

Studi Pemanfaatan Ujian Formatif Diskusi Berdasarkan Kasus dalam Program Pendidikan Dokter Spesialis Patologi Anatomi Fakultas Kedokteran Universitas Indonesia = Case-based Discussion as Formative Assessment in Postgraduate Program for Anatomical Pathology Specialist Faculty of Medicine Universitas Indonesia: A Qualitative Study

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Abstrak

Latar Belakang: Program Pendidikan Dokter Spesialis Patologi Anatomi Fakultas Kedokteran Universitas Indonesia (PPDS PA FKUI) menggunakan kurikulum berdasarkan kompetensi/ *outcome* (*competency-/outcome-based curriculum*). Namun, PPDS PA FKUI selama ini belum pernah melaksanakan ujian formatif berdasarkan kerja (*workplace-based Metode Penelitian: Penelitian ini bersifat kualitatif untuk mengeksplorasi secara mendalam pemanfaatan ujian formatif Diskusi berdasarkan Kasus dalam proses pendidikan di PPDS Patologi Anatomi FKUI. Dilakukan wawancara dan focused group discussion terhadap pengelola program, staf pengajar dan peserta PPDS PA FKUI. Staf pengajar diminta melakukan intervensi berupa ujian formatif DbK terhadap PPDS PA FKUI sebanyak tiga kali menggunakan borang yang telah diterjemahkan. Setelah intervensi, kembali dilakukan wawancara dan focused group discussion terhadap staf pengajar dan peserta PPDS PA FKUI.*

Hasil: Staf Pengajar dan peserta PPDS PA FKUI menunjukkan respons positif terhadap pelaksanaan ujian formatif DbK. Ujian formatif DbK dianggap memungkinkan proses diskusi mendalam antara staf pengajar dan peserta PPDS PA terkait proses penegakkan diagnosis dari suatu kasus. Staf pengajar dapat memantau kemajuan proses pembelajaran serta memberikan umpan balik yang spesifik terhadap peserta PPDS. Peserta PPDS dapat mempelajari suatu kasus dengan lebih komprehensif, memperoleh umpan balik yang spesifik, serta mendapatkan simulasi ujian sumatif.

Kesimpulan: Ujian DbK bermanfaat dalam proses pencapaian kompetensi dalam pendidikan yang menggunakan pendekatan *competency-* atau *outcome-based curricula*.

Postgraduate program for Anatomical Pathology Specialist in Faculty of Medicine Universitas Indonesia use competence-/outcome-based curriculum approach. However, until now, the program has not yet adopted formative workplace-based assessment, for example, case-based discussion.

This was a qualitative research to explore the use of formative assessment case-based discussion during educational process in postgraduate program for anatomical pathology specialist in FMUI. Interview and focused group discussion to the program manager, teaching staff and the residents were performed. Teaching staff was asked to perform three times case-based discussion (CbD) formative assessment toward the resident. Postintervention, interview and focused group discussion to the staf and resident were conducted.

The staffs and residents of Anatomical Pathology Specialist Program of FMUI showed positive response toward CbD formative assessment. CbD formative assessment enabled deeper discussion between the staffs and residents regarding establishing diagnosis. The staffs were able to monitor the residents learning process and giving specific feedback toward the residents. The residents were able to learn about a case in a more comprehensive way, acquiring specific feedback and summative assessment simulation.

Conclusion: CbD formative assessment is useful in the process of acquiring competence in diagnosis in a postgraduate education that uses competence- or outcome-based curricula.