

ABSTRAK

Latar Belakang : Pada masa pandemi Covid19, penilaian keterampilan klinis seperti OSCE merupakan sebuah tantangan untuk dilakukan. Online OSCE (E-OSCE) merupakan salah satu solusi proses penilaian keterampilan klinis di masa pandemi. Dengan perencanaan yang baik OSCE ditransformasikan menjadi E-OSCE, melalui platform Zoom yang diselenggarakan pada bulan Agustus 2021. Platform Zoom dipilih karena penguji dan mahasiswa telah terbiasa menggunakannya. E-OSCE dapat direkam dan videonya menjadi data berharga yang dapat dijadikan bahan evaluasi terhadap kualitas E-OSCE.

Tujuan : Restrukturisasi OSCE menjadi E-OSCE tanpa merubah kurikulum merupakan sebuah tantangan. Maka dari itu perlu dilakukan penilaian kualitas E-OSCE yang menjelaskan kekuatan dan kelemahannya. Penelitian ini menganalisis kekuatan dan kelemahan dari aspek kelayakan E-OSCE.

Metode : Penelitian ini menggunakan desain penelitian *mix-method*. Pengumpulan data dilakukan melalui rekaman video observasi, menggunakan panduan observasi dengan Skala Likert. Video tersebut merekam interaksi siswa dengan pemeriksa dan pasien simulasi. Mahasiswa yang diikutsertakan sebanyak 24 orang, terdiri dari mahasiswa semester 3 sebanyak 8 orang, mahasiswa semester 5 sebanyak 8 orang, dan mahasiswa semester 7 sebanyak 8 orang. 5 orang penguji E-OSCE juga diwawancarai sebagai konfirmasi.

Hasil : 58,4% Siswa dapat menunjukkan performa terbaiknya pada E-OSCE sesuai tugas. 100% penguji dapat beradaptasi karena adanya transformasi dari “OSCE tradisional” ke E-OSCE. 100% instruksinya jelas bagi mahasiswa. 100% Standarisasi kinerja pasien simulasi (pada sesi anamnesis) di setiap peserta ujian. 87,5% siswa mempunyai koneksi internet dan gadget yang memadai untuk menunjang ujian. 5 orang asesor setuju bahwa mereka dapat melihat dan memberikan skor terhadap kinerja siswa di E-OSCE. Di sisi lain, E-OSCE tidak dapat menyediakan asesor untuk memberikan masukan kepada siswa karena situasi teknis.

Kesimpulan : Penelitian ini menunjukkan bahwa sebagian besar siswa dapat menunjukkan performa terbaiknya di E-OSCE sesuai tugas, dan penguji merasa mampu beradaptasi dengan transformasi dari “OSCE tradisional” ke E-OSCE. Penguji juga menilai OSCE secara keseluruhan berjalan baik. E-OSCE dapat direkomendasikan untuk tetap dilakukan bahkan setelah masa pandemi Covid-19, dengan terus mengevaluasi dan memperbarui teknis pelaksanaannya seperti validitas, keandalan, dan menerapkan standar pada perangkat dan internet yang digunakan.

Kata Kunci: E-OSCE, Kualitas, Rekaman video

ABSTRACT

Background : *During the Covid19 pandemic, assessments like OSCE was a challenge to do. Online OSCE (E-OSCE) is one of the solutions for the clinical skills assessment process during pandemic situation. With a good planning OSCE were transformed into E-OSCE, through platform Zoom held on August 2021. The Zoom platform was selected due to examiners and students familiarity. The E-OSCE can be recorded, and the video becomes a valuable data that can provide evaluation the quality of E-OSCE.*

Objective : *There was an evident need to creatively restructure the OSCE to reduce curriculum disruptions, measure the E-OSCE quality, and describe E-OSCE's strengths and weaknesses. This project is to analyze the strengths and weaknesses from the feasibility aspect of E-OSCE.*

Methods : *This is a mixed-method study. Data collection by observation video recordings, using observation guide with Likert Scale. The videos recorded student's interaction with the examiner and simulation patients. This encloses 24 students, consisting of 3rd- semester students 8 people, 5th-semester students 8 people, and 7th-semester students 8 people. 5 assessors of the E-OSCE were interviewed as confirmation.*

Results : *58,4% Students can show their best performance in E-OSCE according to the task. 100% of the assessor can adapted due to transformation from "traditional OSCE" to the E-OSCE. 100% the instruction was clear for examinee, also additional data asked to the examiner. 100% Standardization of simulated patient (on anamnesis session) performance in each examinee. 87,5% students have adequate internet connection and gadgets to support the exam. 5 assessors agree that they can see and give scores to the student's performance in E-OSCE. In the other hand, E-OSCE can not provide assessors to give feedback to the students due to technical situation.*

Conclusion : *This study shows that most of students can shows their best performance in E-OSCE according to the task, and assessors felt they were able to adapted due to the transformation from "traditional OSCE" to the E-OSCE. Assessors also felt the OSCEs ran well overall. There may be value even after pandemic, E-OSCE can be recommended while continuing to evaluate and update the technical implementation such as validity, reliability, and standards for devices and the internet.*

Key words : *E-OSCE, Quality, Video recording*



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