

ABSTRACT

REFLECTIVE WRITING SKILLS OF UNDERGRADUATE MEDICAL STUDENTS

Yunia Hastami¹

1. Postgraduate Program of Medical Education, Faculty of Medicine, Gadjah Mada University,
Yogyakarta, Indonesia

Background. Reflection is one of the competencies that must be mastered by prospective doctors. In fact, the ability of reflection is linked with the professional development to be professional doctors who have the ability to learn throughout life. Because research about the ability of undergraduate medical students to write a reflection is still rare in Indonesia, it is necessary to investigate reflective writing skills of medical students.

Objective. To investigate reflective writing skills of third year medical students.

Methods. The study is a qualitative design using content analysis method. Research was held at the Faculty of Medicine, University of Gadjah Mada, Indonesia. 54 logbooks that contain written reflections of medical students who have attended community programs were taken from approximately 200 logbooks using random sampling technique. Students' reflective writing were analyzed by three coders using REFLECT's criteria to investigate level of reflection and analyzed any domain that was demonstrated by the students.

Results. Overall obtained 33.3% (18) students in habitual action level, 48.2% (26) reach thoughtful action, 18.5% (10) reach reflection level. Furthermore, it is known that the personal domain reflected by 96.3% (52) students, interpersonal domain by 100% (54) students, contextual domain by 42.6% (23) students, and critical domain by 79.6% (43) students.

Conclusions. The ability of undergraduate medical student in reflective writing skills were in the range of 1st to 3rd level, with commonly at Thoughtful action level (2nd of 4 levels). There are four domains that appear in the writings of student reflection, namely Personal, Interpersonal, Contextual and Critical/program evaluation with emphasis on the Interpersonal and Personal domain. Based on this, undergraduate medical students need guidance and reflective writing guidelines by adapting a standard model to be able to achieve the level of critical reflection.

Keywords. Reflection, reflective writing, medical education, community-based education.

INTISARI

KEMAMPUAN *REFLECTIVE WRITING* MAHASISWA PROGRAM PENDIDIKAN DOKTER

Yunia Hastami

Program Studi S2-Ilmu Pendidikan Kedokteran
Fakultas Kedokteran, Universitas Gadjah Mada, Yogyakarta

Latar belakang. Refleksi merupakan salah satu kompetensi yang harus dikuasai calon dokter. Kemampuan refleksi berkaitan dengan pengembangan perilaku profesional dokter agar memiliki kemampuan belajar sepanjang hayat. Penelitian tentang kemampuan refleksi mahasiswa S1 kedokteran masih jarang dilakukan di Indonesia. Oleh karena itu, perlu dilakukan penelitian untuk mengetahui kemampuan *reflective writing* mahasiswa.

Tujuan penelitian. Untuk mengetahui kemampuan *reflective writing* mahasiswa program pendidikan dokter tahun ketiga.

Metode. Penelitian menggunakan desain kualitatif dengan metode analisis isi. Lokasi penelitian di Fakultas Kedokteran Universitas Gadjah Mada, Indonesia. Sampel berupa logbook yang berisi refleksi mahasiswa kedokteran yang telah mengikuti pembelajaran komunikasi berbasis komunitas. Dari sekitar 200 logbook, diambil 54 buah secara *random sampling*. Tulisan mahasiswa dianalisis oleh tiga orang koder menggunakan kriteria REFLECT untuk menentukan kedalaman refleksi. Selain itu, juga dianalisis domain apa saja yang direfleksikan oleh mahasiswa.

Hasil Penelitian. Secara keseluruhan didapatkan 33,3% (18) mahasiswa mencapai level *habitual action*, 48,2% (26) mencapai level *thoughtful action*, 18,5% (10) mencapai level *reflection*. Sementara untuk domain *personal* direfleksikan oleh 96,3% (52) mahasiswa, domain *interpersonal* oleh 100,0% (54) mahasiswa, domain *contextual* oleh 42,6% (23) mahasiswa, dan domain *critical/program evaluation* oleh 79,6% (43) mahasiswa.

Kesimpulan. Tulisan refleksi mahasiswa S1 Kedokteran berada pada rentang level 1 sampai 3, dengan sebagian besar berada pada level *Thoughtful action* (level 2 dari 4 level kriteria Wald et al). Ada empat domain yang muncul dalam tulisan refleksi mahasiswa, yaitu *Personal*, *Interpersonal*, *Contextual*, dan *Critical/ evaluation* dengan penekanan pada domain *Interpersonal* dan *Personal*. Berdasarkan hal tersebut, mahasiswa S1 Kedokteran memerlukan tuntunan dan panduan menulis refleksi dengan mengadaptasi model yang sudah baku agar mampu mencapai level refleksi kritis.

Kata Kunci. *Reflection, reflective writing, medical education, community-based education.*