

Persepsi mahasiswa mengenai perilaku mencari umpan balik : sebuah studi kualitatif pada mahasiswa tingkat sarjana Fakultas Kedokteran Universitas Lampung = Students perceptions of feedback seeking behaviour a qualitative : study of the undergraduate medical student Faculty of Medicine University of Lampung / Dwita Oktaria

Dwita Oktaria, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20415742&lokasi=lokal>

Abstrak

[ABSTRAK

Latar Belakang: Umpan balik memiliki peran penting pada proses pembelajaran seseorang. Konsep mengenai perilaku mencari umpan balik telah banyak diteliti tetapi masih terdapat gambaran yang belum lengkap mengenai berbagai aspek terkait perilaku mencari umpan balik tersebut. Penelitian ini bertujuan untuk mengeksplorasi perilaku mencari umpan balik mahasiswa kedokteran di Fakultas Kedokteran Universitas Lampung (FK Unila) secara mendalam.

Metode: Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Pengumpulan data dilakukan melalui FGD (focus group discussion) dengan mahasiswa FK Unila Angkatan 2012, 2013 dan 2014.

Triangulasi data dilakukan melalui FGD dengan staf pengajar, wawancara dengan ketua tim Medical Education Unit dan studi dokumen yang dilakukan selama bulan April sampai dengan Mei 2015. Hasil FGD dan wawancara dituliskan dalam bentuk transkrip verbatim lalu dilakukan analisis tematik dan koding.

Selanjutnya dilakukan reduksi dan penyajian data.

Hasil: Hasil penelitian ini menunjukkan bahwa pemahaman mahasiswa dan staf pengajar mengenai umpan balik masih belum tepat. Motivasi mahasiswa untuk mencari umpan balik disebabkan oleh keinginan untuk mendapatkan informasi yang berguna bagi dirinya dan mengontrol kesan orang lain. Faktor penghambat tersering mahasiswa dalam mencari umpan balik kepada staf pengajar adalah rasa segan dan takut untuk mendapatkan komentar negatif mengenai dirinya.

Mahasiswa akan mencari umpan balik kepada orang yang memiliki hubungan kedekatan dan kredibilitas yang baik dalam konteks lingkungan yang privat.

Kesimpulan: Belum adanya pemahaman yang sama mengenai pengertian umpan balik menyebabkan proses pencarian dan pemberian umpan balik di FK Unila belum berjalan secara efektif. Sistem pendidikan kedokteran yang hirarkis, faktor budaya dan kesibukan staf pengajar merupakan beberapa faktor penghambat.

Institusi perlu membuat suatu kebijakan yang bertujuan untuk menumbuhkan kesadaran dan menciptakan atmosfer bagi mahasiswa dan staf pengajar akan arti penting umpan balik.

<hr>

ABSTRACT

Background: Feedback has many important roles in an individual learning process. The concept of feedback-seeking behaviour has been widely studied but there is still lack of information on the aspects related to it. This study is aimed to explore feedback-seeking behaviour of undergraduate medical students at Faculty of Medicine University of Lampung.

Method: This study used qualitative research methods with phenomenological approach. Data was collected through focus group discussion (FGD) with students in Faculty of Medicine University of Lampung class of 2012, 2013 and 2014.

Similar method was used with faculty members to triangulate the data, and also an in-depth interview with the head of Medical Education Unit and document analysis. The result of FGD and interview were transcribed verbatim, analysed thematically and coded, to reduce and present the data.

Result: The results obtained in this study indicate that the understanding of students and lecturers of feedback is still incorrect. Students are motivated to seek feedback because they want useful information and have the desire to control the impressions of others. One of the biggest factors that inhibit students to seek feedback from the lecturer is their fear in getting negative comments. Students will look for feedback from people who have close relationships with them and good credibility in the context of a private environment.

Conclusion: The absence of a common understanding of the meaning of feedback causes the feedback-seeking and feedback-giving process on FK Unila not run effectively. Hierarchical system of medical education, cultural factors and lecturers' busy schedule are some factors that hinder feedback-seeking process.

Institutions need to make a policy to raise awareness and create an atmosphere for students and faculty members on the importance of feedback, **Background:** Feedback has many important roles in an individual learning

process. The concept of feedback-seeking behaviour has been widely studied but there is still lack of information on the aspects related to it. This study is aimed to explore feedback-seeking behaviour of undergraduate medical students at Faculty of Medicine University of Lampung.

Method: This study used qualitative research methods with phenomenological approach. Data was collected through focus group discussion (FGD) with students in Faculty of Medicine University of Lampung class of 2012, 2013 and 2014.

Similar method was used with faculty members to triangulate the data, and also an in-depth interview with the head of Medical Education Unit and document analysis. The result of FGD and interview were transcribed verbatim, analysed thematically and coded, to reduce and present the data.

Result: The results obtained in this study indicate that the understanding of students and lecturers of feedback is still incorrect. Students are motivated to seek feedback because they want useful information and have the desire to control the impressions of others. One of the biggest factors that inhibit students to seek feedback from the lecturer is their fear in getting negative comments. Students

will look for feedback from people who have close relationships with them and good credibility in the context of a private environment.

Conclusion: The absence of a common understanding of the meaning of feedback causes the feedback-seeking and feedback-giving process on FK Unila not run effectively. Hierarchical system of medical education, cultural factors and lecturers' busy schedule are some factors that hinder feedback-seeking process. Institutions need to make a policy to raise awareness and create an atmosphere for students and faculty members on the importance of feedback]