

# HUBUNGAN NILAI UJIAN IDENTIFIKASI ANATOMI DENGAN KESESUAIAN GAYA BELAJAR DAN KEBIASAAN BELAJAR MODEL VARK

Studi pada Mahasiswa Jurusan Kedokteran Umum Fakultas Kedokteran Universitas Jenderal Soedirman Angkatan 2022

## ABSTRAK

**Latar Belakang:** Penguasaan ilmu Anatomi esensial untuk melandasi pembelajaran di Kedokteran. Namun demikian, nilai ujian identifikasi Anatomi seringkali kurang memuaskan. Permasalahan tersebut dapat disebabkan adanya ketidaksesuaian antara gaya belajar dengan kebiasaan belajar yang dapat dilihat dari modalitas VARK (*Visual-Auditory-Read/write-Kinesthetic*) dalam menerima, memproses dan mengolah informasi.

**Tujuan:** Untuk mengetahui hubungan antara nilai ujian identifikasi Anatomi dengan kesesuaian modalitas VARK antara gaya belajar dan kebiasaan belajar.

**Metode:** Ini merupakan penelitian observasional terhadap 103 mahasiswa tingkat pertama Fakultas Kedokteran Universitas Jenderal Soedirman yang dipilih menggunakan total sampling, dengan memperhatikan kriteria inklusi berupa ketersediaan data ketiga variabel secara lengkap. Data sekunder berupa gaya belajar model VARK, kebiasaan belajar model VARK dan nilai ujian identifikasi Anatomi dianalisis secara statistik univariat dan bivariat dengan uji *Mann-Whitney*.

**Hasil:** Sebagian besar mahasiswa memiliki gaya belajar quadmodal VARK (27,2%), tetapi kebiasaan belajar unimodal visual (21,4%). Sebanyak 64,1% sampel tidak memiliki kesesuaian, dengan rerata nilai 78,10. Sebanyak 35,9% sampel memiliki kesesuaian modalitas antara gaya belajar dengan kebiasaan belajar, dengan rerata nilai 78,98. Hasil uji *Mann-Whitney* mendapatkan nilai  $p=0,212$ .

**Kesimpulan:** Tidak terdapat hubungan bermakna antara nilai ujian identifikasi Anatomi dengan kesesuaian antara gaya belajar dan kebiasaan belajar Anatomi model VARK. Mahasiswa dapat merefleksikan hasil penelitian untuk memodifikasi proses belajar mereka. Institusi perlu memastikan variasi modalitas dalam metode pembelajaran dan metode penilaian, turut membantu proses adaptasi mahasiswa terhadap lingkungan belajar.

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**Kata Kunci:** Anatomi, gaya belajar, kebiasaan belajar, kesesuaian, nilai ujian identifikasi, VARK

# THE RELATIONSHIP BETWEEN ANATOMY IDENTIFICATION TEST SCORES AND THE VARK MODALITY SUITABILITY BETWEEN LEARNING STYLE AND STUDY HABITS

Study on Students from the Department of General Medicine, Faculty of Medicine, Jenderal Soedirman University, Class of 2022

## ABSTRACT

**Background:** Mastery of Anatomy is essential to base learning in Medicine. However, Anatomy identification test scores were often less than satisfactory. The problem could be caused by learning style dan learning habits were different, can be seen from the VARK modality in terms of capturing, processing and conveying information.

**Aim:** To determine the relationship between Anatomy identification test scores and VARK modality suitability between learning styles and study habits.

**Method:** This was an observational study of 103 first year students of the Faculty of Medicine Universitas Jenderal Soedirman who were selected using total sampling, taking into account the inclusion criteria in the form of complete data availability for the three variables. Secondary data of students' VARK learning styles, VARK study habits and Anatomy identification test scores were analyzed statistically univariately and bivariately using the Mann Whitney test.

**Results:** Most students had quadmodal VARK learning style (27.2%), but unimodal visual study habit (21.4%). Most (64.1%) had no modality suitability, with test score average was 78.10. As many as 35.9% of the students had modality suitability, with the test score average was 78.98.. The Mann-Whitney test results obtained a value of  $p=0.212$ .

**Conclusion:** There is no significant relationship between Anatomy identification test scores and VARK modality suitability between learning styles and Anatomy study habits. Students may reflect on research results to modify their learning process. Institutions need to ensure a variety of modalities in learning methods and assessment methods, helping to help students adapt to the learning environment.

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**Keywords:** Anatomy, identification test score, learning style, study habits, suitability, VARK