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Presenter

"Medical Students Perception About Implementation of Video-Assisted Blended Learning in Ophthalmology Clinical Clekship During COVID-19 Pandemic Period"

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Medical Students Perception About Implementation of Video-Assisted Blended Learning in Ophthalmology Clinical Clerkship During COVID-19 Pandemic Period

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INTRODUCTION

The COVID-19
Pandemic

Disrupting the
World
Population's
Lives

Disrupted
Teaching in a
Variety of
Institutions

Response to
the COVID-
19 Pandemic

Electronic
Learning



INTRODUCTION

- Medical education throughout the world has experienced significant changes due to the presence of the COVID-19 pandemic.
- The Government of Indonesia has instructed physical distancing so that teaching and learning activities, including in the Faculty of Medicine.
- In response to the COVID-19 pandemic, most medical schools worldwide, including Indonesia, had started rapidly changing their learning methods from face-to-face to online delivery methods.



INTRODUCTION

- This study conducted to explore the clerkship medical student's perspective toward the e-learning method during the COVID-19 pandemic period in the Department of Ophthalmology of the Faculty of Medicine Andalas University, Indonesia.
- This study will give an insight into the evaluation of e-learning in medical education.



METHODS

Time	June to August 2020
Place	Department of Ophthalmology of Faculty of Medicine Andalas University, Indonesia
Study design	Qualitative study
E-learning platform	iLearn platform of Andalas University
Participants	64 clinical clerkship students



Inclusion Criteria

- Clinical clerkship students who had been undergone "hands-on" and face-to-face clinical clerkship in the Department of Ophthalmology of Faculty of Medicine Andalas University, Indonesia.
- Clinical clerkship students who still registered as medical students, clinical clerkship students who had iLearn platform personal account, and clinical clerkship students who participate in distance learning during the COVID-19 pandemic.



Exclusion Criteria

- Clinical clerkship students who not completed the fulfillment of both the quiz and the questionnaire.
- Clinical clerkship students who already graduated from the Faculty of Medicine Andalas University.



First step of this study, the authors make four educational videos in basic knowledge and clinical skills in the ophthalmology field according to National Standard Competencies for General Practitioner.

- Visual acuity examination and introduction of ophthalmology examination tools
- History taking and subjective refractive examination
- Case study of eyelid infection
- Case study of conjunctival infection



METHODS

- The videos uploaded to the iLearn platform, and the clinical clerkship students who participated in this study enrolled in the modules.
- After watching the educational videos, the clinical clerkship students were instructed to answer the quiz after each video session to know their comprehension about the video contents.
- Then, a questionnaire comprises of 10 questions where shared to the participant using social media platform.



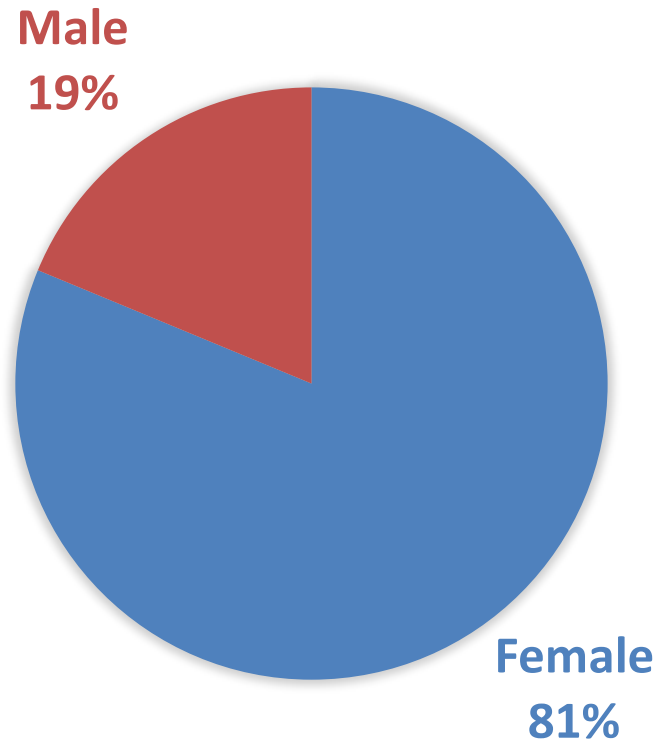
METHODS

- All data were collected and recorded computerized.
- The recorded data were analyzed using the descriptive statistic method by calculating each statement's percentage in the questionnaire.
- The author withdraws the conclusion from the study result.



RESULTS

GENDER



- 64 students
- ages 19 to 28 years old
- mean age of 22,66 years old



Table 1. Mean score of each quiz topic.

Quiz	Mean score
Visual acuity examination and introduction of ophthalmology examination tools	73,70
History taking and subjective refractive examination	54,23
Case study of eyelid infection	82,75
Case study of conjunctival infection	80



Table2. Percentage of clinical clerkship students in each quiz topic

Score grade	Visual acuity examination and introduction of ophthalmology examination tools (%)	History taking and subjective refractive examination (%)	Case study of eyelid infection (%)	Case study of conjunctival infection (%)
Good	24,07	1,9	41,17	37,25
Average	68,52	59,61	52,94	56,86
Poor	7,41	38,49	5,89	5,89



Table 3. Perception of clinical clerkship students about Blended Learning

No	Question	Percentage of an answered question				
		Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
1.	The video was well prepared	-	3,125	3,125	40,625	53,125
2.	Lecturer explaining and facilitates learning activity with good method through educational video	-	3,125	1,56	39,06	56,25
3.	The topic presented was an important topic for general practitioner learned in clinical practice	-	4,687	-	25	70,31
4.	I get lot of knowledge by watching the educational video	-	4,687	3,125	37,5	54,69



Delivery of content in educational video was easily understand	-	1,56	4,687	34,37	59,37
Face to face learning was an effective method for me to learn	-	3,125	3,125	37,5	56,25
Clinical skills was easier to understand if demonstrated directly by the instructure	-	3,125	1,56	20,31	75
Quiz assignment helps me to comprehend the content in the video	1,56	3,125	4,687	51,56	40,625
I understand the learning objectives by watching the educational video	1,56	4,687	7,81	40,625	45,31
Overall, I satisfied with the quality of e-learning through educational video presented	-	4,687	9,375	39,06	46,87



Discussion

- **The benefit of blended learning is both simple and complex.**
- **Because it is easy to access the materials, flexibility of time and place to study.**
- **Drawback: Lack of interaction with patients and instructors.**
- **The student's perception was good about blended learning, and the topic.**



Conclusion

- Blended learning model can be useful for acquiring clinical skills by health students.
- Flexibility to time and place → the most critical advantage of e-Learning.
- Lacking to perform essential clinical skills → primary concern for lecturers
- Quality assurance of video resources → will help student to understand about the context consequently they know how to engage the real patient.



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