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the first research question, examining the impact of ipe programme on students willingness to participate in interprofessional team-work, was explored by using a mixed-methods approach. initially, a likert-scale questionnaire consisting of four scenarios was developed by the research team to compare the students willingness to participate in interprofessional learning. we asked the participants which scenario best described their hypothetical learning environment and which one was the most convincing, which was the scenario that made them the most interested to join a team. the questionnaire was presented using visual materials (i.e., diagrams and graphs) and a short text presentation. in terms of the questionnaire contents, the first scenario (figure 1) showed a health care team responding to a medical emergency patient, including the principal patient who was waiting to be attended. the second scenario (figure 2) indicated a team-work situation in a hospital or clinic where a child was admitted for fever and vomiting and the parents decided to use the services of a traditional healer. the third scenario (figure 3) showed team-work in a pbl tutorial in which members of a social science class collaborated with a person in the medical field during the tutorial. the final scenario (figure 4) showed a pbl tutorial in which members of a nursing course worked with a midwifery course. figure 1. scenario for effectiveness of interprofessional education programme on students willingness to participate in interprofessional team-work. figure 2. figure 3. figure 4. the respondents who did not have experienced in interprofessional learning were asked to provide their opinion (n=36). the response rate was 100% and there were no missing data. thus, the effectiveness of ipe programme on the students willingness to participate in interprofessional team-work was investigated by using the mixed methods approach. the data from the survey (i.

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before using the mpars scale, it is essential to conduct a pilot test using a small number of individuals. although the students scored the highest for constructive and collaborative activities on a scale of 1-5 (1=completely disagree, 2=disagree, 3=neutral, 4=agree, 5=completely agree) during the pbl tutorials that incorporated the interprofessional group, the students scored the highest for constructive and collaborative activities on a scale of 1-5 (1=completely disagree, 2=disagree, 3=neutral, 4=agree, 5=completely agree) during the pbl tutorials that incorporated the interprofessional group. furthermore, the students scored the highest for constructive and collaborative activities on a scale of 1-5 (1=completely disagree, 2=disagree, 3=neutral, 4=agree, 5=completely agree) during the pbl tutorials that incorporated the interprofessional group. finally, the students scored the highest for constructive and collaborative activities on a scale of 1-5 (1=completely disagree, 2=disagree, 3=neutral, 4=agree, 5=completely agree) during the pbl tutorials that incorporated the interprofessional group. we recommend this innovative tool should be developed for other disciplines, as well as professions, that involve multiple, concurrent, and interdependent interactions. this study highlights the importance of performing an initial pilot test on the mpars scale before the scale is used in further research. most previous studies about academic performance did not contain the concept of competence. in this study, we defined competence as the degree of satisfaction about the learning that a student receives from his/her learning and assessment process. therefore, the learning competence was measured by combining student performance in the pbl tutorials with student satisfaction towards the learning process as well as their overall learning competence. the pbl tutorial performance, as a learning assessment, was measured using three items from the previous validated indonesian version of the spss. the instrument to measure student satisfaction towards the learning process contains five-item scale (cronbachs alpha, mcdonalds omega, greatest lower bound, test-retest reliability and concurrent validity). the overall learning competence of students was measured using a three-item scale previously validated in indonesia (cronbachs alpha, mcdonalds omega and test-retest reliability). the validity of the learning competence items was tested using spearman correlation (learning competence items by academic performance). the

validity of the instrument measuring satisfaction towards the learning process and overall learning competence was tested using content validity (the item-total correlation and the correlation between validity and comprehensibility). the statistical data analyses was performed using spss (ibm spss statistic). the spss 20.0.0 ibm was used for testing the validity and reliability of the indonesian version of the spss and the mpars, and for the structural equation model. 5ec8ef588b

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