

## **PARTICULAR ADMISSION TEST AND PERCEPTION ON ASSESSMENT METHOD: DOES IT INFLUENCE THE ACADEMIC PERFORMANCE IN PROBLEM-BASED LEARNING OF MEDICAL COURSE?**

**Mia Kusmiati<sup>1</sup>, Miranti K. Dewi<sup>2</sup>, Yuke Andriane<sup>2</sup>, Annisa R.Furqaani<sup>3</sup>**

<sup>1</sup>*Department of Medical Education, Bioethics and Humaniora, Medical Faculty, University of Islam Bandung.*

<sup>2</sup>*Department of Pharmacology, Medical Faculty, University of Islam Bandung.*

<sup>3</sup>*Department of Medical Biology, Medical Faculty, University of Islam Bandung.*

*Email: dr.mia74@gmail.com*

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**ABSTRACT:** *Academic performance has an essential impact in predicting the success of an educational program. This study was performed to identify the impact particular admission test and student perception on assessment method to academic performance in term of grade point average (GPA). A cross-sectional study design was conducted on 158 medical students at University of Islam Bandung to participate in taking a quantitative survey. A questionnaire was adapted from a student perception of assessment questionnaire (SPAQ). Data analysis used the Chi-square test and Mann Whitney test. The majority of students have a good perception of the assessment method (88.6%). Admission test through special interest and abilities influence academic achievement with a p-value of 0.004. The assessment system is quite effective in assessing the learning outcome. This is due to the perception of the assessment method is more related to student learning approaches than academic achievement.*

**KEYWORDS:** admission test, perception, academic performance, GPA

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## **INTRODUCTION**

Assessment of the student's performance is critical because it can be an indicator of the achievement of students learning outcomes. The faculty must continually review the assessment system that has been running and if it is necessary to make modifications based on the philosophy of the Problem-Based Learning (PBL) to be useful according to its purpose. In case to better implement the PBL, it is essential to have a systematic assessment that is well enforced by the Education Program Manager to provide objective evaluation for the student (Brown, 2006). In assessing the students, the principles of fair assessment should be an emphasis with the weight point on 1) the development and selection of appropriate assessment methods, 2) collects research information, 3) determination and performance scoring of students, 4) Summary and interpretation of results, and 5) The report of the assessment results (Rogers, 1985). Assessment in medical education should be able to assess complex competencies, thus requiring quantitative and qualitative information from different sources and professional evaluations (Rogers, 1985; Van Der Vleuten & Schuwirth, 2005). Proper assessment must fulfil the principles of validity, reliability, practice-ability, and utility. Reliability refers to the consistency of research results means use whenever you need