

Problem based learning and involvement in off campus organization enhance students? critical participation behavior

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Abstrak

Tujuan Untuk mengidentifikasi faktor-faktor dominan terhadap sikap partisipasi kritis mahasiswa FK Unissula dalam menyelesaikan masalah masyarakat. Metode Subjek terdiri dari mahasiswa angkatan 2005, 2006 dan 2007. Sikap berfikir kritis diukur dengan menggunakan kuesioner modifikasi EMI: Critical Thinking Disposition Assessment. Untuk mengidentifikasi faktor-faktor risiko yang berhubungan dengan sikap partisipasi kritis mahasiswa dengan pendekatan risiko relatif (RR) yang dihitung dengan regresi Cox dengan time konstan dan menggunakan software STATA 9. Hasil Sebanyak 64,6% (388 dari 600) mahasiswa yang berpartisipasi dalam penelitian ini memiliki sikap berpartisipasi baik menghadapi masalah masyarakat. Dibandingkan yang terpapar PBL 1 tahun, yang selama 2 tahun dan 3 tahun mempunyai kemungkinan bersikap partisipasif dua kali lipat lebih baik [masing-masing risiko relatif (RR) = 2,07; 95% interval kepercayaan (CI) = 1,37?3,14; dan RR = 2,33 95% CI = 1,55?3,49). Mahasiswa yang terlibat dalam organisasi luar kampus dibandingkan yang tidak terlibat mempunyai kemungkinan 75% lebih banyak bersikap partisipasi baik (RR = 1,75; 95% CI = 0,99?3,11). Kesimpulan Untuk meningkatkan partisipasi kritis, selain terlibat dalam kegiatan pembelajaran dengan pendekatan PBL, mahasiswa perlu dibiasakan terlibat dalam kegiatan organisasi di luar kampus.

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Abstract

Aim Developing students? critical thinking and critical participation in solving patients? as well as a community?s problem should become the concern of medical education. This study aimed to identify several factors related to medical students? critical participation behavior. Methods The subjects consisted of students of Sultan Agung Medical School (Unissula), year entry 2005, 2006, and 2007. Critical participation behavior was assessed using modified EMI: Critical Thinking Disposition Assessment. Relative risks (RR) were calculated using Cox regression analysis with constant time. Results 64,6% (388 out of 600) of the students participated in this study. Those who were involved in PBL for two and three years, rather than one year, had twice as high good critical thinking behavior [adjusted relative risk (RR) = 2.07; 95% confidence interval (CI) = 1.37?3.14; and RR = 2.33; 95% CI = 1.55?3.49, respectively.] Students who were more involved in off- campus organizations had a good critical participation behavior; 75% higher than those who were not involved in off-campus organizations (RR = 1.75; 95% CI = 0.99?3.11). Conclusion Besides involving in PBL learning approach, students should be motivated to be involved in off-campus organizations in order to improve their critical participation behavior.