

Perbandingan karakteristik mahasiswa, motivasi diri, dan kesiapan penerapan self directed learning pada mahasiswa kedokteran tingkat pertama dengan mahasiswa kepaniteraan di Fakultas Kedokteran Universitas Kristen Maranatha : sebuah studi mixed method = Comparison of students characteristics self motivation and self directed learning readiness between the first year and clinical year students at Maranatha Christian University : mixed method study

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Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20404386&lokasi=lokal>

Abstrak

Latar belakang: Self directed learning (SDL) merupakan kemampuan yang harus dimiliki oleh seorang dokter. Kurikulum berbasis kompetensi dengan pendekatan problem based learning (PBL) didukung dengan motivasi diri mahasiswa yang tinggi akan meningkatkan kesiapan penerapan SDL mereka. Penelitian dilakukan untuk mengetahui tingkat motivasi diri, kesiapan penerapan SDL pada mahasiswa kedokteran dan mengidentifikasi faktor-faktor yang memengaruhinya.

Metode: Penelitian dilakukan dengan mixed method pada kelompok mahasiswa tahun pertama dan kelompok mahasiswa kepaniteraan. Penelitian kuantitatif menggunakan kuesioner motivasi diri (MSLQ) dan kuesioner penerapan SDL (SDLRS). Responden dipilih dengan total sampling. Penelitian kualitatif dilakukan menggunakan Focus Group Discussion (FGD) pada mahasiswa dan tutor/preseptor. Informan dipilih secara purposive sampling.

Hasil: Hasil penelitian kuantitatif mengungkapkan bahwa sebagian besar mahasiswa kedokteran memiliki motivasi diri yang cukup baik tetapi dengan kesiapan penerapan SDL yang rendah. Nilai rerata kesiapan penerapan SDL pada kedua kelompok penelitian tidak berbeda bermakna. Penelitian kualitatif mengidentifikasi empat faktor yang berperan besar dalam kesiapan penerapan SDL mahasiswa yaitu karakteristik mahasiswa, proses pembelajaran, peran tutor/preseptor dan sarana penunjang pembelajaran. Kesimpulan: Kesiapan penerapan SDL pada kelompok mahasiswa tahun pertama dan mahasiswa kepaniteraan tidak berbeda. Faktor yang berperan dalam kesiapan penerapan SDL pada mahasiswa yaitu karakteristik mahasiswa, proses pembelajaran, peran tutor/preseptor dan sarana penunjang pembelajaran.

.....Background: Self-Directed Learning (SDL) is an important skill that should be achieved by medical students. Competence-based curriculum with problem-based learning (PBL) as one of its learning approach, supported by high self-motivation of the students will enhance their readiness for SDL. The research is carried out to identify the level of self-motivation and SDL readiness in medical students as well as identify factors affecting SDL.

Methods: This research? design is a mixed method study. Samples were first-year and clinical year medical students. A quantitative research was conducted by distributing self-motivation (MSLQ) and SDL questionnaire (SDLRS). A total sampling was applied to select the respondents. Furthermore, focus group discussion (FGD) on students and tutors/preceptors was carried out. Informants were chosen by purposive sampling method.

Results: The quantitative research revealed that most of medical students had a good level of self-motivation but a low level of SDL readiness. Nevertheless, the mean scores of SDL readiness in both groups showed no

significant differences. In addition, the qualitative research identified four major factors affecting the SDL readiness, which were the students' characteristics, learning process, the role of tutors/preceptors and supporting facilities for learning.

Conclusions: There was no significant difference between SDL readiness of the first-year and clinical year medical students. Students' characteristics, learning process, the role of tutors/preceptors and learning resources were found to be the major factors influencing SDL readiness.