


## Factors That Influence UKMPPD Failure

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Article Info	ABSTRACT
<b>Keywords:</b> Failure to UKMPPD pass, Academic Readiness, Social Support	The Competency Test for Medical Professional Program Students (UKMPPD) is the final stage to assess student competence before getting a professional certificate . Failure to pass the UKMPPD is influenced by several factors . This research aiming to identify and analyze the factors that influence failure to pass the Medical Education Program Student Competence Examination (UKMPPD), with a focus on academic readiness , learning methods , and individual factors such as stress , motivation , and social support . The research method included a literature review of various previous studies discussing failure to pass medical competency exams . The analysis results show that academic readiness which includes understanding the material and practical skills is very important to achieve satisfactory exam results . In addition , learning methods that do not match the exam format as well as individual factors such as high stress levels and lack of social support also contribute significantly to failure to pass . This research suggests improving more active and realistic learning methods as well as providing adequate emotional support to reduce future failure rates .
This is an open access article under the <a href="https://creativecommons.org/licenses/by-nc/4.0/">CC BY-NC</a> license 	<b>Corresponding Author:</b> A. Muh. Akbar Batara Putra A.M Mahasiswa Program Studi Pendidikan Profesi Dokter Fakultas Kedokteran UMI <a href="mailto:akbarbatara29@gmail.com">akbarbatara29@gmail.com</a>

### INTRODUCTION

The Student Competency Examination for the Medical Profession Program (UKMPPD) is a crucial stage in medical education in Indonesia that is designed to assess students' competency before they enter professional practice. As the final exam, UKMPPD plays an important role in determining students' eligibility to become doctors, so the results of this exam greatly affect their future careers. Failure to pass the UKMPPD can have significant impacts, such as delays in entering the workforce and negative impacts on students' self-confidence. Therefore, it is important to understand the factors that influence UKMPPD results in order to identify challenges faced by students and find effective solutions to improve the pass rate. (Wati et al., 2022) .

Failure to pass the UKMPPD is often a concerning issue among medical students in Indonesia. Despite their long and tiring education, many students still face significant difficulties when facing this exam. In Indonesia, this phenomenon is exacerbated by various factors such as limited educational resources, differences in the quality of education between institutions, and high social and psychological pressures. Some students may not have adequate access to adequate learning facilities or experience emotional instability due to heavy academic burdens. In addition, support from the social environment such as family and

friends also plays an important role in students' readiness to face the exam. Understanding these factors in the context of the medical education system in Indonesia is a crucial first step in developing effective strategies to improve student graduation rates and overcome the various challenges they face (Priambogo & Rafida, 2022) .

Academically, the quality of teaching and materials taught during medical education has a major impact on students' readiness to face the Medical Profession Program Student Competency Exam (UKMPPD). An inadequate curriculum, both in terms of material coverage and depth of discussion, can hinder students' understanding of important concepts tested in the UKMPPD. Ineffective teaching methods, such as a lack of integration between theory and practice or an approach that is not in accordance with students' needs, can also cause difficulties in understanding and applying the material that has been learned. In addition, inadequate evaluation and feedback approaches can worsen the situation, as students may not get enough information to improve their weaknesses before the exam. Limited evaluation or non-constructive feedback can result in students not knowing areas that need improvement, thus reducing their readiness to face the exam. Therefore, it is important to ensure that the curriculum and teaching methods are well designed, as well as an effective evaluation and feedback system to support students' overall preparation (Fauziah, 2019) .

Psychological factors play a very important role in students' success in facing the Student Competency Exam for the Doctoral Profession Program (UKMPPD). The level of stress, anxiety, and pressure experienced by students can significantly affect their performance. Research shows that students who experience high stress often have difficulty concentrating and processing information, which can negatively impact their exam results. Stress and anxiety can cause sleep disturbances, memory loss, and impaired thinking skills, all factors that hinder students' ability to prepare for and face the exam well. In addition, pressure from various sources, such as high academic demands, family expectations, and competition with peers, can worsen students' psychological conditions, making it more difficult to focus and perform optimally. Therefore, it is very important to provide adequate psychological support, including counseling, stress management training, and relaxation techniques, to help students cope with this pressure. Effective psychological support can help students manage stress and anxiety, so they can better prepare for the exam and increase their chances of success in the UKMPPD (Ancil Anggita & Okto Bernando, 2023) .

The social environment of students plays a very important role in their readiness to face the Student Competency Exam for the Doctoral Profession Program (UKMPPD). Support from family, friends, and mentors can greatly affect students' motivation and readiness. Students who feel emotionally and practically supported tend to have higher levels of self-confidence and are better prepared to face the challenges of the exam. This support can be in the form of moral encouragement, assistance in managing study time, or constructive academic guidance. Conversely, a lack of social support can worsen the level of stress experienced by students, as they may feel pressured or neglected. Insufficient support from the social environment can worsen students' psychological conditions, reduce their motivation, and increase feelings of anxiety and uncertainty before the exam. Therefore, creating a positive and supportive social environment is very important in helping students cope with stress and prepare well for the UKMPPD. Consistent and effective support from family, friends, and

mentors can help students feel more prepared and confident in facing the exam, and increase their chances of success (Nurqamar et al., 2022) .

In addition to individual factors, the condition of educational facilities also affects the results of the UKMPPD. The availability of resources, learning facilities, and access to relevant study materials play an important role in preparing students. Inadequate facilities can hinder students' learning process, which in turn can affect their performance in the exam. The study methods applied during medical education also play an important role. Students who are less accustomed to computer-based examination methods or who do not receive enough practical training may face difficulties during the exam. Therefore, the integration of relevant examination methods and sufficient practical training in the medical education curriculum is essential. External factors, such as changes in examination policies or curricula, can also affect pass rates. Adapting to these changes takes time and effort, and students may face difficulties in adapting to new examination formats or materials. Quick and effective adjustment to changes in policies or curricula is important to ensure that students can still face the exam well (AR & R, 2020) .

Based on the author's observations, the various challenges faced by students in facing the Student Competency Exam for the Doctoral Profession Program (UKMPPD) reflect the complexity of factors that influence the results of the exam. Students often face difficulties due to uneven teaching quality, differences in social support, and high levels of stress. The author observed that many students have problems integrating academic knowledge with practical skills, and feel pressured by high expectations and lack of emotional support from their surroundings. Inconsistent curriculum quality and teaching methods can hinder students' understanding, while psychological and social factors contribute to worsening their readiness to face the exam.

The purpose of this study is to investigate in depth the factors that influence student failure in UKMPPD with a focus on academic, psychological, and social aspects. This study aims to analyze the contribution of each factor to the exam results, with the hope of identifying specific problems that need to be addressed. The findings of this study are expected to provide practical and effective recommendations for improving the medical education system, as well as better support strategies for students. Thus, this study aims to help improve the UKMPPD pass rate and prepare students to face the exam more optimally.

In this context, research on the factors that influence UKMPPD failure is very important to be conducted. By understanding these factors, medical education institutions can identify areas that need improvement and implement more effective strategies to help students achieve success. This study aims to provide in-depth insights into the challenges faced by students and how appropriate solutions can be developed to improve the UKMPPD pass rate.

## RESEARCH METHODS

This study uses a literature review method to evaluate and analyze the factors that influence student failure in the Student Competency Exam for the Doctoral Profession Program (UKMPPD). This method involves collecting, reviewing, and synthesizing various relevant literature sources, including journal articles, textbooks, research reports, and other academic documents that discuss related topics. By reviewing previous studies and existing data, the

literature review method allows the author to gain a comprehensive understanding of the various factors that have been identified as causes of failure, as well as to explore consistent or contradictory findings in the existing literature.

In addition, the literature review method also allows the author to identify trends, gaps, and areas of research that still need to be explored further. This process involves selecting relevant studies, critically analyzing the quality and conclusions of the studies, and synthesizing the information to draw broader conclusions. With this approach, this study aims to provide evidence-based insights and to develop recommendations that can be applied in medical education practices to improve the UKMPPD graduation rate and prepare students better.



Figure. PRISMA Flow Research Article Factors Affecting Failure of UKMPPD

## RESULTS AND DISCUSSION

### Results

In the literature screening process for this study on factors influencing failure of the Medical Profession Program Student Competency Exam (UKMPPD), we started with a total of 500 initial search results. Of these, 300 search results were eliminated because they did not meet the basic research criteria, such as topic relevance or inappropriate methodology. Furthermore, 400 articles or journals were rejected because they were written in languages other than Indonesian and English, which were prioritized to ensure readability and relevance

of information in local and international contexts. In addition, 200 journals that were not original research results or were not published were also eliminated to maintain the validity and reliability of information sources.

After the initial screening process, the remaining 123 journals were evaluated based on predetermined quality criteria, such as publication period and full-text accessibility. Of these, 77 journals met stricter criteria and were further screened. Among these journals, 50 journals showed high relevance to the research topic of UKMPPD failure. An in-depth evaluation of these journals is expected to provide comprehensive insights into the various factors that influence failure in UKMPPD, as well as assist in formulating evidence-based recommendations to improve student graduation rates.

### Analysis Results

No	Writer	Year	Article Title	Number of Samples	Research Design	Results	Determinant Factors
1	Lia Siregar (Siregar et al., 2023)	2023	Analysis of Factors Influencing the Retake of Competency Tests in Medical Education	200	Descriptive Quantitative	This study find that preparation academics who are not adequate and level high stress is factor the main cause rift . Mental readiness and learning strategies that are not effective also participate cause results less test satisfying .	Readiness , stress , methods Study
2	Istadi, Yani Sukestiyarno , Raharjo, Tri Joko, Azam, Mahalul, Mulyono, Edy (Istadi et al., 2022)	2022	A Scooping - Review of Determinants of the Graduation of Professional Competencies for Medical Education	-	Review Literature	Study This generate a list of factors determinant main influencing factors graduation competence professional	Curriculum , teaching , factors , individual , support institution

No	Writer	Year	Article Title	Number of Samples	Research Design	Results	Determinant Factors
			Students in Indonesia			s , including quality curriculum , methods teaching , and support institutions . Relevant curriculum and support from faculty greatly influences success student .	
3	Salim, Jonathan, Arnindita , Jannatin Nisa, Tandy, Sutiono, Wibisono, Jacobus Jeno, Wibisono, Maria Georgina (Salim et al., 2023)	2023	Failure Factors & Prediction Model of Indonesian Medical Doctor Proficiency & Competency Test (UKMPPD) within COVID-19 Pandemic	150	Quantitative Prediction Model	Study This find that COVID-19 pandemic impact significant on the results exam competence , with factors like change method learning and readiness declining test . The prediction model developed can help identify students at risk fail .	Impact pandemic , method online learning , readiness exam
4	Gladys Dwiani Tinovella Tubarad et al., 2022	2022	Analytical Study of Predictors of Achievement of	300	Analysis Predictive	This study shows that the main predictors of competency	Clinical experience, teaching quality,

No	Writer	Year	Article Title	Number of Samples	Research Design	Results	Determinant Factors
			Competency Test of Medical Professional Students			exam achievement are clinical experience and teaching quality. Motivation Students also play a role important in achievement results exam .	student motivation
5	Patricia Carla R, W (Wulandari et al., 2020)	2022	Factors Affecting the Achievement of Competency Exams for Medical Education Program Students	100	Control Study	This study found that the quality of learning and exam preparation are significant factors that affect competency exam achievement . Institutional support and educational facilities also contribute .	Quality of learning, exam preparation, institutional support
6	Maulida S(S, 2024)	2024	The Influence of Learning Methods on the Pass Rate of Competency Exams for Medical Education Students	250	Experiment	This study shows that active and participatory learning approaches significantly increase the pass rate of competency exams.	Readiness academic , students , achievement s Study

No	Writer	Year	Article Title	Number of Samples	Research Design	Results	Determinant Factors
						Case-based approaches and practical simulations have proven to be effective.	
7	Wati (Wati et, al 2020)	2020	Qualitative Study on Individual Factors Affecting the Success of Computer-Based Competency Exams in Medical Education Students	180	Analysis Qualitative	This study identified technical readiness and individual stress as important factors influencing computer-based exam success. Appropriate learning methods and social support also contributed.	Quality of learning, exam preparation, institutional support
8	Fitri , Amelia Dwi, Shafira, Nyimas Natasha A (Fitri & Shafira, 2020)	2020	Influence Approach Study To UKMPPD Student OSCE Graduation Faculty Medicine and Health Sciences University of Jambi	120	Experiment	Research result show that approach active and participatory learning in a way significant increase OSCE UKMPPD graduation . Approach based on cases and simulations	Learning methods , motivation students , skills practical



N o	Writer	Year	Article Title	Number of Sample s	Research Design	Results	Determinant Factors
						practical proven effective .	
9	Wati, Huda Marlina, Susanti, Lasiah, Valzon , May (Wati et al., 2022)	2022	Qualitative Study Influence of Individual Factors To Computer Based Test Competency Test Pass Doctoral Profession Program Students	80	Qualitative	Study This identify that readiness technical and stress individual is factor important that influences graduation test based on computer . Appropriate learning methods and support social also contributes .	Readiness technical , stress , method Study individual
10	Nabila, Mulyati Sri Rahayi, Zubir (Nabila et al., 2022)	2022	The Relationship Between Learning Motivation and UKMPPD CBT Graduation	115	Descriptive Analytic	Study This find that motivation Study play a role important in graduation Computer Based Test Competency Test Doctoral Profession Program Students	Readiness students , Motivation student

## Discussion

Based on the results of a series of literature processes, related to Factors Influencing Failure to Pass the UKMPPD, the author found that:

### **Academic Readiness and Learning Methods**

Students' academic readiness plays a crucial role in determining the results of the Medical Education Program Student Competency Exam (UKMPPD). This aspect includes various important elements such as in-depth understanding of the material, adequate practical skills, and strong mental readiness. Students who do not prepare themselves sufficiently in this regard often experience difficulties during the exam, which can result in failure. Academic readiness involves solid theoretical knowledge and well-trained clinical skills. Without both, students may find it difficult to apply the theories they have learned in the complex and varied clinical situations that often arise in the exam.

The learning methods applied during education also play an important role in influencing the results of the UKMPPD. Learning approaches that are not in accordance with the competency exam format can cause students to be less prepared. For example, if the method used does not emphasize practical simulations or does not provide relevant clinical cases, students may not gain enough experience to deal with exam situations effectively. Research shows that active learning methods, such as the use of simulations and hands-on practice, can improve students' ability to deal with exams better. Students who are accustomed to this approach are often better prepared and able to demonstrate their abilities better during the exam.

In addition, inadequacies in learning methods that are not adapted to the UKMPPD format can contribute to failure. Students who do not get adequate practical experience or who are not exposed to relevant case types may have difficulty applying their knowledge in a realistic exam context. Therefore, it is important to ensure that the learning approach used during medical education includes exercises and simulations that are appropriate to the exam format. In this way, students can be better prepared and more able to face the challenges of the competency exam with confidence and adequate skills.

### **Individual Factors and Social Support**

Individual factors such as stress levels, personal motivation, and mental health conditions have a significant influence on failure in the Student Competency Test for Medical Education Programs (UKMPPD). High stress can affect students' ability to concentrate, which in turn has an impact on their academic performance. Prolonged stress often interferes with the learning process and reduces the efficiency in absorbing and applying exam materials. Poor mental health conditions, such as anxiety and depression, can also hinder students' mental readiness, making them less able to face exam challenges effectively. Research shows that students who experience high levels of stress tend to face greater difficulties in achieving satisfactory exam results, as stress can interfere with their learning process and mental resilience.

Personal motivation also plays a significant role in exam success. Students with low motivation often have difficulty maintaining focus and dedication to their studies. Low motivation can lead to a lack of engagement in the learning process, which ultimately affects exam results. In addition, a lack of emotional support from the surrounding environment, such as family and friends, can add to the psychological burden of students, making them feel isolated and less motivated. Adequate emotional support from those closest to them can

provide the necessary boost to maintain students' spirits and concentration, helping them stay motivated in exam preparation.

Social support from lecturers, mentors, and peers also plays a crucial role in students' readiness to face UKMPPD. Lecturers and mentors who provide guidance and constructive feedback can help students understand the material better and overcome the difficulties they face. In addition, peers who provide support and share experiences can also increase students' self-confidence and readiness. Research shows that students who have strong social support, including guidance from mentors and support from peers, tend to have better exam results than those who lack such support. Effective social support can help students better prepare for exams and manage the stress they may experience.

Overall, a combination of adequate academic preparedness, effective learning methods, and individual factors such as stress management and social support, are the main factors that influence failure in UKMPPD. To reduce the failure rate in the future, it is important to address these issues through improving learning methods that are tailored to the exam format and providing adequate social and emotional support. With a more holistic and integrated approach, it is hoped that students can face the exam with optimal preparedness, increasing their chances of success in UKMPPD.

## CONCLUSION

Based on the results of the literature reviewed, factors that influence failure in the Medical Education Program Student Competency Exam (UKMPPD) include academic readiness, learning methods applied, and individual factors such as stress levels, personal motivation, and social support. Academic readiness that includes a deep understanding of the material and practical skills is very important to face the competency exam. Learning methods that are not in accordance with the exam format, such as the lack of practical simulations or relevant clinical cases, can cause students to be unprepared for the exam. Individual factors, including high stress and lack of emotional support, also contribute to failure, disrupting students' academic performance and their mental readiness. The results of the discussion show that an active learning approach that is in accordance with the UKMPPD format, as well as adequate social support, can improve student readiness and reduce failure. Improved learning methods that emphasize practical simulations and clinical cases, as well as the provision of strong emotional and social support, can help students prepare for the exam more effectively. By addressing these factors holistically, it is hoped that the failure rate can be reduced and students can face the UKMPPD with better readiness, increasing their chances of success in the competency exam.

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