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The Opinion Of Problem Base Learning (PBL) System In Medical Students Of Nahdlatul Ulama Surabaya University

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THE OPINION OF PROBLEM BASE LEARNING (PBL) SYSTEM IN MEDICAL STUDENTS OF NAHDLATUL ULAMA SURABAYA UNIVERSITY

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Abstract

Problem based learning is a learning method that is expected to improve quality of graduates. Therefore, the quality and effectiveness of problem based learning, and student satisfaction need to be assessed as evaluation material for the implementation of problem based learning in order to achieve the expected. The aim of this study is to describe medical students' perception of quality, effectiveness, dan satisfaction of problem based learning in medical faculty of University of Nahdlatul Ulama Surabaya. Material and methods. This study is descriptive study used based on a self-administered questionnaire. To obtain the data, questionnaire was given by online system containing 4 questions to evaluate their perceptions of the quality, effectiveness, and students' satisfaction of problem based learning. Most participants perceived that quality of problem based learning was 'quite quality', 'quite effective', and 'quite satisfied'. The medical students of University of Nahdlatul Ulama Surabaya perceived that problem based learning was quite quality, quite effective, and quite satisfied.

Keywords: *PBL, Medical students, quite quality, quite effective, and quite satisfied.*

Introduction

Problem based learning is fundamental tools to achieve lifelong learning in an integrated medical curriculum (1). Problem based learning (PBL) is an education model utilized by medical faculty of University of Nahdlatul Ulama Surabaya and many other universities worldwide. PBL occurs small-group discussion tutorials, compared against sitting tutorials. Many medical student worldwide think that PBL as a time-consuming teaching method. With standardized training amongst PBL tutors, not only improves tutor competency as facilitator productive PBL discussions but also reduces variability in the delivery of sessions that enhance student satisfaction with tutor performance. Medical student believe that self-directed learning is the most important part of this process, but, it is common to see low levels of self-directed learning by some students in the group before the reporting phase. We believe that the introduction of an assessment would help tackle the low level of self-directed learning by some students (2).

In Medical Faculty of University of Nahdlatul Ulama Surabaya implemented the medical education by problem based learning (PBL) system. Therefore, assessment of problem based learning is important to determine the flow and the worth of problem based learning method for future improvement. The opinions of undergraduate student about problem based learning is also essential process for evaluating program. Problem based learning created to give benefit for medical student and to acquisition knowledge and soft skill. The number of medical schools worldwide that implementing problem based learning approach has grown progressively all around the world with many forms and strategies. The main educational objectives of problem based learning are the

acquisition of relevant knowledge, skills, and behaviors rather than lecture learning and use them in a clinical context. Problem based learning method also motivate medical students to think critically, generate ideas and acquire the knowledge, skills, and behavior required to become competent doctors (3).

Medical students are a core part to take into account for planning, monitoring, and evaluation the value of teaching and learning methods, include problem based learning. According to researches, medical student think that their curriculum have a substantial impact on their academic success and can be an essential process for evaluation medical program (3). With this background, the aim of this study to examined the opinion of undergraduate medical student about problem base learning (PBL) in medical faculty of University of Nahdlatul Ulama Surabaya.

Research Methods

A questionnaires was developed and used as a tool to measure specific items that met students' perception and satisfaction on problem based learning as an learning method as described in the literature. The online questionnaire were given among the students class of 2015 to 2017 and were asked to fill and submit their perception. The questionnaire identified how the quality, effectiveness, and students' satisfaction. Four points Likert scale was used in the questions (Table 1). No quality, no effective, and no satisfied mean that need to totally change the concept of the problem based learning. Quite quality, quite effective, and quite satisfied mean that there were bad things that need to change. High quality, high effective, and high satisfied mean that problem based learning, overall, was good enough, but need to improve. Very high quality, very high effective, and very high satisfied mean that problem based learning was completely good and nothing to change and improve.

Table 1. Description for each question on problem based learning

Questions	Answers			
	A	B	C	D
What do you think about the quality of the problem based learning that you got during become medical student of University of Nahdlatul Ulama Surabaya	No quality	Quite quality	High quality	Very high quality
What do you think about the effectiveness of the problem based learning that you got during become medical student of University of Nahdlatul Ulama Surabaya	No effective	Quite effective	High effective	Very high effective
What do you think about your satisfaction of the problem based learning that you got during become medical student of University of Nahdlatul Ulama Surabaya	No satisfied	Quite satisfied	High satisfied	Very high satisfied

Research Results and Discussion

Perception of medical students in 1st grade on problem based learning.

Most participants of medical students in 1st grade (40%) considered that the quality of tutorial was very high quality, 50% of students considered that the tutorial was very effective, and 50% of students claimed to be very satisfied with the problem based learning they had been doing.

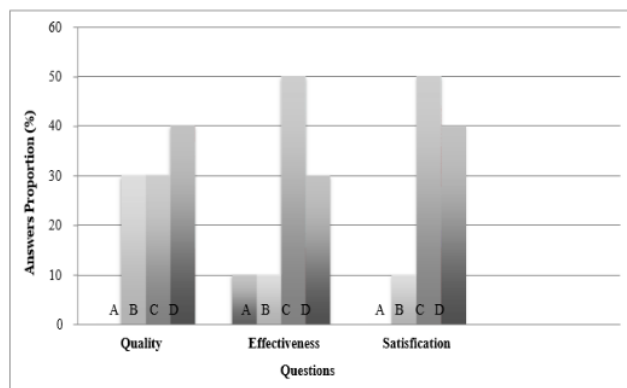


Figure 1. Perception of medical students in 1st grade on problem based learning

Perception of medical students 2nd grade on problem base learning

Most participants of medical students 2nd (46.7%) considered that the quality of tutorial was high quality, 53.3% of students considered that the tutorial was quite effective, and 40% of students claimed to be quite satisfied with the problem based learning they had been doing.

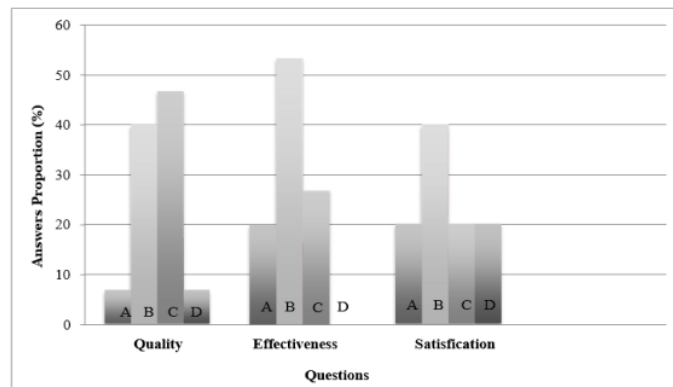


Figure 2. Perception of medical students 2nd grade on problem base learning

Perception of medical students 3rd grade on problem base learning

Most participants of medical students 3rd grade (59.6%) considered that the quality of tutorial was quite quality, 44.7% of students considered that the tutorial was not effective, and 59.6% of students claimed to be quite satisfied with the problem based learning they had been doing.

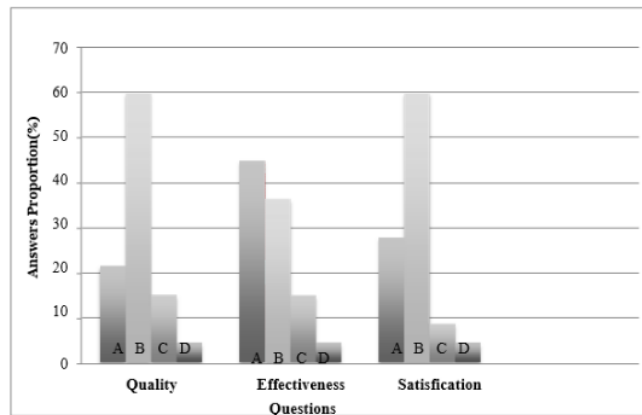


Figure 3. Perception of medical students 3rd grade on problem base learning

The present study shows that the opinions of PBL in medical undergraduate was good quality, effective, and satisfied.

Although the students are subjective the problem based learning, feedback is not given appropriately and timely. Students must have an opportunity to discuss their reflections on problem based learning (4).

The medical students in 3rd grade, their opinions tend to show a trend that is not good enough. Their busy activities in lectures and activities outside the lecture make them feel that problem based learning is not an important thing for them. In fact, they consider problem based learning activities as activities that are futile because of the large quantity and to often do problem based learning. Monitoring and evaluation are needed, also renewal of problem based learning for students so that they can get essence of problem based learning. However, the medical student 2nd grade opinion is arguably more stable, where good and bad opinions are relatively balanced. That is because there enthusiasm in working on problem based learning is still greater than the 1st grade, and the problem based learning they do is the result of improvement of problem based learning carried out by previous generations.

The medical students in 1st grade, was found that they were still passionate and fire about undergoing problem based learning, so that it caused their opinions to show a better trend compared to 2nd and 3rd grade. Their satisfaction levels were higher. Furthermore, There knowledge and skills obtained from problem based learning experienced a greater increase than the class of 2nd and 3rd grade. In addition, improvements in the quantity and quality of problem based learning were better than other class. These improvements were based on the results of monitoring and evaluation of previous problem based learning. Upgrading the **quality and effectiveness of problem based learning** needed to develop knowledge, skills, attitudes, and confidence of medical student (5).

Limitation

Limitation of this study are student understanding of each component of the Likert scale. But this can be overcome by giving informations for students.

Conclusion and Recommendation

The participations of medical students of University of Nahdlatul Ulama Surabaya perceived that problem based learning was quite quality, quite effective, and quite satisfied.

However, Further studies need to investigate student opinion on other types of lectures, such as class lectures and laboratory practical.

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Author contributions

Conceived and designed the experiments: HMS and MAF. Performed the experiments: MAF. Analyzed the data HMS and MAF. Wrote the paper HMS, MAF, and H

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