

Perbandingan Rerata Nilai Ujian *Written Test* antara Mahasiswa dengan Gaya Belajar Aktif dan Reflektif menurut *Felder-Silverman Learning Style Model*

ABSTRAK

Latar Belakang : Kurikulum Pendidikan Dokter Gigi disusun berdasarkan Standar Kompetensi Dokter Gigi Indonesia. Pencapaian kompetensi pada Jurusan Kedokteran Gigi FK Unsoed dapat dinilai, salah satunya dari hasil *written test*. *Written test* dapat dipengaruhi oleh berbagai faktor, salah satunya adalah gaya belajar. Pada dimensi pemrosesan dalam gaya belajar model Felder Silverman (FSLSM), gaya belajar dibedakan menjadi gaya belajar aktif dan gaya belajar reflektif. Kedua gaya belajar tersebut banyak dimiliki oleh mahasiswa Kedokteran. Tidak diketahui apakah perbedaan dalam gaya belajar tersebut berpengaruh terhadap hasil *written test*. Informasi mengenai gaya belajar diharapkan dapat dimanfaatkan untuk evaluasi kegiatan belajar mengajar guna meningkatkan performa akademik.

Tujuan : Mengetahui perbandingan rerata nilai *written test* semester 2 antara gaya belajar aktif dan reflektif menurut FSLSM pada mahasiswa Jurusan Kedokteran Gigi FK Unsoed Angkatan 2018.

Metode : Rancangan *cross sectional* dilakukan pada 44 mahasiswa Jurusan Kedokteran Gigi Fakultas Kedokteran Universitas Jenderal Soedirman Angkatan 2018 yang dipilih dengan metode *total sampling*. Pengambilan data gaya belajar menggunakan kuesioner ILS dengan adaptasi. Analisis hipotesis menggunakan uji t tidak berpasangan.

Hasil : Gaya belajar yang paling banyak dimiliki adalah gaya belajar aktif (79,55%) dan rerata nilai ujian *written test* paling banyak pada kategori C (34,09%). Rerata nilai pada gaya belajar reflektif lebih tinggi 3,77 poin dibandingkan gaya belajar aktif. Hasil uji t tidak berpasangan mendapatkan nilai $p = 0,36$.

Kesimpulan : Tidak terdapat perbedaan bermakna rerata nilai *Written Test* semester 2 antara gaya belajar aktif dan reflektif menurut FSLSM pada mahasiswa Jurusan Kedokteran Gigi FK Unsoed Angkatan 2018.

Kata Kunci : Felder-Silverman, Gaya Belajar, Hasil Belajar, *Written Test*

Comparison of Written Test Mean Score Between Students with Active and Reflective Learning Styles Based on Felder Silverman Learning Style Model

ABSTRACT

Background : Curriculum of The Dentistry Program, Faculty of Medicine, Jenderal Soedirman University was constructed based on relevant National Standard of Competencies. One of assessment methods used to assess the achievement of the competencies was written test. Written test could be influenced by many factors, including students' learning style. Based on processing dimension of Felder Sylverman Learning Style Model (FSLSM), there were active and reflective learning style. Both of them were widely used among medical students. It is not known whether the differences in these learning styles would affect the result of written test. Information about students' learning style could be used in teaching and learning activity to improve academic performance.

Aim : Knowing the comparison of the 2nd semester written test average score between students with active and reflective learning styles of FSLSM.

Methods : A cross-sectional study was applied to 44 freshmen (batch 2018) whom were selected with total sampling. Learning styles data was collected using adapted ILS. Hypothesis was analyzed using independent t test.

Results : The most preferred learning style was active learning style (79.55%) and majority of students (34.09%) scored at the range of. The mean score of reflective learning style was 3.77 point higher than active learning style. The result of independent t test showed $p = 0.36$.

Conclusions : There is no significant difference in 2nd semester written test mean score between students with active and reflective learning styles of the Freshmen of Dentistry Program, Faculty of Medicine, Jenderal Soedirman University (2018).

Keywords: *Felder-Silverman, Learning outcome, Learning Style, Written Test*