SURAT TUGAS DEKAN FAKULTAS KEDOKTERAN UNTAR
Nomor : 055/STG/FK.UNTAR/I/2020

Dekan Fakultas Kedokteran Universitas Tarumanagara dengan ini menugaskan kepada :

N a m a	:	dr. Wiyarni, Sp.A
NIK / NIDN	:	10408005 /0316057304
Jenjang Jabatan	:	Asisten Ahli
Status	:	Dosen Tetap
Bagian	:	Ilmu Kesehatan Anak

untuk melaksanakan tugas pada Semester Genap tahun akademik 2019/2020 sebagai berikut :

I. Bidang A (Pendidikan)

NO	MATA KULIAH	KELAS	BEBAN TATAP MUKA KULIAH/TUTORIAL		BEBAN BIMBINGAN PRAKTIKUM	
			JAM	SKS	JAM	SKS
1	Kepaniteraan Ilmu Kesehatan Anak			2		
2	Sistem Muskuloskeletal (BL 40710)			1		
3	Sistem Reproduksi (BL 40717)			1		
4	Sistem Saraf & Jiwa (BL 40718)			1		
5	Etik & Hukum Kedokteran (BL 40721)			1		
6	Bimbingan skripsi (BL 40772)			2		

Total beban kerja bidang pendidikan : 8 sks

II. Bidang B (Penelitian)

NO	JUDUL PENELITIAN	PENANGGUNG JAWAB		BEBAN	
		LEMLIT	FAKULTAS	JAM	SKS
1	Preferensi gaya belajar dan hasil prestasi akademis mahasiswa Fakultas Kedokteran Universitas Tarumanagara dengan risiko disleksia	UPPM	Fakultas Kedokteran UNTAR		1

Total beban kerja bidang penelitian : 1 sks

III. Bidang C (Pengabdian Kepada Masyarakat)

NO	JENIS PKM	PENANGGUNG JAWAB		BEBAN	
		LEMLIT	FAKULTAS	JAM	SKS
1	Memberikan pelayanan telekonseling untuk ibu menyusui yang dirawat di RS Rujukan COVID-19	UPPM	Fakultas Kedokteran UNTAR		1

Total beban kerja bidang pengabdian kepada masyarakat : 1 sks

IV. Bidang D (Pelaksanaan Penunjang Tridarma Perguruan Tinggi)

NO	JENIS KEGIATAN	LEMBAGA / INSTANSI	BEBAN	
			JAM	SKS
1	Kepala Bagian Ilmu Kesehatan Anak FK UNTAR periode 1 Desember 2018 s/d 30 November 2021	Fakultas Kedokteran UNTAR		1
2	Anggota Bidang Penelitian Dosen dan Kemahasiswaan Unit Penelitian dan Pengabdian Masyarakat FK UNTAR periode	Fakultas Kedokteran UNTAR		1

Total beban kerja bidang penunjang tridarma : 2 sks
Total beban kerja bidang A+B+C+D = 12 sks

Jakarta, 29 Januari 2020
Dekan

Dr.dr.Meilani Kumala,MS,SpGK (K)

LEARNING STYLE PREFERENCES AND THEIR CORRELATION WITH ACADEMIC PERFORMANCE: A COMPARISON BETWEEN MEDICAL STUDENTS WITH AND WITHOUT AN INDICATION OF DEVELOPMENTAL DYSLEXIA

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Background: Developmental dyslexia affects people to varying degrees, meaning that individuals may be strong in some areas while weak in others. Educational researcher postulated that the way medical students accumulating knowledge is different from the general population. This is why it is important to considerate how the dyslexic students learn in order to facilitate them in medical faculty.

Methods: This was a cross-sectional study comparing learning style preferences and their correlation with academic performance in medical students with and without an indication of developmental dyslexia – using the screening risk questionaire. The term 'learning style' refers to Fleming and Mils, classified as visual, auditory, and kinesthetic. The subject of this study were undergraduated medical students of Tarumanagara University.

Results: A number of 789 medical students were questioned in order to determine their learning stlye, scoring for indication of dyslexia, and their academic performance. A hundred and twenty five (15.8 %) of the students that participated at this study were making a high score for indication of developmental dyslexia (cut off = mean + 1 SD), among them 33 (13.8%) were male and 92 (16.8%) female (p = 0.036). We determined that 5.7% of the students prefer to learn using visual learning style, 4.3% auditory, 5.6% kinesthetic, 32.7% prefer using two learning styles, while the rest of 54.5% prefer three learning styles. The preference of learning style did not differ between student with and without an indication of dyslexia (p=0.311, PR=1.05). According to the faculty datas, we found that students with an indication of developmental dyslexia were having statistically significant problems to achieve the best academic performance: 54.9% failed to pass exams on schedule (p=0.000, PR 1.51), 40.5% got GPA <3.00 (p=0.001, PR 1.26), 65.4% could not finish their final thesis on time (p=0.026, PR 2.87). Almost all of them (96.4%) also commited having difficulty in understanding scientific paper (p=0.060, PR 1.21). But dyslexic students with preference of multisensoric learning style were found to be at an advantage to reach a higher mean score of GPA (p=0.047, PR 1.11).

Conclusions: Overall, the evidence suggests that medical students with an indication of developmental dyslexia are harder to adapt to medical school and under-perform in their academic exams. However, knowing that many studies have documented the correlation of learning style and academic success for medical students, it will help if the faculty develop appropriate learning approaches and explore opportunities to educational experience more productive.

Key words: learning style, academic performance, medical students, develompental dyslexia

PERCEPTION AND SELF AWARENESS OF SPESIFIC LEARNING DISORDER AMONG TARUMANAGARA MEDICAL STUDENTS

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Background: Specific learning disorder (SLD) is a common condition. It effects approximately 10-15% of the worldwide population, while 1.7% of UK and 3% of United Stated medical students pronounced to have dyslexia. The Dyslexia Adult Screening Test (DAST) identified 16-26% university students with no major history or learning problems as 'at risk'. This purpose of this study is to explore perception of medical students and how they concern about self awareness of SLD.

Methods: A questionnaire-based survey was done to medical students attending Faculty of Medicine Tarumanagara University in December 2017.

Results: A total of 134 participants were 70 (52.2%) first year students and 64 (47.8%) second year students that known to had good credentials. The majority of students (61.2%) told that they already have an information about SLD, but then 54.6% of them were not able to answer the questionnaire correctly. Only 10.4% students mentioned the right definition of dyslexia as difference of human brain processess, stores and communicates language. As 30.6% said that dyslexia is neurological in origin and it tend to run in families, and 26.1% understand that this disorder must be early detected before the school age. More students as 62.7% agreed that dyslexia characterized by difficulties with accurate or fluent word recognition, poor spelling, decoding abilities – and may also affect other cognitive abilities such as: short-term memory, mathematics, concentration, personal organization and sequencing. These was only 3% students answered that acomodation and remedial as the most approriate approaches for dyslexic person. The students with low perception of SLD appear to have adequate oral language skills (82.3%) but find to get confused if they have to speak in public (70.9%), difficult to say or explain words – especially in medical term (63.8%), frequently find them self making mistakes when writing essay (55.3%), dislike reading long articles (62.7%), mix up dates, times and sometime missed the class (52.6%). They experienced hardly manageable executive function: difficulty start and finish tasks (72.6%), fail to recall and follow multi-steps direction (70.3%), hard to stay on track (53.7%), poor self monitor (52.6%), an inability to plan (54.6%) or time blindness. They also have difficulty stringing together actions to meet long-term goals (50.4%). These students were at greater risk to failed at self recognition of having a risk of dyslexia (p=0.329, PR 0.8)

Conclusions: Number of medical students (45.5%) have inadequate perception about SLD, and typically unaware that they deal with risk for SLD (17.2%). Our study highlights the need for more research to reveal undisclosed SLD in the medical student population.

Key words: perception, self awareness, specific learning disorder, medical students