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Analysis of Factors Related to Occurrence of Retaker UKMPPD Faculty of Medicine, University of Sriwijaya

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ABSTRACT

Medical education is a conscious and planned effort in formal education to produce graduates who have competencies in the fields of medicine or dentistry. Medical students who have gone through the undergraduate and professional stages of the doctor must take the competency exam (UKMPPD). The medical faculty of Sriwijaya University in the November 2016 period in the UKMPPD which was attended by 41 participants, found that only 9 people had successfully passed the competency exam. In Indonesia, the number of UKMPPD participants who have not graduated (retaker) at the end of 2017 is 2,494. This indicates that the number of UKMPPD retaker is still high in the Indonesian medical faculty. Student competency test results can be influenced by external factors and internal factors which include the value of try out, Grade Point Average (GPA), learning style, tutoring, length of study period, anxiety, family support and peer support. This research was conducted to identify factors related to the retaker of UKMPPD students at FK Unsri. The type of research used is quantitative analytical research with cross-sectional design with consecutive sampling technique. The population of this study were students who took the UKMPPD in January-October Unsri FK in 2018. The study sample was a portion of the students who took part in the UKMPPD FK Unsri Sriwijaya in 2018, amounting to 50 people. Data collected are primary data using questionnaires. Data analysis using univariate and bivariate analysis using the Chi-Square test. From this study obtained p-value <0.05 for the GPA variable, try out value, length of study period and anxiety. These results indicate that there is a significant relationship between GPA, try out value, length of study period and anxiety with the occurrence of UKMPPD retaker. While the learning and learning style variables obtained p-value > 0.05 which showed that there was no significant relationship between learning styles and learning guidance with the occurrence of the retaker student of UKMPPD of FK Unsri. There is a meaningful relationship between GPA, try out value, length of study period and anxiety with the occurrence of UKMPPD retaker student of FK Unsri and there is no significant relationship between learning styles and learning guidance with the occurrence of UKMPPD retaker student of FK Unsri.

1. Introduction

Medical education is a conscious and planned business in formal education consisting of academic education and professional education at the tertiary level whose accredited study program is to produce graduates who have competencies in the fields of medicine or dentistry.¹ Students in medical education

are referred to as medical students. Medical education consists of two stages, namely the undergraduate (S-1) stage and the professional stage of the doctor who uses the Competency Based Curriculum (CBC). Medical students who have taken both stages must take the competency test.



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Competency testing is a prerequisite for obtaining a competency certificate or professional certificate that is followed by health students at the end of their education.² This competency test aims to select medical students to produce students who are competent in terms of science, attitudes and skills.

UKMPPD (Uji Kompetensi Mahasiswa Program Profesi Dokter Indonesia) is a set of competency tests that are a form of efforts to actualize various medical practice regulations in order to improve and standardize the quality of Indonesian doctors, with the aim of providing information on the competencies of knowledge, skills and attitudes of general practitioners graduates in a comprehensive manner to the authority holder in the issuance of a competency certificate as part of the registration requirements, for a doctor to be able to arrange the submission of a practice permit or a medical license.³ Medical students who have gone through two stages of medical education, namely the undergraduate (S-1) stage and the professional stage of the doctor are required to take competency examinations to meet the medical professional education standards.

The Medical Faculty of Sriwijaya University in the November 2016 period in the UKMPPD which was attended by 41 participants, found that only 9 people had successfully passed the competency test. In addition, the results of the UKMPPD in November 2016, the Faculty of Medicine of the University of Indonesia which successfully passed the competency were 19 people, the Faculty of Medicine of Gadjah Mada University numbered 10 people and the Medical Faculty of the University of North Sumatra were 21 people.⁴

The percentage of UKMPPD first taker graduation in 2014-2017 at Sriwijaya University was 76.4% and was ranked 33rd in Indonesia. While Duta Wacana Christian University was ranked first with a percentage of 95.5%. The number of UKMPPD

participants who have not graduated (retaker) at the end of 2017 is 2,494.² This indicates that the number of UKMPPD retaker is still high in the Indonesian medical faculty.

The results of student competency tests can be influenced by external factors and internal factors. External factors include the value of try outs, curriculum / learning methods, lecturer factors and other influential factors. While internal factors include intelligence, interests and talents and motivation of participants.

From the results of Abdillah's research (2016), there was a significant relationship between the value of try out, Grade Point Average (GPA) and learning style towards the graduation of Indonesian Ners Competency Test on Ners professional students at Ngudia Husada Madura STIKes with $p = 0,000$, $p = 0.002$ and $p = 0,000$ ($p < 0.05$).

Another factor that is an obstacle to the achievement of UKMPPD graduation is the GPA, this is what has been stated by Tanzila and Zalika (2017), in his research on medical profession program students, it was found that there was a significant correlation between GPA and UKMPPD graduation with $p = 0.008$ ($p < 0.05$) and a significant correlation between the value of the Comprehensive Examination and UKMPPD graduation was obtained with a value of $p = 0.010$ ($p < 0.05$).

In a study conducted by Lidiawati and Hilda (2018), it was found that 44 (54.3%) respondents who graduated has taken tutoring and those who did not participate in the tutoring graduated were 6 (25.0%) respondents, with p- value of 0.022. The graduation of the competency test also correlates with the length of study period to become a doctor and undergraduate with moderate strength and has a negative direction.

In a study conducted by Lukmanulhakim (2018), it was found that there was no significant relationship between anxiety, family support and



peer support with the achievement of graduation in the student competency test of the STIKes Nurses Professional Program Faletahan Serang.

The low achievement of medical students graduating in UKMPPD should be an ingredient of institutional evaluation in identifying the factors associated with the occurrence of UKMPPD retaker in medical students is also one step as an effort in passing evaluations to become a basis for improvement in the upcoming UKMPPD.

2. Methods

This research is a quantitative analytical observation research with cross sectional approach. This study was conducted to determine the relationship of one-to-one factors with the occurrence of UKMPPD retaker students of the Medical Faculty of Sriwijaya University. The study was conducted

from Oktober to November 2018 using a questionnaire. The population in this study is students participating in the UKMPPD in January-October of the Faculty of Medicine, Sriwijaya University in 2018. The sample of research is UKMPPD retaker dan first taker students in January-October of the Faculty of Medicine, Sriwijaya University in 2018 and sampling is done by Simple Random sampling. After data is collected, the data is processed and analysis using SPSS version 23 software.

3. Results and discussion

Results of data collection obtained 50 respondents from UKMPPD retaker and first taker. Here are described the characteristics of respondents who made has several categories.

Table 1. Characteristics by sex

Sex	n	%
Male	25	50
Female	25	50
Total	50	100

Table 1 shows the distribution of respondents by sex. Of the 50 respondents, 25 (50%) were female and the remaining 25 (25%) were male.

Table 2. Characteristics of respondents by age

Age	n	%
23 year	7	14,0
24 year	26	52,0
25 year	9	18,0
26 year	7	14,0
27 year	1	2,0
Total	50	100



From Table 2 above, most of the respondents were students participating in the UKMPPD with an age range of 23-27 years ie 7 people (14%) aged 23 years, 26 people (52%) aged 24 years, 9 people (18%) aged

25 years, 7 people (14%) aged 26 year and 1 people (2%) aged 27 year.

Table 3. Characteristics of respondents by generation

	n	%
2009	1	2,0
2010	13	26,0
2011	3	6,0
2012	33	66,0
Total	50	100

From the table above, it can be seen that the most of the study respondents were in the 2012 class of 33 people (66%), followed by the 2010 class of 13 people

(26%), 2011 class as many as 3 people (6%) and 2009 class as many as 1 person (2%).

Table 4. Characteristics of Respondents Based on the UKMPPD Graduation

	n	%
First taker	29	58
Retaker	21	42
Total	50	100,0

The table above shows that most of the study respondents were first takers as many as 29 people

(58%) and the rest were retaker students, as many as 21 people (42%).

Respondents questionnaire results

Relationship between undergraduate medicine gpa with the occurrence of ukmppd retaker students of the medical faculty of Sriwijaya university (n = 50)

In table 5, data are presented about the relationship of undergraduate medical GPA with the occurrence of UKMPPD retaker in students. From this data, it was found that respondents who received the predicate with praise were 16 people and more were found in the first taker student category, which were 15 people (30%) compared to retaker students, which was 1 person (2%). In addition, respondents who got a GPA with a very satisfying predicate were

30 people and more were included in the retaker student category, which were 16 people (32%) compared to the first taker student category of 14 people (28%). While respondents who got the GPA score with satisfying predicate were as many as 4 people (8%) in the category of retaker student.

These data were then statistically analyzed by Chi-square test and obtained p-value = 0,000 (p <0.05), so the hypothesis was accepted which means that statistically there was a significant relationship between the undergraduate medical GPA with the occurrence of UKMPPD retaker students f the medical faculty of Sriwijaya University.



Relationship between GPA of medical profession with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

In table 6, data is presented about the relationship between Medical Profession GPA with the occurrence of UKMPPD retaker students. From this data, there were 31 respondents who received the title of praise and more were in the first taker category, 28 people (56%) compared to the retaker students, as many as 3 people (6%). In addition, respondents who got a GPA with a very satisfying predicate were 10 people and more were included in the student retaker category, namely 9 people (18%) compared to the first taker student category, which was 1 person (2%). While respondents who got the GPA score with satisfying predicate were as many as 9 people (18%) in the category of retaker student.

These data were then analyzed statistically by the Chi-square statistic test and obtained p-value = 0,000 ($p < 0.05$), so that the hypothesis was accepted which means that statistically there is a significant relationship between GPA of Medical Profession with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University.

Relationship between the value of try outs with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

In table 7, data are presented about the relationship of the value of try outs with the occurrence of UKMPPD retaker in students. From this data, respondents who passed the last try out score were 41 people and more were found in the first taker student category as many as 28 people (56%) compared to retaker students as many as 13 people (26%). In addition, respondents who did not pass the last try out score were 9 people and more were included in the retaker student category, namely 8

people (16%) compared to the first taker student category, which was 1 person (2%).

These data were then analyzed statistically by Fisher's Exact Test statistic and p-value = 0.002 ($p < 0.05$), so that the hypothesis was accepted, which means that statistically there is a significant relationship between the value of try outs with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University.

Relationship between learning style with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Table 8 presents data on the relationship between learning styles with the occurrence of UKMPPD retaker students. From this data, there were respondents who had the appropriate learning style, namely 45 people and more were found in the first taker student category, which were 26 people (52%) compared to retaker students, which were 19 people (38%). In addition, respondents who have an inappropriate learning style, namely 5 people and more are included in the first taker student category, which is 3 people (6%) compared to the retaker student category which is 2 people (4%).

These data were then analyzed statistically by Fisher's Exact Test statistic and p-value = 0.654 ($p > 0.05$), so that the hypothesis was accepted which means that there was no significant relationship between learning styles with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University.

Relationship between tutoring with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Table 9 presents data on the relationship tutoring with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University. From this data, there were 42 respondents who took part in



learning guidance and more were found in the first taker student category, which were 22 people (44%) compared to retaker students as many as 20 people (40%). In addition, respondents who did not take part in the learning study, which were 98 people and more included in the first taker student category, were 7 people (14%) compared to the retaker student category which was 1 person (2%).

These data were then statistically analyzed by Chi-square test and obtained p -value = 0.065 ($p > 0.05$), so that the hypothesis was not accepted with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University.

Relationship between Duration of undergraduate medicine with the occurrence of UKMPPD retaker students of the medical Faculty of Sriwijaya University (N = 50)

In table 10, data are presented about the relationship between the duration of the undergraduate medical studies with the occurrence of UKMPPD retaker students. From this data, it was found that respondents who graduated on time were 47 people and more were found in the first taker student category, as many as 29 people (58%) compared to retaker students as many as 18 people (36%). In addition, there were 3 people who did not graduate on time, including 3 students (6%) in the retaker student category.

This data is then statistically analyzed by Chi-square test and p -value is obtained = 0.022 ($p < 0.05$), so the hypothesis is accepted, which means that there is a statistically significant relationship between the duration of undergraduate medical studies with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University.

Relationship between duration of medical profession with the occurrence of UKMPPD

retaker students of the medical faculty of Sriwijaya university (n = 50)

Table 11 presents data on the relationship between the duration of Medical Profession with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University. From this data, it was found that respondents who graduated on time were 44 people and more were found in the first taker student category as many as 28 people (56%) compared to retaker students, as many as 16 people (32%). In addition, the number of respondents who did not graduate on time, namely 6 people and more were found in the retaker student category, as many as 5 people (10%) compared to those included in the retaker student category, namely 1 person (2%).

These data were then analyzed statistically by the Chi-square statistic test and obtained p -value = 0.017 ($p < 0.05$), so the hypothesis was accepted which means that statistically there was a significant relationship between the duration of Medical Profession with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University.

Relationship between anxiety with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Table 12 presents data the relationship between anxiety with the occurrence of UKMPPD retaker students. From this data, there were respondents who experienced anxiety, namely 35 people and more were found in the first taker student category as many as 24 people (48%) compared to retaker students as many as 11 people (22%). In addition, there were 15 more respondents who did not feel anxious, which were included in the retaker category, namely 10 people and those included in the first taker student category were 5 people (10%).

This data is then statistically analyzed by Chi-



square test and p-value is obtained = 0.021 ($p < 0.05$), so the hypothesis is accepted, which means that statistically there is a significant relationship between anxiety with the occurrence of UKMPPD retaker students.

Relationship between family support with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Table 13 presents data on family support with the occurrence of UKMPPD retaker students. From these data, all respondents received family support consisting of first taker categories as many as 29

people (58%) and those included in the retaker category were 21 people (42%).

Relationship between peer support with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Table 14 presents data on peer support with the occurrence of UKMPPD retaker students. From these data, all respondents received family support consisting of first taker categories as many as 29 people (58%) and those included in the retaker category were 21 people (42%).

Table 5. Relationship between undergraduate medicine GPA with the occurrence of UKMPPD retaker students of the Medical Faculty of Sriwijaya University (N = 50)

Variable		Student				Total	OR	p_Value
		First taker		Retaker				
		N	%	N	%			
Undergraduate Medical GPA	Satisfying	0	0	4	8	4	10.179	0.000
	Very Satisfying	14	28	16	32	30		
	Cum Laude	15	30	1	2	17		
Total		29	58	21	42	100		

Table 6. Relationship between GPA of medical profession with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Variable		Student				Total	OR	p_Value
		First taker		Retaker				
		N	%	N	%			
GPA of Medical Profession	Satisfying	0	0	9	18	9	168.000	0.000
	Very Satisfying	1	2	9	18	10		
	Cum Laude	28	56	3	6	31		
Total		29	58	21	42	100		



Table 7. Relationship between the value of try outs with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Variable		College Student				Total	OR	p_Value
		First taker		Retaker				
		N	%	N	%			
Value of Try Out	Passed	28	56	13	26	41	17.231	0.002
	Didn't passed	1	2	8	16	9		
Total		29	58	21	42	100		

Table 8. Relationship between learning style with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Variable		Student				Total	p_Value
		First taker		Retaker			
		N	%	N	%		
Learning style	Appropriate	26	52	19	38	45	0.654
	Inappropriate	3	6	2	4	5	
Total		29	58	21	42	100	

Table 9. Relationship between tutoring with the Occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Variable		Student				Total	p_Value
		First taker		Retaker			
		N	%	N	%		
Tutoring	Yes	22	44	20	40	42	0.069
	No	7	14	1	2	8	
Total		29	58	21	42	100	

Table 10. Relationship between duration of undergraduate medicine with the Occurrence of UKMPPD retaker students of the Medical Faculty of Sriwijaya University (N = 50)

Variable		Student				Total	p_Value
		First taker		Retaker			
		N	%	N	%		
Duration of Undergraduate Medicine	Yes	29	58	16	32	45	0.022
	No	0	0	5	10	5	
Total		29	58	21	42	100	



Table 11. Relationship between duration of medical profession with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Variable		Student				Total	OR	p_Value
		First taker		Retaker				
		N	%	N	%			
Duration of Medical Profession	Yes	28	56	15	30	43	11.200	0.017
	No	1	2	6	12	7		
Total		29	58	21	42	100		

Table 12. Relationship between Anxiety with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Variable		Student				Total	OR	p_Value
		First taker		Retaker				
		N	%	N	%			
Anxiety	Yes	24	48	11	22	35	4.364	0.021
	No	5	10	10	6	15		
Total		29	58	21	42	100		

Table 13. Relationship between family support with the occurrence of UKMPPD retaker students of the medical Faculty of Sriwijaya University (N = 50)

Variable		Student				Total
		First taker		Retaker		
		N	%	N	%	
Family Support	Yes	29	58	21	42	50
	No	0	0	0	0	0
Total		29	58	21	42	100

Table 14. Relationship between peer support with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Variable		Student				Total
		First taker		Retaker		
		N	%	N	%	
Peer Support	Yes	29	58	21	42	50
	No	0	0	0	0	0
Total		29	58	21	42	100

The research variables related to the occurrence of UKMPPD retaker Sriwijaya University medical

faculty students are undergraduate medical GPA, doctor's professional GPA, the value of try out, the duration of undergraduate medical, the duration of



the doctor's professional studies and anxiety. From the data, the variables mentioned above have a significant relationship (p-value <0.05) with the occurrence of the breakdown of the UKMPPD students of the Sriwijaya University medical faculty. While other variables such as learning styles and tutoring were not significantly related to the occurrence of the UKMPPD retaker of Sriwijaya University medical faculty students. For family support and peer support variables, all respondents received family support and peer support so that these variables could not be analyzed.

Relationship between undergraduate medicine and medical profession GPA with the occurrence of UKMPPD retaker students of the medical Faculty of Sriwijaya University (N = 50)

The results of the analysis showed a significant relationship between the GPA of both medical scholars and the medical profession with the occurrence of a UKMPPD retaker in the Sriwijaya University medical faculty students (p-value = 0.000). According to the 2012/2018 academic and student affairs guidelines of Sriwijaya University, the requirement to be declared graduated/completed a study program for undergraduates is to achieve GPA > 2.00 and the value of D does not exceed 10% of the total credit set. Limitations of the Grade Point Average (GPA) are also applied to medical graduates who will continue their education to the Medical Profession. The medical faculty requires a minimum GPA of medical graduates who will continue the clinical registrar is 2.75. This causes the distribution of values at the stage of the academic and professional education program in this study to be ascertained to be the same for both UKMPPD first taker and retaker student. So it can be concluded that students who take part in the UKMPPD are students who have obtained all the material that will be tested at UKMPPD in accordance with SKDI 2012,

both obtained when taking undergraduate education programs and when taking professional education programs.

Based on the data collected, the majority of first taker medical students GPAs received the title of graduation with cum laude and were very satisfying, whereas the student retaker had only one person who graduated with cum laude while the others with honors were satisfying and satisfying. This data is similar to the GPA in the medical profession program where the majority of taker students mostly get GPA with cum laude, while the retaker students mostly get a very satisfying and satisfying GPA. These results indicate that the student grade point average (GPA) in both undergraduate and professional programs is related to the UKMPPD retaker students in the Sriwijaya University medical faculty. The graduating predicate with more cum laude from the UKMPPD first taker students shows that the summative assessment of medical education that was carried out at the end of this education successfully illustrates whether a student has achieved the required level of competence in both undergraduate and professional programs.⁵

Assessments on medical undergraduate education programs that are more likely to be centered in the cognitive domain to obtain basic knowledge of medicine and basic clinical knowledge within the first four years are able to support competency exams especially the CBT exam which consists of MCQ questions which are also centered on the cognitive domain.⁶ This is in line with the research conducted by Pusparini (2016), obtained a relationship between GPA Medical Studies Program with UKMPPD Value CBT obtained Sig. from a variable of 0,000 which means that there is a significant correlation, with the degree of closeness of the relationship is a strong correlation with a value of $r = 0.625$. From the results of the study, it was found that students with a GPA between 3.60 - 4.00 had a



100% graduation rate for UKMPPD CBT and OSCE, while students with a GPA between 2.01 - 2.50 had a 26% UKMPPD CBT graduation rate, and OSCE as much as 83%. This shows that the GPA score does correlate with the value of CBT, because it is more centered in the cognitive domain, but for the graduation of the OSCE the passing rate is not in line with the GPA for students with a GPA of 2.01 - 2.50. This might be because the OSCE cognitive portion is not too high in the test. According to research by Febrianti (2017), there is a relationship between profession GPA and the value of CBT, OSCE, and the results of UKMPPD. With Spearman between variables found a positive direction of correlation which shows that the greater the value of GPA, undergraduate and professional, the higher the value of CBT and OSCE. This proves that the two GPA values are still relevant, said to be indicators of learning outcomes or as predictors for determining the results of UKMPPD. Other Spearman test results show that the correlation strength of professional GPA to OSCE values is greater when compared to the strength of the correlation of undergraduate GPA. This shows that undergraduate GPA is a better predictor than professional GPA in determining CBT scores while professional GPA is a better predictor than undergraduate GPA in determining OSCE scores.

Relationship between the value of try outs with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

The results of the analysis showed a significant relationship between the value of the try out with the occurrence of the UKMPPD retaker in the Sriwijaya University medical faculty students (p-value = 0.002). Based on the data collected, it was found that students who did not pass try out were more likely to be included in the category of UKMPPD retaker. The

results of this study are in line with the research conducted by Manalu and Pitono (2016), the results showed that as many as 86.4% of participants who passed the UKNI had a TO value higher or equal to the UKNI graduation score. While 87.9% of participants who did not pass the UKNI had a TO value lower than the UKNI graduation score. Graduates with a TO score higher or equal to the UKNI graduation have an opportunity 3.4 times greater (95% CI = 2.1-5.7) to pass UKNI compared to graduates with a TO score lower than the UKNI graduation score. The giving of this try out is the preparation of the learning process to achieve the passing of the competency exam. Giving out this try out can also provide experience and mental preparation and practice in dealing with standardized competency tests.

The results of this study are also in line with the research conducted by Abdillah (2016), which found a significant relationship (p = 0,000) between the value of the try out for graduation of the Indonesian competency test. The try out for students before facing the competency exam is able to give an overview of the question model that will come out when the competency test causes students to be calmer during work so the results will be better than students who do not take the try out.⁷ The try out is a training event for students before taking the competency exam. Just like athletes, the more practice the success rate will increase. Students who do not follow or do not pass the try out are suspected of not being able to adapt to the question model that will come out during the competency test so that the student is deemed not ready to take the competency exam which causes the graduation exam to be unsuccessful.

Relationship between duration of undergraduate medicine and medical profession with the occurrence of UKMPPD Retaker students of the



medical faculty of Sriwijaya University (N = 50)

The results of the analysis showed a significant relationship between the duration of the study period both at medical school and the medical profession with the occurrence of a UKMPPD retaker in Sriwijaya University medical faculty students (p-value = 0.036 and p-value = 0.029). Respondents who did not graduate on time at the time of the medical undergraduate education program were as many as 5 people and entered into the student category of UKMPPD retaker. This data is the same as the medical profession program where as many as 6 respondents who did not graduate on time into the UKMPPD student retaker category compared to first taker students who did not graduate on time as many as 1 person. One indicator of student success in taking a medical education that requires longer time to graduate compared to other degrees is to graduate on time. In a study by Utomo (2014) entitled factors related to the graduation rate of UKDI at the Faculty of Medicine in Airlangga University, data on the duration of the respondent's study period were obtained, namely in the shortest span of 5 years and the longest up to 14 years. This long range shows that there are many factors involved which affect the graduation of students to get a doctor's degree.

The UKMPPD first taker student group in this study had a good length of study period, which was timely compared to the UKMPPD retaker student group. This can indicate that students who have a good or graduating period on time, both in the undergraduate medical education program and in the medical profession program, are more tested graduate products. Students who have a long period of study that is not good or graduated on time, both in the undergraduate medical education program and in the medical profession program, are considered to have many problems in following it. Some of these problems include having a family, feeling of saturation itself because of the length of time not to

graduate and the delay in understanding the material given both cognitive and clinical skills.

Relationship between anxiety with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

The results of the analysis showed a significant relationship between anxiety with the occurrence of UKMPPD retaker in Sriwijaya University medical faculty students (p-value = 0.021). Respondents who experienced anxiety were more likely to enter the retaker student category at UKMPPD, namely 10 students. Anxiety is an emotional condition with the emergence of discomfort in a person, and is a vague experience accompanied by feelings of helplessness and uncertainty caused by an unclear thing.⁸ Physiological responses that often arise at high levels of anxiety are shortness of breath, pulse and increased blood pressure, sweating, tension and headache. Cognitive responses such as the field of perception are narrow and cannot solve problems. Responses to behavior and emotions such as feelings of threats increase.

The results of this study are not in line with the research conducted by Syah (2017), where from 16 respondents with high levels of anxiety, there were 13 people who passed the competency exam and 3 people who had not graduated. These results indicate that it is not certain that the results of this study are also in line with the research of Amir, Iryani and Isona (2016) who examined the relationship of anxiety levels with OSCE graduation at Andalas University which was tested with Gamma Somer's with no significant correlation with p = 0.641. This is because anxiety is a natural thing that happens everyday. Anxiety is a feeling that is general in nature, where a person feels fear or loses self-confidence that is not clear in origin or form.⁹ Student anxiety is one form of student emotion which is a physiological and psychological response that occurs



before and is responding to an exam that is characterized by disturbances in mind concentration, self-confidence, trembling and mental disorders, physical anxiety and pain, and behavioral expressions towards the test.

Relationship between learning style with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

The results of the analysis showed that there was no significant relationship between learning styles with the occurrence of UKMPPD retaker in Sriwijaya University medical faculty students (p-value = 0.654). Based on research conducted by Karlina, Ashyar and Asrial, it was found that respondents with kinesthetic learning styles had high mean scores on PBL learning models. Likewise, it was mentioned in a study conducted by Jagantara, Adnyana & Widyanti, that respondents with active kinesthetic learning styles in learning activities also had the ability to learn independently.

Based on research conducted by Rahmawati (2017), it was found that there was a relationship between learning styles and cumulative grade index (GPA). The results of cross tabulation state that respondents with kinesthetic learning styles are dominant in the very satisfying GPA category and cum laude categories. Respondents with kinesthetic learning styles have modalities that are active in learning activities also have the ability to learn independently without waiting for orders and the role of educators is only needed as facilitators and mediators. This is in line with the results of this study which states that the dominant kinesthetic learning style has a very satisfying and cumlaude category of GPA.¹⁰

Relationship between tutoring with the occurrence of ukmppd retaker students of the medical faculty of Sriwijaya University (N = 50)

The results of the analysis showed that there was no significant relationship between tutoring with the occurrence of the UKMPPD retaker in Sriwijaya University medical faculty students (p-value = 0.654). In this study, student who did not take tutors more were found in the first taker student category compared to retaker student, which was 1 person. The results of this study are not in line with the research conducted by Thahir (2013), which found that the study tutoring variables studied had an influence on improving learning achievement in students. This is evidenced by the results of testing from the analysis of the T Test, where in the analysis the value of $t_{count} > t_{table}$ is $7.973 > 2.074$. This explains that in the hypothesis accepted in the T test is H_a . Where the meaning of H_a is tutoring has a significant influence on student achievement at the MA Al-Utrujiyyah.

The results of this study are also not in line with the research conducted by Suswati (2018) in the retaker students of the UKMPPD Faculty of Medicine, University of Muhammadiyah Surabaya. In the study, it was found that the special tutoring model-1 or through mentoring activities could increase the UKMPPD graduation rate. This special guidance-1 is carried out on 2017 retaker students through 2-3x/week mentoring for 3 hours by activating participants in discussion and techniques to give mutual knowledge to other participants, independent activities by group discussions without mentors and mentoring activities conducted through the progress of the test every week with the number of stratified questions up to 200 questions and discussed at the end of each test progress is able to improve retaker ability so as to increase the percentage of UKMPPD graduation.

According to Tarwiyah (2012), there are many factors that can cause failure of tutoring. One of them is the condition of tutoring that is not conducive so that learning becomes ineffective and inefficient. In



addition, the timing of the implementation of tutoring can also be a factor. The implementation of tutoring provided without pauses can make students feel depressed or exhausted, causing learning to be ineffective and inefficient. In addition, uniformity of learning abilities among members of tutoring. This is so that each tutoring class can have different treatments tailored to the abilities of each member.¹¹

Relationship between family and peer support with the occurrence of UKMPPD retaker students of the medical faculty of Sriwijaya University (N = 50)

Based on the data obtained in this study, that all students both retaker and first taker UKMPPD get support from family and peers in taking the competency exam. Family and parent support is one of the psychological needs for children entering adolescence, if these needs are not met, it will result in a child not having much motivation in learning. Likewise peers, peers or friends can be cognitive and emotional sources from childhood to old age.

Achievement factors of learning outcomes can be influenced by two factors, namely internal factors and external factors. Family and peer support is included in external factors that influence student achievement. Based on the research conducted by Syarafuddin (2018), where positive parents support was found to be able to positively improve learning outcomes. Conversely, the absence of parental support, student learning outcomes will decline. Family and parent support is one of the psychological needs for children entering adolescence, if these needs are not met, it will result in a child not having much motivation in learning.

Based on the research conducted by Lumanulhakim (2018), family support and peer support were identified as not having a significant relationship with the achievement of UKNI graduation students of STIKes Ners Professional

Program Program Faletahan Serang. However, family and peer support is a social support that is capable of being a source of emotional, informational or mentoring when dealing with problems and crises in everyday life. Adequate group support makes student graduates easier to adjust to their environment so as to create calm when taking the competency test (Lukmanulhakim, 2018).

4. Conclusion

There is a significant relationship between undergraduate medical GPA, medical profession GPA, the value of try out, the duration of the undergraduate medical study period, and anxiety with the occurrence of UKMPPD retaker in Sriwijaya University medical faculty students.

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