

**PROFIL STRATEGI BELAJAR SELF REGULATED LEARNING
KOMPONEN METAKOGNITIF DALAM DISKUSI KELOMPOK
SELAMA MASA PEMBELAJARAN TATAP MUKA TERBATAS**
(Studi pada Mahasiswa Preklinik Jurusan Kedokteran Umum Universitas Jenderal
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ABSTRAK

Latar Belakang: Lingkungan belajar yang berbeda dibandingkan selama pandemi diduga mempengaruhi penerapan strategi belajar *Self-Regulated Learning* oleh mahasiswa dalam konteks diskusi kelompok *Problem-Based Learning* yang merupakan metode pembelajaran utama fakultas kedokteran di Indonesia dan negara lainnya. Penerapan SRL komponen metakognitif selama masa Pembelajaran Tatap Muka Terbatas (PTMT) kemungkinan berbeda pada jenis, frekuensi, dan intensitas dibandingkan selama masa pandemi.

Tujuan: Penelitian ini mendeskripsikan profil strategi belajar SRL metakognitif dalam pelaksanaan diskusi kelompok PBL selama masa PTMT di Fakultas Kedokteran Unsoed.

Metode: Penelitian observasional pendekatif ditujukan pada mahasiswa angkatan 2019, 2020 dan 2021 Jurusan Kedokteran Umum dengan total 199 responden. Responden mengisi kuesioner dengan menentukan frekuensi penerapan dari tiap strategi belajar dalam melaksanakan PBL selama masa PTMT. Terdapat 22 contoh strategi belajar yang diadaptasikan dari kuesioner-kuesioner SRL dalam literatur dan berdasarkan konteks lokal.

Hasil: Terdapat 70,35% responden perempuan dan 29,65% laki-laki dengan rerata usia 19,61 tahun. Sebagian besar responden angkatan 2019 selalu menerapkan *planning*, cukup sering menerapkan *monitoring* dan jarang menerapkan *fine-tuning*. Sebagian besar responden angkatan 2020 selalu menerapkan *planning*, cukup sering menerapkan *monitoring* dan jarang menerapkan *fine-tuning*. Sebagian besar responden angkatan 2021 selalu menerapkan *planning*, cukup sering menerapkan *monitoring* dan *fine-tuning*. Sebagian besar keseluruhan angkatan selalu menerapkan *planning* dan cukup sering menerapkan *monitoring* serta *fine-tuning*. Strategi belajar yang paling jarang bahkan tidak pernah diterapkan, yaitu membaca aktif, menetapkan tujuan belajar dan pembelajaran reflektif.

Kesimpulan: Profil penerapan strategi belajar SRL selama masa PTMT telah diidentifikasi. Diperlukan peningkatan kemampuan mahasiswa dalam menerapkan strategi belajar SRL yang jarang atau kadang-kadang dan tidak pernah diterapkan.

Kata Kunci: metakognitif, pembelajaran tatap muka terbatas, *self-regulated learning*

PROFILE OF MEDICAL STUDENTS' METACOGNITIVE SELF-REGULATED LEARNING STRATEGIES IN PBL GROUP DISCUSSION DURING THE LIMITED FACE-TO-FACE LEARNING PERIOD

(Study on Jenderal Soedirman University Preclinical Students of 2021/2022 Academic Year)

ABSTRACT

Background: Different learning environment compared to that during Covid-19 is thought to affect the application of self-regulated learning strategies by students in the context of PBL group discussions, the main learning method of medical faculties in Indonesia and other countries. The application of metacognitive SRL components during the limited face-to-face learning (PTMT) period is likely to differ in type, frequency, and intensity.

Aim of the study: Described the profile of SRL metacognitive learning strategies in PBL group discussions during the PTMT period. .

Methods: Observational descriptive research was aimed for pre-clinical students of batch 2019, 2020 and 2021 with a total of 199 respondents. Respondents filled out a questionnaire in determining the application frequency of each learning strategy in PBL during the PTMT period. There are 22 learning strategies adapted from SRL questionnaires in literatures and based on local contexts.

Results: 70.35% of respondents were women and 29.65% were men, with an average age of 19.61 years among total. Most of the batch 2019 respondents always did planning, quite often did monitoring, and rarely did fine-tuning. Most of batch 2020 respondents always did planning, quite often did monitoring, and rarely did fine-tuning. Most of batch 2021 respondents always did planning and quite often did monitoring and fine-tuning. Most of the three batches always did planning and quite often did monitoring and fine-tuning. The rarest or never applied strategies were active reading, setting goals, and reflective learning.

Conclusion: The implementation profile of metacognitive learning strategies during PTMT period is identified. Efforts are required to improve students' abilities in implementing the rarely and never applied learning strategies.

Keywords: metacognitive, limited face-to-face learning, Self-Regulated Learning