

Research Statement

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My scholarly journey in medical and healthcare education began not from a textbook, but from a question I could not ignore: **why does becoming a doctor in Indonesia come at such a high human cost?** Reports of extreme academic pressure, institutionalised bullying, and student suicide within Indonesian medical schools confronted me with a systemic problem that demanded rigorous, evidence-based inquiry. This question has shaped every phase of my research career to date.

PHASE I — NAMING THE PROBLEM (2018)

2018 · Western Sydney University, Sydney, Australia

My initial inquiry took shape through a critical historical lens. I was invited to present at the joint symposium Embedding Sustainability and Social Responsibility in Teaching and Learning in Higher Education at Western Sydney University, where I argued that the hierarchical, high-pressure culture embedded in Indonesian medical education is inseparable from the legacy of 350 years of Dutch colonial rule. The paper, titled:

"350 Years of Slave: The History of Dutch Occupation and How We Can Learn for the Future of Medical and Healthcare Education in Indonesia"

posited that genuine reform in Indonesian medical education requires both structural and pedagogical change — a perspective that would anchor my subsequent empirical research. This early work established my conviction that understanding educational failure demands engagement with history, culture, and power, not merely didactic methodology.



Figure 1. Western Sydney University, Sydney, Australia

PHASE II — PHD RESEARCH: A CROSS-NATIONAL INVESTIGATION (2018 – 2024)

2018 – 2024 · Taipei Medical University, Taiwan · PhD in Healthcare Education

Building on these questions, I pursued doctoral training at Taipei Medical University (TMU), one of Asia's leading institutions in healthcare education research. My original doctoral project was ambitious in scope: a three-country comparative study examining how Readiness Assessment Tests (RAT) function within Problem-Based Learning (PBL) frameworks across:

- ◆ Taipei Medical University (Taiwan)
- ◆ Udayana University (Indonesia)

◆ University of Medicine and Pharmacy, Ho Chi Minh City (Vietnam)

The study aimed to assess whether active learning methodologies such as PBL could bridge the systemic educational gap between countries with different colonial and pedagogical histories — directly extending the critical argument advanced in Sydney.

The COVID-19 pandemic fundamentally disrupted multi-site data collection in 2020–2021. Rather than abandoning the project, I pivoted methodologically, conducting a rigorous meta-analysis of PBL effectiveness across the existing international literature. The result was a flagship publication that has become among the most-cited outputs of my early career:

Manuaba IBAP, et al. (2022). The effectiveness of problem-based learning in improving critical thinking, problem-solving and self-directed learning in first-year medical students: A meta-analysis. PLOS ONE, 17(11), e0277339. [Q1 — Scopus & Web of Science]

This meta-analysis synthesised evidence across multiple national contexts, demonstrating that PBL consistently improves critical thinking and self-directed learning outcomes — but that its effect size is substantially moderated by institutional culture, facilitator training, and curriculum alignment. These findings directly informed my next research phase.

PHASE III — INTERNATIONAL PARTNERSHIP RESEARCH & CHINA COLLABORATION (2023 – 2024)

2023 · INSPIRE Grant — Highest Research Award, Udayana University

Returning to Udayana University as a faculty member, I secured the INSPIRE (Institutional-Based International Partnership Research) grant — the highest-tier research award offered by Udayana University — with a total funding of: **IDR 500,000,000** (approx. ¥5,000,000 / USD ~\$31,600)

This grant enabled a landmark multi-country longitudinal study on emotional and psychological dimensions of medical student performance — a direct extension of the questions that had motivated me since 2018.

2023 · Peking University Health Science Center (PKUHSC), Beijing, China

Under this grant, I travelled to Beijing to conduct data collection at the Peking University Health Science Center (PKUHSC) — one of China's most prestigious academic medical institutions. This visit resulted in the formal signing of a Memorandum of Agreement for international research collaboration between Udayana University and PKUHSC, creating a durable institutional bridge between Indonesia and China in medical education research.

The research project, titled:

"Emotional Intelligence, Perceived Stress, and Academic Performance of Medical Students: A Multi-Year and Multi-Country Comparison"

collected longitudinal data across four cohort years (Year 1–4) from medical students at both institutions. Key findings included:

- ◆ Stress levels peak significantly in Year 3, not Year 1 as commonly assumed
- ◆ Emotionality dimension of Trait EI declines sharply between Years 1 and 2 — a critical developmental window
- ◆ Academic performance trajectories differ meaningfully between Indonesian and Chinese student cohorts
- ◆ Well-being and self-control dimensions of EI predict academic resilience across both national contexts



Figure 2. Peking University Health Science Center (PKUHSC), Beijing, China

2024 • AMEE — Basel, Switzerland

These findings were presented as a poster at AMEE 2024 (Association for Medical Education in Europe) in Basel — one of the world's premier medical education conferences — marking my first engagement with the European medical education community and establishing connections for future collaboration.

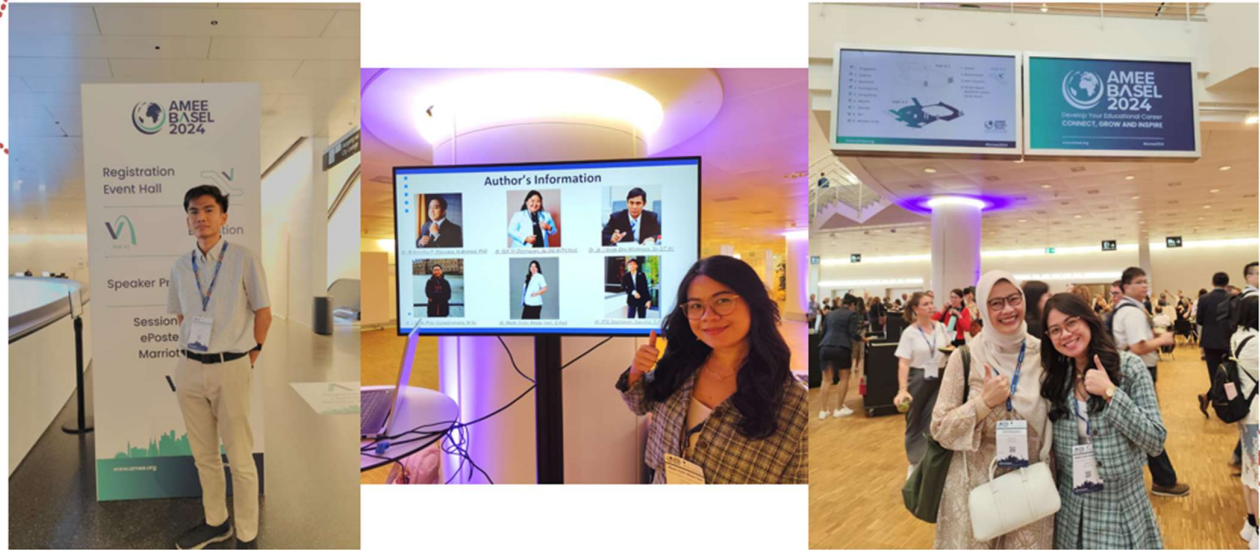


Figure 3. AMEE 2024

2025 • WFME World Conference — Bangkok, Thailand

The research was subsequently accepted as a full Research Paper presentation at the World Federation for Medical Education (WFME) World Conference 2025 in Bangkok — the highest-level global forum for medical education, convened by the body that sets international standards for medical school accreditation worldwide. This selection as an oral Research Paper (ID: 5PM0QZDARG) affirms the international significance of the study and its resonance with the global medical education community.

"The Association of Emotional Intelligence, Perceived Stress, and Academic Performance of the Medical Student in Bali, Indonesia: A Multi-Year Comparison Study" — WFME World Conference 2025, Bangkok



Figure 4. WFME World Conference

FUTURE DIRECTIONS — POSTDOCTORAL RESEARCH

My research trajectory to date has moved from critical-historical framing → methodological rigour (meta-analysis) → cross-national empirical research (Indonesia–China). The natural next frontier is engagement with Japan's highly developed medical education ecosystem, where I seek to examine how cultural, regulatory, and pedagogical factors interact to shape medical student outcomes in a high-performance Asian context that is simultaneously distinct from both the Western canon and the Indonesian/Chinese experience I have studied.

I am particularly interested in extending my work on:

- ◆ Self-regulated learning and psychological readiness in structured clinical training environments
- ◆ Assessment design — OSCE feedback mechanisms and their cultural transferability across Asia
- ◆ Interprofessional education (IPE) models and their implementation in Japanese healthcare contexts

◆ Comparative analysis of medical student wellbeing and burnout across Asia-Pacific systems

I am open to new research directions guided by the expertise of my prospective host supervisor, and I bring to any collaboration a demonstrated capacity for cross-national data collection, international partnership building, and publication in international peer-reviewed journals. I am fluent in English and experienced in working across culturally diverse academic environments in Taiwan, Indonesia, China, and Australia.

I am applying for the JSPS International Postdoctoral Fellowship with the intention of building a sustained, long-term research partnership with a Japanese institution, and I welcome the opportunity to discuss how my existing programme of research might complement and enrich the work of your laboratory or research group.