

The Most Influential Factor to Pass Rate of Modified OSCE Exam on Student Batch 2 during Pandemic Period

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Abstract

The Objective structure clinical examination is an assessment tool to evaluate clinical skills. There are many factors that influence to pass rate of modified OSCE. Moreover, during online learning implementation, there are some barriers. The aim of the study is to determine the most influential factor that contributing to achieving the learning outcome in terms of passing rate modified online OSCE. An observational study was chosen involving 87 medical students batch 2. Sample size calculation used the formulation of an estimated proportion population with a simple random strategy. This study employed a questionnaire of online skill learning that was made by the researcher through analysis of factor exploratory. The participants were asked to score their agreement on the five-Likert scale. Using SPSS version 24 and software of AMOS 26, we analyzed the data for simple linear regression and structural equation modeling (SEM). Results were summarized following 2 factors that influencing pass rate of modified OSCE online, in terms of transactional distance (p value=0.001, r =0.235) and learning platform availability (p value=0.013, r =0.087). Our finding highlights that self-reflection and student access to resources have significant contributions toward independent learner characteristics. This study has contributed to solving the problem regarding the foundational concept for the requirement of online learning. The theoretical concept of a learning platform also enhances online teaching. Foremost and utmost that self-reflection and student access to resources have become two important factors to autonomy learning. The major strength of this study is the systematic manner in which it was conducted.

Keywords: *Influence factor, modified OSCE, passing rate, online learning*



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INTRODUCTION

The COVID 19 pandemic has led to a shift in teaching methods in undergraduate medical education to online or blended learning. One of the domains in medical education is clinical skills that need to be trained from the start, including methods of assessment of learning outcomes. The learning process of clinical skills is among the most complicated applied online because it requires standard patients and supporting equipment to perform clinical skills learning activities. However, evaluating the effectiveness of online and blended teaching remains difficult. This is due to the pandemic situation that causes the increasing use of technology in medical education. At the same time, the significance of online learning in the skill domain is influenced by many factors. Some factors yield obstacles for online learning, such as administrative issues, social interaction, academic skills, technical skills, learner motivation, time and support for studies, technical problems, cost, and access to the internet (Pei and Wu, 2019). The Objective Structured Clinical Examination (OSCE) is a valid, reliable, and reproducible assessment method that