

Perbandingan Rerata Nilai *Written Test* antara Mahasiswa dengan Gaya Belajar Visual dan Verbal menurut *Felder-Silverman Learning Style Model*

ABSTRAK

Latar Belakang: Kurikulum Berbasis Kompetensi (KBK) di FK Unsoed diterapkan dalam sistem Blok yang terdiri dari berbagai metode pembelajaran beserta penilaian hasil belajarnya. *Written test* merupakan salah satu penilaian hasil belajar di Jurusan Kedokteran Gigi FK Unsoed yang termasuk dalam faktor *product* dan dapat dipengaruhi oleh gaya belajar sebagai faktor *presage* dan *process* dalam teori 3P. Mayoritas mahasiswa kedokteran memiliki gaya belajar visual, sedangkan sebagian besar metode pembelajaran yang digunakan adalah verbal, sehingga terdapat ketidaksinambungan antara keduanya.

Tujuan: Untuk menganalisis perbedaan rerata nilai *written test* semester 2 antara gaya belajar visual dan verbal menurut FSLSM pada mahasiswa Jurusan Kedokteran Gigi FK Unsoed Angkatan 2018.

Metode: Penelitian analitik observasional dengan rancangan *cross sectional* pada 44 mahasiswa Jurusan Kedokteran Gigi FK Unsoed Angkatan 2018 yang terpilih dengan teknik *total sampling*. Pengambilan data gaya belajar menggunakan Kuesioner ILS dalam Bahasa Indonesia. Data nilai *written test* didapatkan dari *database* semester 2 Angkatan 2018. Analisis hipotesis menggunakan uji t tidak berpasangan.

Hasil: Gaya belajar visual paling banyak dimiliki (90,90%) dan rerata nilai *written test* paling banyak pada kategori C (34,09%). Rerata nilai gaya belajar visual lebih tinggi 1,41 poin dibandingkan verbal. Hasil uji t tidak berpasangan mendapatkan nilai $p = 0,81$.

Kesimpulan: Tidak terdapat perbedaan rerata nilai *written test* semester 2 antara mahasiswa dengan gaya belajar visual dan verbal menurut FSLSM pada mahasiswa Jurusan Kedokteran Gigi FK Unsoed Angkatan 2018.

Kata Kunci: Felder-Silverman, gaya belajar visual-verbal, hasil belajar, *written test*

Comparison of Average Score of Written Test between Students with Visual and Verbal Learning Styles of Felder-Silverman Learning Style Model

ABSTRACT

Background: Competency Based Curriculum in Unsoed Faculty of Medicine was applied in a Block system that consisted of various learning methods and assessments. Written test is one of the assessments in Dentistry Program which was part of product factor and can be influenced by learning style as a presage and process factor according to 3P theory. The majority of medical students have a visual learning style, while the learning methods used are mostly verbal, so there is a discontinuity between them.

Aim: To investigate differences in second semester written test average score between students with visual and verbal learning styles of FSLSM in Dentistry Program, Unsoed Faculty of Medicine.

Methods: An analytic observational study with cross-sectional model was conducted to 44 dental students of Unsoed Faculty of Medicine and being selected using total sampling method. Data of learning styles were collected using Indonesian version of ILS. Written test scores were taken from department admin database. Hypothesis was analyzed using independent t test.

Results: The most preferred learning styles was visual learning style (90.90%) and majority of students scored at range C in written test average score (34.09%). The average score of visual group is 1,41 point higher than verbal group. The result of independent t test showed $p = 0.81$.

Conclusions: There is no difference in the second semester written test average score between students with visual and verbal learning styles of FSLSM in the Dentistry Program, Unsoed Faculty of Medicine.

Keywords: Felder-Silverman, learning outcome, visual-verbal learning style, written test