a longitudinal mentoring approach that is flexible and responsive to their specific needs. A longitudinal mentoring program offers continuous interaction, allowing mentors to build strong relationship and track students' progress over time. We adapted the R2C2 (Relationship, Reaction, Content, and Coaching) model, originally designed for residency, to focus on relationship-building and tailored feedback, helping mentors to support students' mental health and resilience.

Aim of study: This study was aimed to improve mentors' facilitation skills, we conducted a workshop using experiential learning model that engages mentors in active learning through real scenarios.

Method: An interactive one-day workshop was conducted for mentors covering soft skills, mentor's roles, modified R2C2 model as facilitation tool, and role-play using real scenarios. Pre- and post-test assessed knowledge gains, while a post-workshop survey evaluated the workshop's effectiveness and self-reported improvement on mentors' skills.

Results: A total of 123 faculty members from five programs (medicine, nursing, nutrition, pharmacy, and dental) attended the workshop, with 64 (52%) completing the pre-/post-test and survey. Mentors' knowledge significantly increased ($p < 0.05$). Using a Likert scale of 1 to 5, participants reported positive reactions to the delivery, facilitation, and handouts (scores ranging from 4.25 to 4.47). The workshop improved mentors' skills in rapport building (4.27 ± 0.65), exploring reactions (4.23 ± 0.66), validating negative reactions (4.17 ± 0.73), problem identification (4.30 ± 0.69), and assisting problem-solving (4.28 ± 0.70). Key lessons learned included tailored mentorship, essential mentor skills, and the strategy to facilitate mentoring sessions.

Conclusion: The workshop effectively trained preclinical academic mentors using an experiential learning approach. Significant improvements were seen in mentors' knowledge and facilitation skills. However, long-term effectiveness of the modified R2C2 model needs further exploration.

OD-2 ACADEMIC URGENCY ASSISTANCE: A PEER MENTORING STRATEGY TO ELEVATE MEDICAL STUDENT ACHIEVEMENT

Farah Ekawati Mulyadi[1], Suliati P. Amir[1], Windy Nurul Aisyah[1], Arni Isnaini Arfah[1], Nurfachanti Fattah[1], Rasfayanah[1]

[1]Medical Education Unit, Faculty of Medicine Universitas Muslim Indonesia

Background: Every Faculty of Medicine Universitas Muslim Indonesia student will undergo a three-semester evaluation where they are required to pass courses with a minimum of 24 credits and a minimum GPA (Grade Point Average) of 2.0 Therefore, the academic urgency assistance (AUA) program will

**the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)**

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

include those who have passed the two-semester study period and have a GPA of less than 2.5 to maximize their academic performance. This program uses peer mentoring to help them learn and improve their academic achievement. Peer mentoring is a specific method to provide medical students with learning experiences in the same or higher classes as the mentored students. Peer mentors support collaborative learning and inquiry, where mentors can come together to explore, discuss, and reflect on their practice.

Aim of study: This study aimed to evaluate the effectiveness of peer mentoring strategies in elevating medical student achievement.

Method: This study was conducted on 47 two-semester students in the Faculty of Medicine, Universitas Muslim Indonesia who gained a GPA of less than 2.5. These students are divided into 8 small groups accompanied by peer mentors. Peer mentor activities were carried out involving 29 assistants (five-semester students in the Faculty of Medicine, UMI) from 8 pre-clinical sections, namely Anatomy, Physiology, Biochemistry, Histology, Nutrition, Clinical Pathology, Pharmacology, and Microbiology. The GPA before and after this program was compared and analyzed using the t-paired test. Interviews with the participants were arranged to assess any other problems that they faced throughout their study.

Results: The results of this study show that the GPA before and after this program was significantly increased with $p<0.001$ (1.87 ± 0.38; 2.25 ± 0.49, respectively). Interviews with the participants reveal that most of them have some problems with time management, and difficulty adapting to the active learning method in college.

Conclusion: The AUA program with a peer mentor strategy provides good results in improving the academic achievement of medical students.

OD-3 Assessing Time Management Skills among 2nd-Year Medical Students

Dwiretno Pangastuti[1], Novania Dian Azizah[1], Rose Khasana Dewi[1], Dwi Fitrianti Arieza Putri[1]
[1]Faculty of Medicine, Universitas Brawijaya

Background: Effective time management is indeed essential for medical students to balance their academic responsibilities and personal well-being. Both stress levels and academic performance might be affected, which are particularly challenging to address as class activities move to online learning during the COVID-19 pandemic.

Aim of study: This study aims to provide an overview of time management skills among 2nd-year medical students during the COVID-19 pandemic and explore their correlation with student characteristics, including gender and GPA.

Method: A cross-sectional survey was conducted among 2nd-year medical students at Universitas Brawijaya. Participants completed the Time Management Questionnaire (TMQ) to assess their time management skills, including long-term planning, short-term planning, and attitude toward time. Univariate analysis and Spearman's correlation were used to analyze the data.

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Results: Out of 103 participants, 53% demonstrated poor overall time management. However, a majority (56.4%) exhibited good short-term planning skills. In contrast, long-term planning and attitudes towards time were areas of weakness, with 48.5% and 44.7% of students, respectively, showing poor performance. No significant correlations were found between overall time management skills and gender or GPA. A significant weak positive correlation was found between gender and both of long-term planning skills and attitude toward time.

Conclusion: While many students showed poor overall time management skills, specific aspects like short-term planning were better managed by some. Improving time management skills is crucial for medical students to prepare for the demanding nature of medical practice and maintain a healthy work-life balance. Targeted strategies, such as project-based learning and personalized e-learning projects, can help students develop stronger long-term planning and positive attitudes toward time management.

OD-4 Correlation between resilience and wellness in pediatric residency Universitas Andalas/ RSUP DR. M. Djamil Padang

Fitrisia Amelin[1]
[1]Universitas Andalas

Background: Resilence is associated with performance in medical trainees. A greater resilience tend to have better wellness and decrease level of burnout. Pediatric residency is high risk to develop burn out.

Aim of study: Aim of this study is to explore the correlation between resilience and wellness.

Method: We conducted a cross-sectional study on pediatric resident at Universitas Andalas, Padang, Indonesia. This is an observational study using 2 instruments; Connor-Davidson Resilience Scale (CD-RISC)-25, and Resident Wellness Scale. Bivariate data analysis was performed using chi square for categorical variable and t-test or analysis variance for continuous variable with a significance level $p < 0.05$.

Results: About 62 of 66 pediatric resident completed in this study, with average age 32,24 (SD 2,97) years old. Resident's resiliency was 73,73 (SD 12,56) in second quartile of CD-RISC 25, and Wellness was 37,15 (SD 4,72). The correlation of resilience and wellness were significant with p value was 0.000 with r= 0.482.

Conclusion: Resilience and wellness are strongly correlated. Pediatric residency has the least resilience. Future research should be addressed to intervention method to improve resilience in order to achieve wellness.
Keywords: wellness, resilience, pediatric residents.

OD-5 Analysis of stress sources and their relationship to academic achievement levels in medical students

Muhammad Idham Rahman[1], Nuraeni Pababari[1], Nur Meity[1]
[1]Faculty Of Medicine, Universitas Alkhairaat, Palu

Background: Understanding the various sources of stress that medical students encounter is crucial, as it can significantly impact their academic performance. By identifying these stress levels and sources, faculty can develop strategies to create a more supportive and conducive learning environment for students, ultimately enhancing their academic success.

Aim of study: This study aims to analyze the level of stress and sources of stress related to the level of academic achievement of medical students.

Method: This study used the Medical Student Stressor Questionnaire (MSSQ) to assess the stress level of pre-clinical medical students. The instrument also included data on gender, year, social interaction in the residence, and monthly pocket money amount. Data were analyzed using comparative tests and logistic regression on students with low and high GPAs.

Results: A total of 153 out of 161 pre-clinical students of the Faculty of Medicine, Universitas Alkhairaat, filled out the questionnaire (95%). Academic-related stressors are the source with the largest percentage of students' moderate to severe stress levels (91.5%). They were followed by inter- and intrapersonal-related stressors (79%) and social-related stressors (70%). There is a significant difference in stress levels between men and women related to academic, Teaching and Learning, and Group Activities-related stressors. No significant difference exists in students' stress levels based on study period, residence, and monthly pocket money. Students who live with non-core families and have 1-2 million monthly pocket money are more likely to get a high GPA. Although weak, GPA only has a significant positive correlation with inter and intrapersonal-related stressors ($p = 0.006$, $r = 0.221$).

Conclusion: Respondents experience high-stress levels, especially in their academic and social environments. Although stressors do not significantly relate to GPA, providing a learning support system can help students achieve a high GPA.

OD-6 EFFECT OF ACHIEVEMENT GOAL ORIENTATION IN PROCRASTINATION OF UNDERGRADUATES NURSING STUDENTS

Aminah[1], Rezki Yeti Yusra[1], Rika Astria Rishel[1]
[1]Program Studi Pendidikan Ners STIKes Piala Sakti Pariaman, Pariaman, Indonesia

Background: Procrastination can be carried out by students from various scientific fields, including nursing students. Procrastination is the behavior of delaying completing tasks. Students who have achievement goal orientation can avoid procrastination behavior. Individuals who have strategies to achieve

their goals in achievement can indirectly manage their time effectively, so they will prevent procrastination behavior in carrying out tasks or procrastination in completing tasks.

Aim of study: This research aimed to determine whether achievement goal orientation influences procrastination in undergraduate nursing students.

Method: This research used a quantitative approach with simple linear regression model data analysis techniques. A total of 143 undergraduate nursing students participated in this study.

Results: The category of achievement goal orientation was identified: low 30 (21%), medium 87 (60.8%), and high category 26 (18,2%). Meanwhile, the results of the procrastination category were: low 15 (10,5%), medium 101 (70.6%), and high 27 (18,9%). The coefficient of determination test showed that the influence of achievement goal orientation on procrastination was 0,367. The hypothesis test result of the significance score is 0.000, which means the score is sig. 0.000 < 0.05 so it can be stated that there is a significant influence between achievement goal orientation and procrastination in nursing students. This result of the beta coefficient was -1.283which means a negative direction where if achievement goal orientation increases by 1 point, then procrastination will decrease by 1.283 points.

Conclusion: This study showed there is an influence of achievement goal orientation on procrastination in nursing students where the achievement goal orientation variable is higher, then the value of the procrastination variable will be lower.it is important to encourage students to adopt an achievement goal orientation to reduce the negative effects of academic procrastination tendencies.

OD-7 The Relationship Between Psychological Well-Being and Quality of Life with the Level of Burnout Syndrome Among Female Lecturers at the University of Bengkulu

Riry Ambarsarie[1], Rofifah Dinda Ghanayyah[1]
[1]Faculty of Medicine and Health Science, University of Bengkulu

Background: Burnout syndrome is recognized as a significant occupational hazard, particularly prevalent in higher education. Female lecturers are more vulnerable to burnout due to biological and emotional factors, as well as the dual roles they often manage. Psychological well-being and quality of life are critical factors that can influence the occurrence of burnout.

Aim of study: This research aims to determine the relationship between psychological well-being and quality of life and the level of burnout syndrome among female lecturers at Bengkulu University.

Method: This study employed an observational cross-sectional design to examine the relationship between psychological well-being, quality of life, and burnout syndrome among female lecturers at the University of Bengkulu. The sample consisted of 86 female lecturers selected through stratified random sampling from eight faculties. Psychological well-being was assessed using Ryff's Psychological Well-Being Scale, quality of life with the WHOQOL-BREF

questionnaire, and burnout syndrome with the Maslach Burnout Inventory Educators Survey. Data were analyzed using univariate analysis for respondent characteristics and bivariate analysis to explore relationships between the variables using Pearson's chi-square test.

Results: The results showed that the majority of respondents were aged 36-45 years (34.9%), married (83.7%), and held a Master's degree (68.6%). Most respondents were from the Faculty of Teacher Training and Education (24.4%). Among the 86 participants, 86% had high psychological well-being, and 36% had very good quality of life. Burnout syndrome was observed in varying degrees, with 2.3% showing no burnout and 1.2% experiencing severe burnout. Statistical analysis revealed significant relationships between psychological well-being and burnout syndrome (p = 0.0001), as well as between quality of life and burnout syndrome (p = 0.0001).

Conclusion: The study concludes that there is a significant relationship between psychological well-being, quality of life, and the occurrence of burnout syndrome among female lecturers at the University of Bengkulu. Higher psychological well-being and better quality of life are associated with lower levels of burnout. These findings highlight the importance of promoting psychological well-being and enhancing quality of life to mitigate the risk of burnout in academic settings.

PA-1 A Systematic Review of Equality, diversity, and inclusion (EDI) in Medical Student: The Factors and Barriers that Influence in Medical Education Process

Ida Bagus Amertha Putra Manuaba[1], Made Violin W.Y[1], IGP Supadmanaba[1], P. Mirah W.S.P[1], P.A Wulandari, Cindy G.T[1], IGA Harry .S[1], IGA Sri Darmayani[1]

[1]Medical and Health Education Department, Faculty of Medicine, Udayana University, Bali, Indonesia

Background: Higher education in Indonesia faces significant challenges in providing equitable and fair access, particularly in medical education, necessitating the implementation of Equity, Diversity, and Inclusion (EDI) principles. Therefore, a combination of EDI principles and value-based assessments must be applied to ensure that medical school admissions are both inclusive and maintain high-quality standards. Meanwhile, in Asia, the implementation of EDI still faces various challenges, including cultural resistance and a lack of comprehensive policy support. This can serve as a reflection for Indonesia to develop models that are appropriate to the local context while effectively achieving inclusivity and educational quality.

Aim of study: This study was aimed to identify the factors and barriers related to EDI that affect the medical education process.

Method: This systematic review follows the PRISMA guidelines. Literature searches were conducted through PubMed, ScienceDirect, and Google Scholar databases. The search yielded 9,317 studies, and after screening, seven relevant studies were included. Eligibility criteria for studies included: (1) study

types such as observational studies; (2) sample size >50; (3) English-language journals, free full text, from the last 10 years.

Results: The results indicate a positive perception of EDI, emphasizing the importance of increasing awareness and EDI-related materials for future professional practice. Social and economic factors show that discrimination and negative stereotypes against minorities in medical schools adversely affect their learning process and mental health, as well as reduce diversity within the medical profession. In the UK, gender and racial inequalities exist in the workplace, while in Southeast Asia, the lack of regulation, resources, and religious conservatism hinders marginalized groups' access to higher education and international programs.

Conclusion: Equity, Diversity, and Inclusion (EDI) in medical education demonstrate significant efforts to address identity gaps and barriers in the admission process.

PA-2 Effectiveness Of A Cancer Pain Workshop For Neurology Residents: Insights From Knowledge Enhancement And Educational Intervention

Henry Riyanto Sofyan[1], Tiara Aninditha[1], Irma Savitri[1], Jessica Herlambang[1], Ahmad Rafi Faiq[1]

[1]Department of Neurology, Faculty of Medicine, Universitas Indonesia, Dr. Cipto Mangunkusumo Hospital, Indonesia

Background: Management of cancer pain is a crucial aspect of neurology. We conducted a workshop on cancer pain for neurology residents at University of Indonesia Faculty of Medicine – Dr. Cipto Mangunkusumo Hospital to assess and enhance their knowledge and skills.

Aim of study: This study was aimed to evaluate the effectiveness of a workshop on cancer pain conducted for neurology residents University of Indonesia Faculty of Medicine, Dr. Cipto Mangunkusumo Hospital.

Method: Workshop conducted for half a day, comprising lectures on NCCN algorithm reviews and case-based discussions on managing and monitoring cancer pain in opioid-naive populations, specific groups (such as pregnancy), opioid intoxication, and opioid switching. The baseline knowledge and perceived barriers among participants were evaluated using the Knowledge and Attitudes Survey Regarding Pain (KARPS), which assesses pain assessment, management, pharmacology, and substance use disorder before and after workshop.

Results: The workshop was attended by 79 neurology residents of first-year to fourth-year resident and 5 fellowship training in neurology. Pre-test knowledge scores averaged 44.6±24.9, which significantly increased to 52.0±24.2 post-workshop (p = 0.01). Significant improvements were observed in average correct answer in pharmacology from 7 (8.3%) to 75 (89.2%) post workshop, and resident trust to the severity of pain as described by patients from 0% to 17 (20.2%) post workshop.

Conclusion: Our findings suggest that the workshop effectively enhanced the knowledge of neurology residents in cancer pain. Targeted educational

the 16th Jakarta Meeting on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

interventions significantly impact the improvement of clinical practice and attitudes towards pain management among healthcare professionals, particullary in pain assessment, management, pharmacology, and substance use disorder.

PA-3 The Correlation Between Effort Expectations On Behavioral Intention In Students Of Medical Faculty, Duta Wacana Christian University In Using Telehealth

Dealfoni Pongsumae[1], Daniel Chriswinanto Adityo Nugroho[1], Ida Ayu Triastuti[1], Hendi Wicaksono[1]
[1]Faculty Of Medicine Duta Wacana Christian University

Background: Telehealth is a telehealth service provider by health professionals using information and communication technology that includes diagnosis, treatment, prevention, evaluation, and continuing education of health care providers for the benefit of improving individual health. Effort expectations are a component of UTAUT that will influence behavioral intention in using telehealth. With the ease of effort made in accessing telehealth, there will be an intention in using telehealth.

Aim of study: This study was aimed to determine the correlation between business expectations towards Behavioral Intention in Students of the Faculty of Medicine, Duta Wacana Christian University in Using Telehealth.

Method: The design of this study is a cross-sectional observational method that does not provide treatment on research variables, which is only by observing the desire to use telehealth. This study uses secondary data in the study 'The Relevance of Telehealth in Health Education' by meeting the established inclusion and exclusion criteria.

Results: Data obtained as many as 336 respondents. Data analysis using spearman test and obtained R value 0.4866 and P value 0.000. so that it can be concluded that there is a positive correlation of effort (Effort Expectancy), with moderate strength, and significant to desire (Behavioral Intention).

Conclusion: There is a correlation between the level of simplicity of positive business expectations with moderate strength, and significant to behavioral intention in students of the Faculty of Medicine, Duta Wacana Christian University.

PA-4 Exploration of Digital Professionalism in Medical Students at the Faculty of Medicine and Health Sciences, Warmadewa University

Rima Kusuma Ningrum[1], Ni Wayan Diana Ekayani[1], I Made Pariartha[1]
[1]Universitas Warmadewa

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Background: Technological advances have influenced health services in the world. Medical students and health professionals use online environments such as social media to communicate and share information. Medical students' perceptions regarding technological developments in the medical profession need to be explored to see the perceptions of a generation that has massive technological developments.

Aim of study: This study's aim was to explore medical students' perceptions regarding professionalism in the digital era.

Method: This research is a qualitative study that explores medical students' perceptions of professionalism in the digital era. The research was carried out by conducting focus group discussions with ten medical students using semi-structured questions. The students involved in this research were 4th-semester students at the academic stage at FKIK UNWAR.

Results: For medical students, professionalism is important and needs to be maintained in the digital era to make patients feel comfortable. Medical professionalism also needs to be taught and familiarized to students from an early age and reminded continuously by role models from lecturers. Doctors' abilities in the digital era include communication and IT skills to support the profession in the future by emphasizing the importance of patient confidentiality. This professionalism needs to be maintained in the digital era by using media in a positive direction. Social media is also necessary for a doctor to be able to educate the public and straighten out hoax news.

Conclusion: Professionalism in the digital era is important, it needs to be maintained and used in a positive direction by medical students from an early age to become professionals.

PA-5 Academic Burnout Level of Final-Year Students in Faculty of Medicine Universitas Muslim Indonesia

Shulhana Mokhtar[1], Muh. Wirawan Harahap[1], Suliati P. Amir[1], Windy N. Aisyah[1], Fauzan AG[1]
[1]Faculty of Medicine, Universitas Muslim Indonesia, Makassar

Background: Medical students are a group of students who are known as students with lots of academic work, high pressure, and the seriousness of the practical situations that must be faced. Academic burnout is a serious problem to be considered, a multidimensional, affective response to stress which is marked by feeling of exhaustion, cynicism, and inadequacy toward student's studies and academic work. The duration of education can be one factor that triggers chronic exhaustion. Therefore, an assessment of the level of academic burnout of final-year students in college becomes very important.

Aim of study: This study aimed to academic burnout level of final-year students in faculty of medicine Universitas Muslim Indonesia.

Method: This study was a descriptive study with a quantitative approach involving 114 final-year students in the Faculty of Medicine, Universitas Muslim Indonesia. Academic burnout was examined using the School Burnout Inventory (SBI-Bahasa Indonesia version). The SBI consists of nine items measuring three first-order factors of school burnout: (a) emotional exhaustion (four items), (b) cynicism toward the meaning of school (three items), and (c)

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

personal inadequacy (two items). Summed scores from the first-order factors comprise a second-order overall school burnout score, mean ± SD.

Results: The results of this study show that the academic burnout score for each question for the emotional exhaustion aspect was 2.18 ± 0.62, for the cynicism aspect is 2.18 ± 0.67, and for the personal inadequacy aspect is 2.06 ± 0.69. The academic burnout score was 19.39 ± 3.65 from a maximum score of 36. Higher composite scores indicate higher burnout.

Conclusion: The final-year student of the Faculty of Medicine, Universitas Muslim Indonesia facing academic burnout, with the highest score in the emotional exhaustion aspect.

PA-6 The Relationship Between Length Of Study Period With Student Reflection Ability In Faculty Of Medicine University Of Surabaya Class 2016-2021

Glorianna Christy[1], Astrid Pratidina Susilo[1], Lucia Pudyastuti Retnangintyas[1]
[1]Universitas Surabaya

Background: One of the problems found in medical education is that the higher the level of medical education, the shallower the student's learning style. With good reflection skills, students can improve learning abilities through self-evaluation so that students can increase learning motivation, change shallow learning styles, improve their learning abilities, and finally increase academic scores. Reflection ability can be better in students with more experience and in students who take reflection training.

Aim of study: This study aimed to describe the reflection ability of students and analyze the relationship between length of study period and the reflection ability of students of the Faculty of Medicine, University of Surabaya.

Method: This study used an analytic observational method with a cross-sectional design and used a purposive sampling technique. The test used in this research data analysis is the Spearman correlation test.

Results: Based on the results of questionnaires distributed to 302 students of the Faculty of Medicine, University of Surabaya, the response rate reached 100%. The number of respondents who met the inclusion criteria was 298 respondents. Most of the respondents are women with an age range of 17-25 years. Based on the results of the reflection ability description, most of the students have high reflection ability. The results of the Spearman correlation test show a p value of 0,675 (p > 0,005) which means there is no relationship between the length of the study period and the ability to reflect.

Conclusion: There is no relationship between the length of the study period and the ability to reflect.

PA-7 Global Scoping Review on Student Support Regulation for Medical Residents: What can be Enforced to Indonesian Residency Program?

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Leonaldo Lukito Nagaria[1], Bayu Prasetya Alfandy[1]
[1]Faculty of Medicine, University of Indonesia

Background: In global perspective, medical residents are prone to high-level of stress which led to the burnout, depression, and lack of productivity. In many countries, including Indonesia, this longing stress would lead to a suicidal ideation and behaviour among residents. The urges of creating a comprehensive support program for medical residency are emerging. However, the ideal concept of student support for medical residency is still obscure.

Aim of study: This scoping review aim to explore the implementation of student support programs among medical residency globally, and pinpoint the key characteristics of those programs which might be appropriate for Indonesia medical education context.

Method: Literatures regarding student support in residency were retrieved from four electronic databases (Pubmed, Scopus, Science Direct, and Wiley). The publication year was limited from 2013 to 2023. Searching process was conducted with PRISMA method, using the keywords "support", "resident", and "medical education" along with the Boolean operators "OR" and "AND" to include some analogous terms. The selection process was done in two stages, consisted of title & abstract screening, and criteria-based screening. Duplicates, unrelated studies and non-primary studies were excluded.

Results: We included 119 studies for this review. The current student supports programs were generally applied in three layers: educational system, curriculum design, and specific learning process. These programs covered to several areas including academic support, career development support, psychological support, financial support, and familial support. These supports might be given by peers, senior residents, teachers, faculty staff, and other external parties. However, these support programs should be cautiously adapted, considering the nature of Indonesia medical education's characteristics, cultures, and policies.

Conclusion: The global-scope of comprehensive residency support programs are currently expanding. Nonetheless, further studies exploring the best practice of support programs appropriate for the Indonesian residency context are strongly recommended.

PA-8 Differences in Learning Motivation, Learning Strategies and Academic Achievement of Medical Students Based on Type of College Entrance Selection

Nurmala Dewi[1]
[1]Khairun University

Background: Students who have strong learning motivation tend to have good learning strategies to meet their learning goals. Learning strategies are a good predictor in determining student performance. This is in line with research that has been conducted previously which shows that students who have strong learning motivation and good learning strategies tend to have good achievement indexes compared to students who do not have them. On the

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

other hand, the Academic Achievement Index is one indicator of the quality of higher education that shows success or failure in producing quality graduates. Medical Faculty of Khairun University has entered its 9th year. In the new student selection process, there are 3 pathways, namely SNBP (achievement-based national selection), SNBT (test-based national selection) and SMM (independent entrance selection). These various types of entrance selection made researchers interested in finding out whether there were differences in learning motivation, learning strategies and academic achievements of medical students with different university entrance selection backgrounds.

Aim of study: analyse the differences in learning motivation, learning strategies and academic achievements of medical students based on the type of college entrance selection.

Method: The type of research is quantitative research. The questionnaire used to measure student learning motivation is the Motivated Strategies for Learning Questionnaire (MSLQ).

Results: The research subjects were students of the medical study program at the Faculty of Medicine, Khairun University, consisting of 3 classes. The population in this study was 184 students with a response rate of 80.9%. For gender, the largest respondent was female, namely 109 people (73.2%). The highest GPA of respondents was 57 people (38.3%) with a GPA range of 3.01-3.5. For university entry routes, SNBT is the most common entry route for respondents. Then, based on data processing, for learning motivation, the highest mean for the intrinsic goal sub-dimension is SNBT student selection, while the lowest mean is for SNBP. The highest mean on the extrinsic goal sub-dimension is SMM, while the lowest mean is SNBP. The highest mean for the sub-dimension of learning confidence is SNBT while the lowest is SNBP. The highest mean in the task value sub-dimensional is SNBT while the lowest mean is in SNBP. For learning strategies, the highest mean on the elaboration sub-dimension came from students with the SMM entry route, while the lowest mean came from SNBT. The highest mean in the critical thinking sub-dimension is the SMM entry route, while the lowest is from the SNBT. The highest mean in the business management sub-dimension is SMM while the lowest mean is students with the SNBP pathway. For GPA, the unsatisfactory GPA category mostly came from students who entered through the SMM route, while the lowest was found among students using the SNBP route. For the satisfactory category, the highest number of students came from the SNBT pathway while the lowest came from the SMM pathway.

Conclusion: There are significant differences in terms of learning motivation, learning strategies and academic achievement among medical students with different university selection entry routes.

PA-9 The Influence of Self-Reflection on Emotional Intelligence

Nur Fadhillah Khalid[1]
[1]UMI

Background: Muhasabah is self-introspection by paying attention and reflecting on the good and bad things as a form of evaluation in living. A Moeslim should measure himself, so that he can become a better person over time, especially as a prospective moeslim doctor. In general, intelligence is

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

divided into 3, there are intellectual, emotional and spiritual intelligence. Self-reflection is nearly related to emotional and spiritual intelligence, where emotional intelligence plays a role of 40-60% in measuring a person's intelligence. Students in Professional Doctor Program, Medical Faculty, UMI be supposed to regularly do muhasabah while undergoing clinical clerkships as a form of learning (Islamic Medical Disciplines). Therefore, it is important to know the influence of self-reflection on emotional intelligence. Because, to be a good doctor not only have good intellectual but also need to be supported by emotional and spiritual intelligence.

Aim of study: Knowing the influence of the habit of self-reflection on emotional intelligence in students of Professional Doctor Program, Medical Faculty, UMI.

Method: The design of this research is observational analytic, using a simple random sampling. From 61 populations, 18 subjects were obtained based on the Slovin formula. The data sources used primary data, that are average value of muhasabah and filling out a questionnaire to assess emotional intelligence.

Results: From 18 subjects, 11 subjects get muhasabah score mumtaz (very good), 5 subjects get ahsan (good), 2 subjects get kaafii (enough) and 0 subjects get sayyi' (bad). The emotional intelligence of the 18 subjects, 6 subjects get very good emotional intelligence, 12 subjects get good emotional intelligence, 0 subject get passably and 0 subject get not good. From the chi-square, p value= 0.001(<5%).

Conclusion: There is an Influence of Self-Muhasabah on Emotional Intelligence

PB-1 Democratising Patient Involvement In Medical Education Using Digital Application: A Scoping Review

Lutfil Hadi Bin Kamaruzaman[1], Nur Faraheen Binti Abdul Rahman[1]
[1]Universiti Sains Islam Malaysia (Usim)

Background: The rapid development of information and technology in medical education following the COVID-19 outbreak enabled medical institutions and their students to continue pursuing their education using new and advanced methods. For this purpose, numerous digital applications were invented and can be easily accessed through various platforms such as the Play Store, the App Store, and internet applications. To enhance the student experience in learning, patients need to play an active role in the medical curriculum. Therefore, patients should step out of their comfort zones and offer their knowledge and wisdom to help students during teaching sessions.

Aim of study: This study aims to establish a definition and explore the types of digital applications used by patients in medical education. It also seeks to determine the degree of patient involvement and the outcome of these digital applications, assessing whether they are beneficial or otherwise.

Method: Using a scoping review following the PRISMA-ScR framework, the article and research studies were carefully selected, and all relevant data were extracted in a suitable manner.

Results: The search conducted in the database yielded 1,821 articles eligible for screening based on specific keywords. After applying inclusion and exclusion criteria, only 5 studies were included in this review. Three articles used computer-assisted interactions, while the other two opted for distance learning applications as their medium for delivering medical education. Generally, patients' attitudes towards medical education are positive, and they consent to participation as long as their personal information is not publicly exposed.

Conclusion: In conclusion, this scoping study identified digital applications that serve as mediums for medical education and communication between students and patients. It also assessed the impact of these applications on patient well-being and their contribution to medical education.

PB-2 A 48 Year Perspective of Feedback in Medical Education: A Bibliometric Journey

Dwita Oktaria[1]
[1]Faculty of Medicine Universitas Lampung

Background: Feedback affects learner performance and clinical outcomes, making it an essential part of medical education. While feedback research is widely acknowledged, little is known about how it has changed.

Aim of study: This bibliometric analysis aims to provide a thorough overview of the development of feedback research in medical education between 1976 and 2024.

Method: This study utilized bibliometric methods and citation analysis techniques. Data was collected from the Scopus database by searching for articles with titles containing specific keywords related to feedback in medical and health profession education. The researchers used various software tools for analysis: Harzing's Publish or Perish for citation metrics, Microsoft Excel for frequency calculations, and VOSviewer for creating visual representations of the data.

Results: The study analyzed a total of 114 documents. Most were articles (n = 72) and published in journals (n = 111). English was the primary language of publication (n = 104 documents). The analysis also included trends in publication numbers, authorship patterns, citation impact over time, and influential works in the field.

Conclusion: This study is the first bibliometric analysis of feedback utilizing a 48-year-old publication database. It will provide a comprehensive overview of the feedback research landscape in medical education. Identifying key trends and knowledge gaps will inform future research and practice.

PB-3 Student Perception And Satisfaction Level Towards Offline And Online Practical Activities At The Faculty Of Medicine, Universitas Muslim Indonesia

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Windy Nurul Aisyah[1], Imam Taqwani Jufri[1], Nurfachanti Fattah[1], Farah Ekawati Mulyadi[1], Arni Isnaeni Arfah[1], Suliati P. Amir[1], Muhammad Wirasto Ismail [1]
[1]Faculty of Medicine Universitas Muslim Indonesia

Background: Offline laboratory practices are conducted in a traditional manner or through face-to-face meetings in the laboratory. Online laboratory practices are conducted through distance learning methods virtually. Online labs are conducted without direct face-to-face interaction, instead, certain methods are used so that students gain practical experience. Online labs have challenges, such as limited interaction. Conversely, offline labs allow direct interaction but require physical presence. Both methods have their advantages and challenges in the learning process, hence students' perceptions and satisfaction levels also vary greatly.

Aim of study: This study aims to understanding the perception and level of student satisfaction towards offline and online laboratory activities at the Faculty of Medicine, Universitas Muslim Indonesia.

Method: This research uses a quantitative method with a cross-sectional research design.

Results: This research was conducted with a total of 163 respondents. It was found that 64 respondents (39.3%) perceived offline practical work as not easy, while 81 respondents (49.7%) were satisfied with online practical work. Then, 99 respondents (60.7%) found offline practical work easy, and 92 respondents (56.4%) were satisfied with offline practical work.

Conclusion: Students perceive that offline laboratory activities are not easy, whereas online methods are considered easy. Furthermore, students express satisfaction with both offline and online laboratory methods.

PB-4 An Overview Of The Level Of Satisfaction In Online Learning And Offline Learning For 2018 And 2018 Students From The Medical Faculty Of The Indonesian Muslim University

Rasfayanah[1] , Andi Alamanda Irwan[1], Muhammad Rafli Syaq[1], Nasrudin Andi Mappaware[1], Nesyana Nurmadilla[1], Sri Julyani, Dwi Pratiwi[1]
[1]Faculty of Medicine Universitas Muslim Indonesia

Background: Education is closely related to learning activities which are basically the delivery of information from news sources directly. The COVID-19 pandemic has had many impacts in various sectors including education. Lessons that were initially conducted face-to-face at the medical faculty of the Indonesian Muslim university, were transferred online or through media (zoom) by the lecturer to the students.

Aim of study: This study aims to analyze the level of online and offline learning satisfaction among students from the 2018 and 2019 batches of the medical faculty of the Indonesian Muslim University.

the 16th **Jakarta Meeting**
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Method: This research is a descriptive study with a cross-sectional design. The research sample was taken from the questionnaire sheets distributed in the 2018 and 2019 batches, totaling 400 samples.

Results: From 400 samples studied, the class of 2018 there were 177 students who were satisfied with online learning and 169 were satisfied with offline learning. And for the class of 2019, there are 211 students who are satisfied with online learning and 206 students who are fasting by studying offline.

Conclusion: 2018 and 2019 students are satisfied with the online and offline learning system.

PB-5 Association Of Experience On Desires To Use Telehealth In Medical Students Of Duta Wacana Christian University

Vinaldee Cikita Mitakda[1], Daniel C.A Nugroho[1], Ida A.Triastuti[1], Hendi Wicaksono[1]
[1]Duta Wacana Christian University

Background: Information and Communication Technology provides opportunities for generation z to express the use of remote health services, namely telehealth. In the current era, medical students are part of generation z which is bringing big changes to the world of health technology. The existence of experience determines a person's influence in using telehealth, such as satisfaction of use and providing a positive experience in using the application mobile Health (m-H) will direct loyalty in utilization of telehealth in the future.

Aim of study: This study aims to find out the association of experience with usage intentions telehealth on medical students at the Faculty of Medicine, Duta Wacana Christian University.

Method: The design of this research is cross-sectional, namely an observational method that does not provide treatment to the research variables, where it only makes observations about the desire to use it for telehealth. This research uses secondary data in the research "Relevance Telehealth in Health Education" has met the specified inclusion and exclusion criteria.

Results: The data obtained was 336 respondents. Data analysis used the logistic regression test and obtained odds ratio (OR) is 2.103936 and is significant ($P = 0,001$) between variables, so it can be concluded that the higher a person's experience, the greater their desire to use telehealth.

Conclusion: There is an experiential and significant association with user desires telehealth on medical students at the Faculty of Medicine, Duta Wacana Christian University.

PB-6 Creating engaging Open Educational Resource using Case Based Learning in Cardiovascular Pharmacology

Natasya Abdullah[1], Nadia Effendy[1], Zetty Nadia Mohd Zain[1], Khairun Nain Nor Aripin[1]
[1]Faculty Of Medicine And Health Science, Universiti Sains Islam Malaysia (USIM)

Background: Medical education often involves complex topics like pharmacology, overwhelming students due to extensive memorisation. Traditional lectures may not fully engage students or enhance practical understanding. Student feedback indicates a need for innovative teaching methods that facilitate better retention and application of knowledge.

Aim of study: This project aims to develop and evaluate an Open Educational Resource (OER) for undergraduate students using a short video that utilises a case-based learning (CBL) approach to enhance understanding of clinical skills and pharmacological management of common cardiovascular drug scenarios.

Method: We revised and remixed lecture content to create an engaging, concise video available through YouTube and our Learning Management System (LMS). To bridge theoretical knowledge and clinical application, we employed a CBL approach focusing on the clinical presentation and management of angina, hypertension and hyperlipidemia, Ethical and Islamic principles were incorporated to offer a comprehensive perspective on patient care. We developed a concept map summarising case details, pathophysiology, and pharmacological management. The OER is licensed using a Creative Commons (CC) attribution license. We shared the link with students and collected their feedback.

Results: Preliminary feedback from students indicated that the OER video is engaging and useful for understanding and retaining pharmacological concepts. Students appreciated the integration of clinical scenarios with theoretical knowledge. The concept map was particularly useful for summarising and synthesizing information. The inclusion of ethical and Islamic principles was well-received, enhancing their understanding of these principles in patient care.

Conclusion: The innovative integration of OER and CBL in a single platform provides a comprehensive, engaging, and effective educational experience for medical students. This method transforms medical education by providing future healthcare professionals with critical clinical skills and ethical awareness, as well as aiding in knowledge retention. Future initiatives could incorporate interdisciplinary modules and the inclusion of special needs in OER content, enhancing the impact of innovative educational methods.

PB-7 The Use Of Search Engine And Artificial Intelligence In Learning For First-Year Medical Students

Rahma Tsania Zhuhra[1], Yulistini[1], Laila Isrona[1]
[1]Universitas Andalas

Background: Gen Z's medical students are widely known of using various search engines and artificial intelligence (AI) as tools to find information related their study contents and help carrying out their academic task due to practicality, faster procedures, and widely accessible data. However, challenges

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

of using the web and AI reminds haunting the medical students related information overload, digital safety, academic integrity, and fear of missing out.

Aim of study: The aim of this study is to identify the first-year medical students' general perspectives related the using of search engines and AI in their learning.

Method: We obtained a cross-sectional descriptive study design involved the first-year medical students of undergraduate medicine study program in Universitas Andalas (year 2023) by using self-administered questionnaire related to the use of search engine and AI in students' daily learning activities.

Results: We obtained 236 respondents out of 254 first-year medical student (92.9%) of undergraduate medicine study program in Universitas Andalas. The abundant yet overload data from internet is the most challenging situation for them (74.2%). They use Google as their main search engine tool (96.2%), while some of them used the whole data in completing their learning tasks occasionally (37.3%). Only 57.4% students understand well about plagiarism, while 30.6% left in doubt. Half of them have understanding related AI for learning (50.4%), with some of them use it occasionally (62.3%). Some of students are sure that learning application based on AI becoming important for their learning (43.6%).

Conclusion: The use of search engine and AI for learning in first-year medical students are inevitable. However, further approaches are surely needed to maintain academic integrity and help students to sort the important and suitable information for their learning.

PB-8 Medical Students' Satisfaction on e-PBL: A Mixed Methods Study

Soumendra Sahoo[1], Saurabh Srivastava[1], Rajiv Gupta[1], Rashmirekha Sahoo[1]
[1]Manipal University College Malaysia (MUCM)

Background: The Online PBL (we mention as e-PBL) is getting more attention as the technology is increasingly integrated into the teaching and learning processes of medical students.

Aim of study: This study aimed to evaluate an online problem-based learning (e-PBL) model designed to promote student individual reasoning & to find out student satisfaction with this approach.

Method: In this study of e-PBL, 84 students of 7th/8th-semester students were recruited during their clinical posting in Ophthalmology. They worked on the PBL problems online by using a Google shareable virtual whiteboard for scribing the inputs & a MS-team for verbal communication. Maastricht's 7-step approach was followed for the PBL session. The online session was followed by a face-to-face session after one week of independent & group study. The PBL scenarios were given in the form of a short video. The student satisfaction was determined through both quantitative and qualitative analysis through a sequential exploratory approach of mixed methods design.

Results: Students perceived e-PBL significantly more positively after they had taken the session which could suit to individual learning styles. The student

survey and interview revealed that a vast majority of students were satisfied with the overall learning process in e-PBL and perceived it positively in fostering knowledge acquisition and clinical reasoning. Few students expressed that they could engage themselves better through online virtual whiteboard activities & have more fun than boredom. The majority of students expressed to have enjoyed the online session, because they thought the online environment could foster their clinical reasoning in a better way.

Conclusion: The study result showed the potential of e-PBL to enhance traditional PBL by promoting the development of individual reasoning in an online learning environment, especially for current generation of medical students.

PC-1 Evaluation of the Effectiveness of Scientific Seminars on Increasing Knowledge and Understanding of Material in Students of Medical Profession Study Program, Faculty of Medicine, Universitas Muslim Indonesia

Marzelina Karim[1], Akina Maulidhany Tahir[1], Febie Irsandy Syahruddin[1], Rachmat Faisal Syamsu[1]
[1]Faculty of Medicine, Universitas Muslim Indonesia

Background: Scientific seminars are an important component of medical education designed to deepen students' understanding of clinical materials and medical theory. However, an evaluation is still needed to measure the extent to which these seminars are effective in improving the knowledge and understanding of students of the Medical Profession Study Program, Faculty of Medicine, Universitas Muslim Indonesia (UMI).

Aim of study: This study aims to evaluate the effectiveness of scientific seminars in improving the knowledge and understanding of materials in students of the Medical Profession Study Program at the Faculty of Medicine, UMI.

Method: This study used a quasi-experimental approach with a pre-test and post-test design. The participants were 333 students of the Medical Profession Study Program at the Faculty of Medicine, UMI, who were selected randomly. The assessment used a questionnaire that measured knowledge and understanding before and after the scientific seminar. Data were analyzed using a paired t-test to measure differences in pre-test and post-test scores.

Results: The mean score obtained in the pre-test was 3.06 (SD = 1.93), while the mean score in the post-test increased by 8.45 (SD = 1.78). Meanwhile, the paired t-test results obtained a significant increase with a p-value = 0.000 ($p < 0.05$). The mean Gain Score was 0.77 (SD = 0.25), which means that students have a high understanding ability when receiving the material. This increase shows that scientific seminars are effective in deepening the understanding of the material for students of the Medical Profession Study Program.

Conclusion: Scientific seminars effectively increase knowledge and understanding of the material for students of the Medical Profession Study Program, Faculty of Medicine, UMI. Therefore, scientific seminars should

continue to be used as a learning method to strengthen students' academic and clinical competencies.

PC-2 The Anxiety Level Of Medical Students Of Universitas Muslim Indonesia In Facing Grade Improvement Examination (UPN) With The Computed Based Test (CBT)

Arni Isnaini Arfah[1], Nurfachanti Fattah[1]
[1]Fakultas Kedokteran Universitas Muslim Indonesia

Background: Anxiety is a normal condition that can occur in a person. Anxiety is a complex and prolonged emotional state that occurs when a person anticipates that several situations and events may arise in the future and involve personally distressing, unpredictable and uncontrollable threats to his or her vital interests. The anxiety category is divided into four levels, namely not anxious, mild, moderate and severe anxiety.

Aim of study: This study aims to determine the degree of anxiety of students facing grade improvement exams using the computed based test at the Faculty of Medicine, Universitas Muslim Indonesia.

Method: This study is a descriptive-observational research which involved 78 student taken at one time using a questionnaire to find out the anxiety level of students in facing grade improvement examination (UPN) at the Faculty of Medicine, Universitas Muslim Indonesia.

Results: This research found that students from the medical faculty at Universitas Muslim Indonesia had the highest score in the degree of mild anxiety, 39 people (50%), followed by moderate anxiety, 33 people (42.31%), no anxiety, 5 people (6.41%). %) and severe anxiety in 1 person (1.28%).

Conclusion: UMI medical faculty students are in the category of being vulnerable to anxiety when facing exams to improve their grades using the computer-based test method at the Faculty of Medicine, Universitas Muslim Indonesia, so further research is needed regarding the factors that influence this anxiety and the methods used in facing exams.

PC-3 Comparison of Progress Test Scores Between Preclinical and Clinical Phase Medical Students at the Faculty of Medicine, Universitas Muslim Indonesia

Pratiwi Nasir[1], Shofiyah Latief[1], Ida Royani[1]
[1]Faculty of Medicine, Universitas Muslim Indonesia

Background: Progress testing is an innovative assessment method designed to measure the longitudinal growth of medical knowledge throughout the curriculum.

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

Aim of study: This study aimed to compare the performance of preclinical and clinical phase medical students on progress tests to evaluate the effectiveness of the curriculum in preparing students for clinical practice and prepare for the national physician competency exam or other licensing exams by providing experience with comprehensive, clinically oriented questions.

Method: A cross-sectional study was conducted involving 257 medical students, comprising 176 from the preclinical phase and 81 from the clinical phase. All participants completed a standardized progress test. The test scores were analyzed using an independent t-test to compare the mean scores between the two groups.

Results: The preclinical group achieved a mean score of 29.28 (SD = 6.54), while the clinical group scored significantly higher with a mean of 34.39 (SD = 7.51). The independent t-test yielded a t-statistic of -5.55 and a p-value of 0.000000072 (<0.005), indicating a highly significant difference between the two groups' performance.

Conclusion: The study reveals a statistically significant difference in progress test scores between preclinical and clinical phase students, with clinical students demonstrating substantially higher levels of medical knowledge. This improvement likely reflects the integration of theoretical knowledge with practical clinical experiences during clinical rotations. These findings provide valuable insights into the curriculum's effectiveness and highlight the importance of clinical exposure in consolidating medical knowledge. Further research is recommended to explore specific factors contributing to this performance gap and to inform potential curriculum enhancements in the preclinical phase.

PC-4 Comparison Of The Success Evaluation for Clinical Skills Learning Based On Objective Structured Clinical Examination (OSCE) Scores Between Preclinical And Clinical Students In The Ophthalmology Department At The Faculty Of Medicine,Universitas Muslim Indonesia

Nur Aulia[1], Ratih natasya[1], Shulhana Mochtar[1]
[1]Fakultas Kedokteran UMI Makassar

Background: Clinical skills are one of the important things for every medical student, these skills are assessed in the final phase of preclinical and clinical students using Objective Structured Clinical examination (OSCE) assessment techniques.

Aim of study: The purpose of this study was to assess the comparison of the success of clinical skill learning at the preclinical and clinical students based on OSCE scores in the ophthalmology department.

Method: This study used a retrospective descriptive method by comparing the OSCE scores of the ophthalmology department in preclinical students compared to clinical clerkship students. A comparison was made of the average OSCE score and the average number of students who had a score more than 70.

Results: Out of 134 students in the preclinical stage and 112 students in the clinical stage in the ophthalmology department, it was found that the average OSCE score was higher in preclinical students, about 82.43%, and 79.14% in the clinical stage. As for the percentage of the number of students who have an OSCE score of more than 70 more in preclinical stage students, about 86.83% and 84.83% in the clinical stage.

Conclusion: Evaluation of the success for clinical skills learning is better at the preclinical than the clinical student, the average OSCE score and the percentage of students who have scores above the passing limit are higher in preclinical students in the ophthalmology department.

PC-5 Stakeholder Perspectives on the Curriculum of the Medical Study Program at Universitas Pelita Harapan Trough Focus Group Discussion

Mona Marlina[1], Neneng Suryadinata[1], Dwi Savitri Rivami[1]
[1]Faculty of Medicine, Pelita Harapan University

Background: Curriculum understanding can be reviewed from various aspects, including as a learning content. The current curriculum is a competency-based curriculum. Efforts have been made to make students the center of learning, by enabling them to become lifelong learners. This study aims to provide an overview of the strengths and weaknesses of the curriculum, as well as suggestions for improving and developing the curriculum at the Medical Study Program, Universitas Pelita Harapan (MSPUPH).

Aim of study: This study aimed to identify stakeholders' perspectives on the curriculum of the MSUPH.

Method: A qualitative study conducted through Focus Group Discussion involving 16 stakeholders from medical association, other medical study programs, employers of graduates, students, and alumni. The FGD questions were tailored to the specific roles of the stakeholders.

Results: Data resulted in four main themes: 1. Education: competence, collaboration, and alignment with health care service, 2. Research: improving research skills and utilizing digital literacy, 3. Human Resources: consistent understanding of learning materials among instructors, and 4. Gaps: no alignment between learning objectives and health service needs, the needs of competencies update. The competencies included prescription writing, enhancement of clinical skills, emergency case handling, and professional attitudes. Collaboration with other medical faculties in education is needed as a first step towards Merdeka Belajar. Alignment refers to the understanding of clinical actions that support healthcare services initiated by the government, such as the BPJS program and referral-counter referral systems. An update to the curriculum guide and an enhancement of competencies are necessary.

Conclusion: The FGD provided deep insights into stakeholder perspectives, highlighting the strengths, weaknesses, and gaps in current medical education. These insights can serve as benchmarks for curriculum enhancement. The existing competency guidelines require updating to meet current needs, particularly in digital literacy and aligning learning content with healthcare service needs, such as health programs in Indonesia.

PC-6 The Application of 4C/ID in Interprofessional Communication Training to Enhance Collaboration in Maternal Emergency Services

Laila Isrona, Yusrawati, Rahma Tsania Zuhra, Westi Permata Wati

[1]Medical Faculty-Universitas Andalas

Background: Interprofessional communication is a crucial competency for effective collaboration among healthcare professionals. Proper communication fosters successful interprofessional collaboration, while poor communication can significantly hinder it. Training in interprofessional communication is essential for building the capacity of allied health professionals. Although various instructional designs exist, applying the four-component instructional design (4C/ID) model is limited in work-based training within maternal units.

Aim of study: This study explores the application of the 4C/ID model in developing interprofessional communication training tailored explicitly for maternal emergency services, providing detailed examples of the design.

Method: The literature review supports using the 4C/ID model to address the strategic teaching and learning needs of service-based training in interprofessional communication. The development of this model synthesizes the findings from previous qualitative and quantitative research conducted in both hierarchical and communal contexts.

Results: Implementing the 4C/ID model involves four key components: learning tasks, supportive information, procedural information, and part-task practice. The training progresses from basic communication exercises to more complex scenarios, such as active listening, emphaty to managing preeclampsia cases. The program includes essential data and procedural guidelines and employs various face-to-face training methods, including interactive lectures, role plays, presentations, and peer tutoring.

Conclusion: An interprofessional communication training model for maternal emergency services has been developed using the 4C/ID model, incorporating a variety of effective training methods.

the 16th Jakarta Meeting on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

PC-7 The Influence of Implementing Clinical Skills Training (CST) to the Clinical Skills of Students in the Professional Study Program for Doctors in Surgical Department

Purnamasari, R[1,2], Darma S[1,2], Mappaware, N[1,2]
[1]Medical Faculty of Universitas Muslim Indonesia, Makassar, Indonesia
[2]Ibnu Sina Hospital, YW-UMI, Makassar, Indonesia

Background: Clinical Skills Training (CST) is a crucial component in modern medical education.

Aim of study: This study aimed to evaluate the influence of CST implementation on the clinical skills of students in the professional doctor study program within the surgical department.

Method: The research design is descriptive analytic with a cross sectional study approach.

Results: This research showed that implementation of CST helps professional medical students in carrying out clinical clerkship in 58 (90,6%) from 64 students; CST helps professional medical students in mastering clinical skills in 57 (89%) from 64 students; CST helps professional medical students in handling clinics according to their competence in 57,5 (89,9%) from 64 students; CST helps professional medical students in implementing their skills according to their competences in 57 (89%) from 64 students.

Conclusion: CST implementation has a significant positive influence on the clinical skills of professional medical students in the surgical department. CST proves effective in preparing students for clinical clerkship, enhancing clinical skill mastery, and assisting students in managing and applying clinical skills aligned with their competencies. These findings underscore the importance of integrating CST into medical education curricula to improve students' clinical readiness and competence.

PC-8 The Relationship Between the Percentage of Watching Introductory Anatomy Videos and the Criteria for Passing the Anatomy Laboratorium Exam

Stefanus Satria Sumali, Mona Marlina
[1]Faculty of Medicine, Pelita Harapan University

Background: Anatomy is one of the basic subjects in medical education. Since the implementation of the Competency-Based Curriculum, this subject is no longer studied separately but is integrated into organ systems. In the CBC, students are the center of learning, emphasizing a self-directed learner approach (SDL). One of the learning methods that promotes the success of SDL is the use of audio-video materials. This study aims to demonstrate the relationship between the use of audio-video materials in introductory anatomy lab sessions and student achievement, measured by the criteria for passing the anatomy lab exam. These video materials are presented in the Skin Special Senses block in the 6th semester, as the last semester that includes anatomy lab sessions.

Aim of study: This study aimed to determine the relationship between the use of audio-video materials in introductory anatomy lab sessions and the passing criteria in the anatomy lab exam.

Method: A quantitative study with a cross-sectional design was conducted on 180 medical students from batch 2020. The inclusion criteria for this study required students to watch the three topics video: ear, nose, and throat. The exclusion criteria applied to students who did not watch any one of the three videos.

Results: Out of 180 students, 40 met the inclusion criteria. While the remaining students were excluded. A cut score of ≥ 60% was considered good for video viewing. Statistical analysis using the Chi-Square test yielded a p-value of 0.016. Among the 31 students who watched ≥ 60% of the time, 28 passed and 3 did not. In contrast, 9 students who watched the videos for less than 60% of the time, 5 passed and 4 did not.

Conclusion: The higher the percentage of watching all three videos, the greater rate in passing the anatomy lab exam.

Department of Medical Education
Faculty of Medicine Universitas Indonesia

the 16th Jakarta Meeting
on Medical Education (JAKMED 2024)

in conjunction with

INA-MHPEC
Indonesian Medical and Health
Professions Education
2nd International Conference 2024

the 16th
Jakarta Meeting
on Medical Education

Department of Medical Education
Faculty of Medicine Universitas Indonesia