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Validity assessment of pedagogic quality for "Med Stud Games" as a serious games
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Background: Med Stud Games (MSG) as a serious game for medical students need to be assessed for its validation of pedagogic quality according to 4 pillars of learning.

Methods: This research is qualitative research consists of the step of creating description according to Graafland framework and step of Focus Group Discussion (FGD). We use Purposeful Sampling Approach, consist of medical school's lecturer in Immunology and Medical Education, also medical students that haven't taken Immunology block and then randomly choose them according to their last block score divided into group high, middle, and low. The result of an experience in learning and evaluating MSG for three days discussed in FGD.
Data was collected from FGD recordings. Data analyzed by dividing categories according to four pillars of learning and compare them with the description that was made earlier in the first step of research.

Results: Learnings pillar of Attention is exist in MSG and help the user to understand the concept and give them motivation. Learning pillar of Active learning is existed and engage user interaction interactively. Learning pillar of Feedback is existed and give user information to evaluate the study. Learning pillar of Consolidation is existed and promote the user to repeat the module that they haven't fully understood.

Conclusion: MSG was satisfying the four pillars of learning and complied with Graafland framework.
Keywords: Serious games, medical education, med stud games

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by Yoga Pamungkas Susani

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