THE STUDENT’S PERCEPTION OF CONSTRUCTIVE FEEDBACK GIVEN BY INSTRUCTORS IN THE PROSTHODONTIC’S CLINICAL SKILLS LEARNING

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ABSTRACT
Clinical Skills Learning is a program in the Indonesian Dentist Standard Competence that has to be carried out by dentistry students. One of them is the Prosthodontics clinical skills learning. A constructive feedback is expected to be provided by the instructor to the students in the clinical skills learning. This research was aimed to evaluate students’ perception about the constructive feedback given by the instructor during the Prosthodontics clinical skills learning in the Dentistry Faculty of Universitas Brawijaya. This study used mixed methods combining the quantitative and qualitative methods. The quantitative data showed that a majority of Universitas Brawijaya’s class of 2015 dentistry students (55.9%) assumed that the feedback given by the instructor was moderate. The rest stated that they received a level 3 feedback which is feedback in form of giving correct answers and their detailed explanation. The qualitative data showed that the constructive feedback was motivation, improvement, and recommendation that the students received. The correct way of giving feedback according to the respondents’ perception is by giving explanation, positive expressions, constructive, honest, motivational, and giving demos. The benefits of giving constructive feedback are as an evaluator, motivator, and a way to show students’ mistakes. The respondents’ experience during the Prosthodontics clinical skills learning is receiving good feedback, understanding the presence of different perceptions among instructors, and understanding that there are also instructors that do not give guidance. According to Universitas Brawijaya’s class of 2015 dentistry students, the similarity in perception among instructors in giving feedback, the delivery of the feedback, the need of videos and demo during clinical skills learning, and punctuality in the Prosthodontics clinical skills learning need to be addressed.

KEYWORDS
student’s perception, clinical skills learning, instructor, constructive feedback

INTRODUCTION
A competent dentist is a person who is capable to balance three aspects such as the knowledge itself, skills, and attitude. The three aspects should work in tune for dentist to work professionally. Therefore, a graduated dentist should qualified the standard competence from SKDGI such as the skills that is stated by Konsil Kedokteran Indonesia (KKI, 2006).

One of the courses that a dentist should be qualified is a prosthodontics clinical skills learning that studies about prosthesis tooth. Medical clinical skills learning is an activity that helps dentistry students to practice the medical skills with a training situation before they face the real patient in hospital (Nurin, et al., 2002).
One of the important aspect of clinical skills learning is the instructure. Instructure is the lecturer that is qualifield to help the students to simplify learn the clinical skills learning, the instructure is expected to give students a direction to know how it is done, to find if there is a mistake and how to overcome it (Nursalam & Efendi, 2008).

A constructure feedback is wish to be found in the interaction between the instructure and student. Constructive feedback is a feedback that encourage and improve the students so they can learn their mistake and do te procedure correctly. Feedback itself is a information that is communicated through the students and a information that intended to modify the thought of the students so they can improve their knowledge (Shute, 2008). The purpose of giving feedback is to increase the knowledge, skills, and the understanding of common skills or specific skills. Its also brings the students directly to fix their mistake which is te purpose of feedback response.

The impact of the instructure’s feedback to the process of the clinical skills learning course is related to behaviourisme theory, cognitivism, constructivism, and a self learn regulation theory (Black & William, 1998). The comprehension students about the feedback that is given is based on the perception of the students which is affected by their background and a priori knowledge of the students.

**LITERATURE REVIEW**

The process of clinical skills learning contains several stages. The first stage is demonstrate clinical skills including explanation about skills that also can be learnt using a video or a slide. The media shows the clinical skills that will be learnt by students and also demonstrate the skills on anatomic model (simulation). The second stage is student do some practice on phantom under supervision of instructor as simulation method or role play. Instructor play as a supervisor to evaluate the students’ performance and give a constructive feedback. The third stage is the evaluation process about competencies or clinical skills of the students by instructor. This stage is carried out by assessing each student’s skill performance on the model/phantom using a checklist that has been created. (Balendong, 1999).

The selection of an appropriate learning method will cultivate a student’s interest and motivation to follow teaching-learning activities in clinical skills learning. The learning method is a way to convey or deliver learning materials to students so that they can reach certain competencies that is expected to achieve best performance in patient treatment as a dentist. In order to achieve that, students need an effective learning method. This learning method is a method in the form of theory, practice, and also real practice in the clinic (Mubuuke et al, 2016)

**RESEARCH METHOD**

**Research Design**
This study used a mixed methods that combine a quantitative and qualitative to collect the valid data.

**Sample**
In this study, the samples were all of the students class of 2015 that were still or had done the prosthodontic’s clinical skills learning course.
Variable
Independent variable used in this study is the constructive feedback that is given by instructor in prosthodontic’s clinical skills learning course. Dependent variable used in this study is the student’s perception about constructive feedback that is given by instructor in prosthodontic’s clinical skills learning course.

Procedure
Collecting Quantitative Data
Quantitative data are collected by collecting data with questionnaire to have the informations about the student’s prior knowledge of constructive feedback giving by instructor in prosthodontic’s clinical skills learning course. Questionnaire consist of 14 questions and it is scored from 1 to 5, it also has 1 overall instructor’s performance score. The questionnaire are developed by the researcher.

Collecting Qualitative Data
Qualitative data are collected by doing an interview with 20 students about constructive feedback. Researcher do interview with some interview guidance consist of some close and open question.

RESEARCH RESULT AND DISCUSSION

Result

Quantitative Data Analysis
Data that has been collected is analyzed with descriptive statistics to determine the characteristic of the result as a simple conclusion. The result showed bellow is a percentage of student’s perception about constructive feedback giving by instructor in prosthodontic’s clinical skills learning course.

Figure 1. Quantitative Data Results
Figure 1 showed that from 59 respondents, 0% respondent assumed that the feedback is bad, 55.9% respondents assumed that the feedback that is given by instructor is on moderate level, 44.1% respondents assumed that the feedback that is given by instructor is on a good level. It may be concluded that most of the students of class 2015 assumed that the feedback that is given is on the moderate level.

Based on Figure 2, from 59 respondent, 11.9% respondents assumed that the feedback that is given is on the 1st level (instructor judges student’s performance with “wrong or right”), 32.2% respondents assumed that the feedback that is given is on the 2nd level (instructor judges “wrong or right” and then give the right answer, 49,1% respondents assumed that the feedback that is given is on the 3rd level (instructor judges “wrong or right”, given the right answer and then give some explanation about how it should be done, 6.8% respondents assumed that the feedback that is given is on the 4th (instructor judges “wrong or right”, given the right answer, give some explanation about how it should be done, the right theories and then instructor demonstrate the right procedure.

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Table 1. Qualitative Data Result

Student’s Perception about Constructive Feedback
One of the important aspects of clinical skills learning is instructors. Instructor is the lecturer that is qualified to help the students in learning clinical skills. The instructor is expected to give a direction for students to know how it is done, find a mistake and how to overcome it (Nursalam & Efendi, 2008).

The instructor is expected to give a constructive feedback that encourages and improves the student's performance so that the students can do better. A feedback in clinical skills learning is a technique that teaches the students about the clinical skills and to help students know about the mistakes that occur when doing some clinical treatment procedure (Hesketh & Laidlaw, 2002).

This research is to know about the student's perceptions about constructive feedback that is given by the instructor in prosthodontic's clinical skills learning course. Based on the research, 55% of students class of 2015 assume that the feedback that is given by the instructor in the prosthodontic's clinical skills learning course is in a moderate level.

Some of good feedbacks are giving an example, giving a demonstration, and motivating the students to mean it, and not to easily give up, an appreciation or a record sometimes will affect the student's self confident. Instructor should give a instruction so the students would not feel burdened and is comfortable so the result of the clinical skills learning is better than before (Hesketh & Laidlaw, 2002).

The research result to know the level of feedback based on student's perception (49.1%) assume that feedbacks that are given is on the 3rd level, instructor give the right answer and an explanation about it.

The difference of the feedback's level is affected by two factors, the instructor and the students themselves. The factor that affect the feedback are the lack of self confident in each instructor so the instructor is not giving the feedback appropriately, a limited time is also affect the quality of the feedback, and the difference perception between instructor also affect the student's perception (Mubuuke et al, 2016).

Factors that come from the students also affect the feedback are that sometimes the students are afraid to interac with te instructure, the lack off self confident of the students als affect the quality of the feedback. Student's lack of measuring the ability to do the task could make the students feel uncappable to do the task and obstruct the will to have a constructive feedback (Riezky, 2014).

Based on the theory, feedback is defined as information communicated to students about their performance and is intended to modify the thinking or behavior of students in order to improve
the quality of learning. Constructive feedback is defined as feedback that is constructive and refinement so that students can complete their tasks and get better results (Shute, 2008). The results of the research conduct students assume that constructive feedback is a reciprocal relationship that someone gives to others in order to motivate and build self-confident, so that the performance in the future is better and can improve work performance in reality. So it can be concluded that the results of the research on constructive feedback are in accordance with the above theory.

CONCLUSIONS

Conclusions
Based on this study that is explained before, the conclusions are:
1. Most of the students (55.9%) assumed that the feedback that is given by instructor is on the moderate level and (49.1%) assumed that the feedback that is given by instrutor is on the 3rd level (instructor judges “wrong or right”, given the right answer and give explanation about how it should be done.
2. Constructive feedback based on student’s perception are motivation, improvement, and an advice during the clinical skills learning course given by instrutor. An effective way to give the feedback based on student’s perception are explanations, positive inforcement, good attitude, honesty, motivation and demonstration. The benefits of the constructive feedback are to evaluate, to motivate, and to know what aspect that the student have lack of ability. The experience of the students about constructive feedback given by instructor in prosthodontics clinical skills learning course are get good feedback, different perceptions between instructors, and there is some instructor who do not give direction.
3. Based on the students perception, there are some aspects that have to be addressed. Such as the perception among the instructor, the effective way to give explanation, the need of demonstration or an audiovisual media in clinical skills learning, and the discipline in implementation.

Suggestions
Based on this study that is explained before, the suggestion are:
1. The instructor is wished to increase the constructive feedback during clinical learning skills course by similarizing the perception among the instructor before the course is started. The instructor are expected to give one similar suggestion so the output of the students are the same, demonstration and video are also expected to be done.
2. The advance study about factors that can lead to differences in constructive feedback given by instructors to students during clinical skills learning.
3. The advance study about the effect of constructive feedback in student’s final result.

REFERENCES


