Perbandingan Rerata Nilai Ujian *Written Test* antara Mahasiswa dengan Gaya Belajar *Sequential* dan *Global* Menurut Model Felder-Silverman

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ABSTRAK

Latar Belakang : Sistem Blok merupakan sistem pembelajaran yang diterapkan di Jurusan Kedokteran Gigi Fakultas Kedokteran Universitas Jenderal Soedirman (Jurusan KG FK Unsoed). Pada setiap Blok yang diselenggarakan akan diadakan penilaian hasil belajar atau *assessment.* Salah satu bentuk *assessment* adalah *written test* yang memiliki presentase tertinggi dalam menentukan nilai Blok. Teori 3P Biggs menyatakan bahwa nilai *written test* sebagai *product* dapat dipengaruhi oleh gaya belajar sebagai gabungan dari faktor *presage* dan *process.* Penelitian sebelumnya menunjukkan bahwa lebih banyak mahasiswa memiliki gaya belajar *sequential,* namun terdapat variasi yang beragam mengenai pengaruh gaya belajar terhadap hasil belajar.

Tujuan : Menganalisis perbandingan rerata nilai *written test* semester 2 mahasiswa Jurusan KG FK Unsoed angkatan 2018 antara mahasiswa dengan gaya belajar *sequential* dan *global* menurut FSLSM.

Metode : Penelitian ini menggunakan rancangan *cross sectional* dengan sampel 44 mahasiswa Jurusan KG FK Unsoed angkatan 2018 yang dipilih menggunakan teknik *total sampling.* Data gaya belajar diperoleh menggunakan kuesioner ILS dengan adaptasi. Analisis hipotesis menggunakan uji t tidak berpasangan.

Hasil : Hasil uji t tidak berpasangan menunjukkan perbedaan signifikan (p<0,05).

Kesimpulan : Terdapat perbedaan bermakna rerata nilai *written test* antara gaya belajar *sequential* dan *global* menurut FSLSM pada mahasiswa semester 2 Jurusan KG FK Unsoed angkatan 2018.

Kata Kunci : Felder-Silverman, gaya belajar *sequential-global, Written Test*

***Comparison of Written Test Examination Score Between Students with
Sequential and Global Learning Styles According to the Felder-Silverman
Model***

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ABSTRACT

Background : *The Block-based curriculum system is a learning system applied in Dentistry Major of Medical Faculty of Jenderal Soedirman University (Unsoed). Some examinations will be held on each block to assess student learning outcomes. One of the examination is a written test which has the highest percentage in determining the final scores of a Block. The Biggs 3P theory denotes that the written test scores as the product, can be affected by learning style as a combination of presage and process factors. Previous studies have shown that more students have sequential learning styles, however there are various variations regarding the effect of learning styles on learning outcomes.*

Aim : *Analyze the comparison of the average written test scores of second semester students in Dentistry Major of Medical Faculty of Unsoed class of 2018 between students with sequential and global learning styles according to FSLSM.*

Methods : *This research used cross-sectional design with 44 samples of second semester students in Dentistry Major of Medical Faculty of Unsoed class of 2018 who were selected by total sampling technique. Learning style data were obtained using an ILS questionnaire with adaptation. Independent t test is used to analyze the hypothesis.*

Results : *The independent t test showed a significant difference (p< 0.05).*

Conclusions : *There is a significant difference in the average written test scores between sequential and global learning styles according to FSLSM in the second semester students in Dentistry Major of Medical Faculty of Jenderal Soedirman University class of 2018.*

Keywords: Felder-Silverman, sequential-global learning style, Written Test