

# **PROFIL STRATEGI BELAJAR SRL KOMPONEN MANAJEMEN SUMBER DAYA DALAM DISKUSI KELOMPOK PBL SELAMA MASA PEMBELAJARAN TATAP MUKA TERBATAS**

## **ABSTRAK**

**Latar Belakang:** Perubahan proses pembelajaran pada masa pandemi COVID-19 yang semula daring penuh menjadi Pembelajaran Tatap Muka Terbatas (PTMT) berdampak terhadap strategi belajar *Self-Regulated Learning*, yaitu suatu proses yang melibatkan mahasiswa dalam berbagai strategi meregulasi dirinya dengan tujuan mencapai target pembelajaran. Perubahan ini khususnya berdampak pada diskusi kelompok *Problem Based Learning* (PBL), yaitu metode pembelajaran berbasis permasalahan yang memerlukan keaktifan mahasiswa dalam prosesnya. Strategi belajar SRL komponen manajemen sumber daya merupakan kemampuan untuk mengidentifikasi sumber yang diperlukan untuk mencapai tujuan. Data berupa profil strategi belajar ini penting untuk dijadikan bahan pemantauan dan evaluasi institusi dalam pembuatan kebijakan.

**Tujuan:** Untuk mengetahui profil strategi belajar SRL komponen manajemen sumber daya dalam diskusi kelompok PBL pada mahasiswa FK Unsoed selama masa PTMT 2021/2022.

**Metode:** Penelitian deskriptif observasional kuantitatif ini menggunakan data primer hasil pengisian kuesioner “Strategi Belajar SRL Dalam Masa PTMT” oleh 199 responden mahasiswa Angkatan 2019, 2020, dan 2021. Hasil analisis univariat disajikan dalam tabel dan diagram distribusi frekuensi.

**Hasil:** Didapatkan bahwa sebagian besar mahasiswa selalu menerapkan strategi belajar *learning environment management*, *learning time management*, *effort regulation*, dan *help seeking*, serta cukup sering menerapkan strategi belajar *resources management* dan *peer learning* dalam diskusi kelompok PBL selama masa PTMT .

**Kesimpulan:** Sebagian besar mahasiswa selalu menerapkan SRL komponen manajemen sumber daya. Data hasil penelitian dapat dijadikan bahan evaluasi selama masa PTMT oleh institusi.

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Kata kunci: manajemen sumber daya, PTMT, SOCA, SRL, strategi belajar

**PROFILE OF MEDICAL STUDENTS' RESOURCES MANAGEMENT  
SELF-REGULATED LEARNING STRATEGIES IN PROBLEM BASED  
LEARNING PEER DISCUSSION DURING THE LIMITED FACE-TO-FACE  
LEARNING PERIOD**

**ABSTRACT**

**Background:** The changes of learning process during COVID-19, which was changing from online learning to limited face-to-face learning method affected Self-regulated learning strategies, which a process that involves students in various strategies to regulate themselves to achieve their learning goals. These changes especially affect student's strategies in problem-based learning (PBL) peer discussion which is problem-centered learning that requires active learning in the process. Resources management is an ability to identify sources that is necessary to achieve their goals. This profile is essential for institution in monitoring and evaluating implemented systems.

**Objective:** To find profile of SRL learning strategies for resources management components in problem based learning (PBL) peer discussion of FK Unsoed students during limited face-to-face learning method in 2021/2022.

**Methods:** This quantitative-observational-descriptive study uses primary data from a questionnaire "SRL Learning Strategies in Limited Face-to-Face Learning Period" by 199 undergraduate-student (of batch 2019, 2020, and 2021). The results are presented in tables and frequency-distribution diagrams.

**Results:** This study found that most of students always do learning environment management, learning time management, effort regulation, help seeking strategies and also frequently do resources management and peer learning strategies in this peer learning discussion during the limited face-to-face learning period.

**Conclusion:** Most students always use resources management of SRL strategies. Data of this study could be used as an evaluation during limited face-to-face learning by institution.

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**Keywords:** limited face-to-face learning method, online learning, PBL, resources management, learning strategy, SRL