

## Perbandingan Rerata Nilai Ujian Identifikasi Anatomi Mahasiswa FK Unsoed Berdasarkan Kesesuaian antara Gaya Belajar dengan Kebiasaan Belajar Model VARK

### ABSTRAK

**Latar Belakang:** Kegiatan belajar dan mengajar dipengaruhi banyak faktor, salah satunya kesesuaian antara gaya belajar dengan kebiasaan belajar yang diteliti berpengaruh signifikan terhadap performa akademik. Kesesuaian tersebut diamati dengan model VARK sedangkan performa akademik yang dibandingkan adalah rerata nilai ujian identifikasi Anatomi. Anatomi adalah ilmu esensial pendidikan kedokteran dan ujian identifikasi merupakan komponen penyusun nilai akhir blok.

**Tujuan:** Untuk menganalisis perbedaan rerata nilai ujian identifikasi Anatomi berdasarkan kesesuaian antara gaya belajar dengan kebiasaan belajar model VARK pada mahasiswa Jurusan Kedokteran FK Unsoed Angkatan 2017.

**Metode:** Rancangan *cross sectional* dilakukan pada 34 mahasiswa Jurusan Kedokteran FK Unsoed Angkatan 2017 yang terpilih melalui *random sampling*. Pengambilan data menggunakan Kuesioner VARK versi 7.1 Neil D. Fleming (2011) dan kuesioner kebiasaan belajar hasil konstruksi peneliti yang valid dan reliabel. Data nilai ujian identifikasi Anatomi diambil dari *database* departemen Anatomi. Uji hipotesis menggunakan *Mann Whitney*.

**Hasil:** Gaya belajar yang paling banyak dimiliki adalah VARK (44,12%), kebiasaan belajar yang paling banyak digunakan adalah V, VK, dan AR (masing-masing 14,71%), dan rerata nilai ujian identifikasi Anatomi paling banyak pada rentang nilai C (38,24%), dengan rerata nilai pada kelompok gaya belajar sesuai kebiasaan belajar (91,18%;  $60,18 \pm 13,73$ ) lebih rendah daripada kelompok tidak sesuai (8,82%;  $61,94 \pm 14,38$ ). Penelitian ini tidak signifikan ( $p=0,927$ ).

**Kesimpulan:** Tidak terdapat perbedaan rerata nilai ujian identifikasi Anatomi antara dua kelompok yang diamati dalam penelitian ini.

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Kata Kunci: anatomi, gaya belajar, kebiasaan belajar, kesesuaian, ujian identifikasi, VARK

***Comparison of Anatomy OSPE Mean Score of Unsoed Medical Students Based on Learning Styles and Learning Habits Conformity using VARK***

***ABSTRACT***

***Background:*** Teaching and learning activities were influenced by various factors, included learning styles and learning habits conformity, which had significant impact to academic performance. This conformity was conducted using VARK and Anatomy Objective Structured Practical Examination (OSPE) mean score as compared academic achievement. Anatomy was an essential knowledge in medical education and OSPE was a determinant for final scores.

***Objectives:*** to investigate significant differences in Anatomy OSPE mean score based on learning styles and learning habits conformity using VARK on first year Unsoed medical students (2017).

***Methods:*** A cross-sectional study was conducted among 34 first year Unsoed medical students (2017) and selected with random sampling. Data were collected using valid and reliable VARK questionnaire 7.1 by Fleming (2011) and learning habits inventories constructed by the researcher. Anatomy OSPE score were taken from Anatomy department database. Hypothesis was analysed using Mann Whitney.

***Results:*** The most preferred learning style was VARK (44,12%), most used learning habits were V, VK, and AR strategies (all were 17,71%), and majority of students scored at the range of C in Anatomy OSPE mean score (38,24%), with the mean score of conformed group (91,18%; 60,18±13,73) were lower than nonconformed ones (8,82%; 61,94±14,38). There was no significant result in this research ( $p=0,927$ ).

***Conclusion:*** There was no differences in Anatomy OSPE mean score between the two groups studied.

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***Keywords:*** anatomy, conformity, learning styles, learning habits, OSPE, VARK