

Perbandingan Rerata Nilai MCQ Semester 1 Mahasiswa FK Unsoed Antar Gaya Belajar Pada Tiap Dimensi Gaya Belajar Menurut Felder-Silverman

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ABSTRAK

Latar Belakang: Kurikulum pendidikan kedokteran Indonesia terus berkembang dan dievaluasi, salah satunya melalui penilaian hasil belajar. FK unsoed menggunakan ujian tulis dalam bentuk MCQ untuk menilai hasil belajar. Menurut teori *Biggs*, kegiatan belajar memiliki faktor *presage*, *process*, *product* (3P) yang saling mempengaruhi. Gaya belajar dalam teori tersebut merupakan bagian dari faktor *presage* dan *process*, sedangkan hasil belajar dalam hal ini nilai MCQ merupakan *product*. Gaya belajar Felder-Silverman memiliki 4 dimensi gaya belajar yang dapat diukur dengan ILS. Di FK Unsoed, informasi mengenai gaya belajar mahasiswa belum banyak dimanfaatkan untuk evaluasi kegiatan belajar mengajar

Tujuan: Mengetahui perbandingan rerata nilai MCQ semester 1 mahasiswa FK Unsoed antar berbagai gaya belajar pada tiap dimensi gaya belajar menurut Felder-Silverman.

Metode: Penelitian observasional analitik dengan rancangan *cross sectional* Populasi terjangkau merupakan mahasiswa angkatan 2017 Jurusan Kedokteran Umum FK Unsoed. Pengambilan sampel menggunakan metode *simple random sampling* dengan besar sampel minimal 90 orang.

Hasil: Uji T tidak berpasangan pada dimensi persepsi menunjukkan nilai $p=0.148$ ($p>0.05$), pada dimensi pemrosesan nilai $p=0.852$ ($p>0.05$). Uji *Mann Whitney* pada dimensi input menunjukkan nilai $p=0.148$ ($p>0.05$), pada dimensi pemahaman nilai $p=0.204$ ($p>0.05$). Gaya belajar mahasiswa FK Unsoed angkatan 2017 pada tiap dimensinya yaitu *sensing* (81,1%), *visual* (84.4%), *aktif* (68.9%), dan *global* (58.9%).

Kesimpulan: Tidak terdapat perbedaan bermakna rerata nilai MCQ semester 1 mahasiswa FK Unsoed antar gaya belajar pada tiap dimensi gaya belajar menurut Felder-Silverman.

Kata Kunci: Felder-Silverman, gaya belajar, hasil belajar, nilai MCQ

Comparison of Average Score of MCQ 1st Semester Unsoed Medical Faculty Students Between Learning Styles in Each Dimension of Felder-Silverman Learning Style

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ABSTRACT

Background: The curriculum of Indonesian medical education continues to develop and be evaluated, one of which is through the assessment of learning outcomes. Unsoed Medical Faculty used written tests in the form of MCQ to assess learning outcomes. According to Biggs's theory, learning activities have a presage, process, product (3P) factor that influenced each other. Learning style in that theory was part of the presage and process factors, while the learning outcomes (MCQ score) were product. Felder-Silverman learning styles had 4 dimensions that can be measured by ILS. In Unsoed medical faculty, information about students learning styles had not been widely used to evaluate teaching and learning activities.

Aim: Knowing comparison of average score of MCQ 1st semester Unsoed Medical Faculty students between learning styles in each dimension of learning style according to Felder-Silverman

Methods: Analytical observational research with cross sectional design. Affordable populations are students of the 2017 generation Unsoed Medical Faculty. Sample was taken by simple random sampling method at least 90 people.

Results: The unpaired T-test on the perception dimension shows $p=0.148$ ($p>0.05$), in the processing dimension $p=0.852$ ($p>0.05$). Mann Whitney test on the input dimension shows $p=0.148$ ($p>0.05$), in the understanding dimension $p=0.204$ ($p>0.05$). The learning styles of the 2017 Unsoed generation Unsoed Medical Faculty at each dimension are sensing (81.1%), visual (84.4%), active (68.9%), and global (58.9%).

Conclusion: There is no significant differences in the average score of MCQ 1st semester Unsoed Medical Faculty students between learning styles in each dimension of learning style according to Felder-Silverman

Keywords: *Felder-Silverman, learning styles, learning outcomes, MCQ score*