Evaluation of PBL Implementation Based on Context-Input-Process-Product Model

Abstrak:

Context-Input-Process-Product (CIPP) is extensively used as an evaluation model. This research aims to discover the cause of student's decreased achievement index while doing Problem Based Learning (PBL) method. This is a descriptive evaluative study conducted from April to June 2009. Data collection is done through questionnaires, direct observation and present documents. The target of evaluation is PBL implementation on IKD II and Digestion blocks. The result of this study showed several issues in the implementation of PBL at MMU School of Medicine. The context evaluation showed incomplete module structure. The input evaluation displayed that majority of student's motivation was in sufficient category (91.51% and 95.9%). Tutors as motivators were not optimal (2.75 and 2.99). Tutors' role as facilitators must be thoroughly improved (2.36 and 2.55). The process evaluation revealed that the group discussion was more than 10 people (80%) and not all tutors conveyed the seven jumps. Product evaluation i.e. block learning score was mostly in sufficient category. Thus, the strategic issue was non-optimal learning achievement of medical students of MMU School of Medicine whose method was PBL. Conclusion derived from this study is the need to improve PBL context, input and process by doing tutor training.

Keyword:

Problem Based Learning, CIPP evaluation, tutor training