

# Perbedaan Persepsi Mahasiswa Akademik antara Skills Lab Daring dan Luring Anestesi Lokal Gigi Sulung = The Differences of Academic Student Perception between Online and Offline Primary Teeth Local Anesthesia Skills Lab Model

Widya As'syifa irsa, author

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## Abstrak

Latar Belakang: Pandemi COVID-19 menyebabkan proses pembelajaran dialihkan secara daring (2019) dan luring (2019).

Tujuan: menganalisis perbedaan persepsi mahasiswa akademik antara model pembelajaran skills lab daring dan luring anestesi lokal gigi sulung FKGUI.

Metode: analisis deskriptif potong lintang menggunakan kuesioner dengan skala likert. Sebanyak 137 responden berpartisipasi. Perbedaan persepsi dianalisis menggunakan uji Pearson Chi-square dan Mann Whitney.

Hasil: Mayoritas responden setuju 51,5% (daring), 52,2% (luring); sangat setuju 48,5% (daring), 62,3% (luring); tidak setuju 32,4% (daring), 15,9% (luring); dan sangat tidak setuju 5,9% (daring), 1,4% (luring) untuk keenam kategori. Terdapat perbedaan bermakna ( $p < 0,05$ ) pada Kategori Tujuan Pembelajaran, Materi Pembelajaran: tingkat kesulitan dan detail, Revelansi Konten: mampu mengaplikasikan ilmu, Pengetahuan Instruktur, Model/Gaya Pembelajaran, dan Fasilitas dan Lingkungan Belajar. Tidak terdapat perbedaan bermakna ( $p > 0,05$ ) pada Kategori Materi Pembelajaran: materi yang mudah dipahami, pentingnya materi skills lab anestesi gigi sulung; Revelansi Konten: pengalaman dan pengetahuan yang didapatkan, dan kemampuan menemukan sumber jawaban.

Kesimpulan: Mayoritas mahasiswa akademik setuju dengan model skills lab daring (51,5%) dan luring (52,2%). Terdapat perbedaan bermakna pada keenam kategori, tetapi kedua model skills lab memiliki persepsi yang sama baiknya. Kedua model skills lab dapat diterapkan untuk melatih keterampilan anestesi lokal gigi sulung

.....Background: COVID-19 pandemic caused the learning process switched to online (2019) and offline (2019).

Objective: analyze the differences of academic students' perceptions between online and offline skills lab models of primary teeth local anesthesia in FKGUI.

Methods: cross-sectional descriptive analysis using likert scale. 137 respondents participated. Perception differences analyzed using Pearson Chi-square and Mann Whitney tests.

Results: The majority of respondents agreed 51.5% (online), 52.2% (offline); strongly agreed 48.5% (online), 62.3% (offline); disagreed 32.4% (online), 15.9% (offline); and strongly disagreed 5.9% (online), 1.4% (offline) for six categories. There are meaningful differences ( $p < 0.05$ ) in categories of Learning Objectives, Learning Materials: difficulty level and detail, Content Revelation: able to apply science, Instructor Knowledge, Learning Models/Styles, and Facilities and Learning Environments. There are no meaningful differences ( $p > 0.05$ ) in the Learning Materials Category: easy-to-understand material, the importance of primary teeth anesthesia skills lab; Content Revelation: experience and knowledge gained, and ability to find answers.

Conclusion: majority of academic students agree with online (51.5%) and offline (52.2%) skills lab models. There are meaningful differences in all six categories, but both skills lab models have good perceptions, and could be applied to train primary teeth local anesthesia skill.