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MEDICAL STUDENTS INFORMATIONS MANAGEMENTS COMPETENCE

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***Abstract*—In order to be able to learn and make the right decisions, a doctor can utilize information management skills. It is also important for medical students who will become doctors to have information management skills. Medical students' ability to solve problems and make logical decisions is due to good information management skills. This research is a cross sectional study with stratified random sampling. The minimum sample required is 89 people taken from preclinical stage 1,2,3 and 4 and clinical stage of medical students Faculty of Medicine Swadaya Gunung Jati University (FK UGJ). Spearman's test shows a p value of 0,650 on the evaluating sub variable. This means that evaluating has a strong relationship and has a positive value. The ability to evaluate information of FK UGJ students at the preclinical and clinical stage has a strong and positive relationship with the ability to manage information. High ability to evaluate the information reflects high ability to manage information.**

Keywords— ***information management skill; medical students; doctor competence***

I. INTRODUCTION

Information management competence is important for a doctor. Improving the quality of health services can be supported by a doctor's ability to access information and provide an assessment and disseminate the information. This skill can be utilized by doctors to be able to learn throughout life and make an appropriate decision [1]. A doctor's ability to read, process, and process accurate information in health literature is essential to support the doctor's performance [2].

Information management skills are also important for medical students who will become doctors. Students use their information management skills to create assignments. This ability is also used as a provision for anamnesis, physical examination, and visum to patients directly in the hospital. However, there are still some obstacles faced by students, namely that they are still unable to select information based on the level of difficulty of their search and are still unable to organize information logically [3].

One of the learning methods for medical students is Problem-Based Learning (PBL) which also requires information management skills. through the PBL method, students learn to be able to understand information needs, determine appropriate information sources, and access information efficiently and effectively. The factors that influence the selection of information sources in stage students are influenced by the Grade Point Average (GPA). Students with a high GPA prefer information from international journals. Meanwhile, students with a low GPA prefer to find information from local journals. The role of information sources in information management skills is very important, because information sources are related to the information search process [4]. Information management skills cannot be separated from the use of digital information sources. However, obstacles faced by students in using digital information sources include ineffective communication channels, slow internet access, lack of awareness of digital information sources, erratic electricity conditions, and excessive academic load [4]. This study aims to obtain an overview of the information management competence of medical students at the undergraduate and the clinical rotation.

II. METHOD

A cross-sectional study was conducted to obtain an overview of the information management skills of undergraduate and clinical rotation students. The sample selection technique used in this study was stratified random

sampling as many as 124 students. Data was collected using the Empowering 8 questionnaire. Univariate analysis was conducted to describe the characteristics of the study respondents. The Spearman Correlations test was conducted to determine the relationship between the 8 stages of information management skills and information management skills.

III. RESULTS AND DISCUSSION

Out of a total of 124 respondents, 103 respondents were preclinical students and 21 respondents were clinical students.

TABLE 1. FREQUENCY DISTRIBUTION OF RESPONDENTS BY EDUCATION LEVEL

Education Level	Year	n	(%)
Pre clinical	1	22	17,7
	2	29	23,4
	3	26	21,0
	4	26	21,0
Clinical		21	16,9
	Total	**124**	**100**

TABLE II. PRENICAL AND CLINICAL STUDENTS' ABILITY TO FIND INFORMATION

Education Level	Year	Very not good		Not good		Good		Very Good	
		n	%	n	%	n	%	n	%
Pre clinical	1	0	0	0	0	11	50	11	50
	2	0	0	0	0	16	55	13	45
	3	0	0	0	0	12	46.2	14	53.8
	4	0	0	0	0	12	46.2	14	53.8
Clinical		0	0	0	0	3	14.3	18	85.7

TABLE III. ABILITY TO ACCESS INFORMATION

Education Level	Year	Very not good		Not good		Good		Very Good	
		n	%	n	%	n	%	n	%
Pre clinical	1	0	0	0	0	12	54.5	10	45.5
	2	0	0	1	3.4	17	58.7	11	37.9
	3	0	0	0	0	12	46.2	14	53.8
	4	0	0	0	0	13	50	13	53.8
Clinical		0	0	0	0	5	23.8	16	76.2

TABLE IV. ABILITY TO PROCESS INFORMATION

Education Level	Year	Very not good		Not good		Good		Very Good	
		n	%	n	%	n	%	n	%
Pre clinical	1	0	0	0	0	14	63.6	8	36.4
	2	0	0	0	0	17	58.8	12	41.4
	3	0	0	0	0	14	53.8	12	46.2
	4	0	0	0	0	14	53.8	12	46.2
Clinical		0	0	1	4.8	1	4.8	19	90.4

TABLE V. ABILITY TO CREATE INFORMATION

Education Level	Year	Very not good		Not good		Good		Very Good	
		n	%	n	%	n	%	n	%
Pre clinical	1	0	0	1	4.5	21	95.5	0	0
	2	0	0	5	17.2	24	82.8	0	0
	3	0	0	1	3.8	25	96.2	0	0
	4	0	0	4	15.4	22	84.6	0	0
Clinical		0	0	1	4.8	20	95.2	0	0

TABLE VI. ABILITY TO EVALUATE INFORMATION

Education Level	Year	Very not good		Not good		Good		Very Good	
		n	%	n	%	n	%	n	%
Pre clinical	1	0	0	0	0	7	31.8	15	68.2
	2	0	0	0	0	9	31	20	69
	3	0	0	0	0	6	23.1	20	76.9
	4	0	0	1	3.8	9	34.6	16	61.6
Clinical		0	0	0	0	3	14.3	18	85.7

TABLE VII. ABILITY TO USE INFORMATION

Education Level	Year	Very not good		Not good		Good		Very Good	
		n	%	n	%	n	%	n	%
Pre clinical	1	0	0	0	0	12	45.5	10	45.5
	2	0	0	0	0	11	38	18	62
	3	0	0	0	0	10	38.5	16	61.5
	4	0	0	0	0	13	50	13	50
Clinical		0	0	0	0	4	19	17	81

TABLE VIII. INFORMATION MANAGEMENT SKILLS

Education Level	Year	Very not good		Not good		Good		Very Good	
		n	%	n	%	n	%	n	%
Pre clinical	1	0	0	0	0	8	36.4	14	63.6
	2	0	0	0	0	13	44.8	16	55.2
	3	0	0	0	0	7	27	19	77
	4	0	0	0	0	8	30.8	18	69.2
Clinical		0	0	0	0	1	4.8	20	95.2

TABLE IX. COMPARISSON OF MANAGEMENT INFORMATION SKILL

Education Level	Very not good		Not good		Good		Very Good	
	n	%	n	%	n	%	n	%
Pre clinical	0	0	0	0	36	35	67	65
Clinical	0	0	0	0	1	4.8	20	95.2

There is a difference in the description of information management skills between preclinical and clinical students. The graph illustrates that the description of the information management skills of preclinical students in general was found to be 35% good and 65% very good. As for clinical students, the ability to manage information is 4.8% good and 95.2% very good. So, it can be concluded that th clinical study stage has higher information management skills than preclinical students.

IV. CONCLUSIONS

The higher the level of education taken by students, the higher their information management skills. There is a decrease in information management skills in 4th year preclinical students. The information management ability of clinical stage students is higher than the preclinical stage. The ability to evaluate information of preclinical and clinical stage students has a strong and positive relationship. Meanwhile, the ability to create student information has the lowest relationship value.

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