

5th JAKARTA MEETING ON MEDICAL EDUCATION

**Health Profession Education for the Future:
Does Improvement in Health Education Mean Better
Outcome?**

Jakarta, December 7-9th, 2012



PROCEEDING BOOK

ISBN 978-602-18287-1-7



9 786021 828717

Can we still supply an old question in a students' exam ?

Nurul Hidayati^{1*}, Safrina DR²

¹Department of Anatomy and Histology, Faculty of Medicine, Brawijaya University,
Malang, Indonesia

²Department of Anatomy and Histology, Faculty of Medicine, Brawijaya University,
Malang, Indonesia

*Corresponding author, e-mail: nurh_anatomy@yahoo.co.id

Students' exam result should inform us their achievement on a learning outcome. Thus the question material should represent the learned lesson to obtain good validity of an assessment. However, teachers might face problems in enriching their supply of questions by the same content. Aggravated by teachers' hectic works, they justified for their old questions supply. Students had already detect it, thus they might adopt a superficial learning strategy by only studying the possible questions which they obtained from their seniors. This study aimed to explore the present of old questions in compare to new ones in a certain topic, named musculoskeletal anatomy. Furthermore we would like to know for any significant difference to students' performance to the old and new questions. For these purposes, we did a content analysis to collect and separate old questions from new ones in referring to our question sheet archives. Then, using a computer-based paper analysis of the students' answer, we compare students' right answer for both old and new question cluster. Our study revealed that old questions could dominate the exam almost half of all the questions (50%) in compare to new items (50%). For the calculation of right answer, in line with our expectation, students best answer on old questions (61,23%) are higher than that of new ones (50,11%). By chi square analysis, we found there was a significant different number between right and wrong answers on new questions (Cl=99%; db=1) whereas by using old questions, we could not get it. It means that new question can function to separate good and bad performance of students by which it cannot be facilitated by the old questions. Question items in an exam should be able to distinguish students' achievement for any possibilities in a range of bad and good performance. We conclude that although old question might be feasible to be still addressed to students, anyhow it cannot function to measure students' real performance; thus, validity value of the question items might be sacrificed.

Key words : question item, exam