

HUBUNGAN GAYA BELAJAR MODEL *KOLB* DENGAN NILAI UJIAN IDENTIFIKASI ANATOMI MAHASISWA KEDOKTERAN UMUM FK UNSOED ANGKATAN 2023

ABSTRAK

Latar Belakang:

Permasalahan yang cukup sering ditemukan dalam pembelajaran Anatomi Kedokteran adalah hasil ujian identifikasi yang kurang memuaskan. Salah satu faktor yang mempengaruhi hasil ujian adalah penerapan gaya belajar mahasiswa. Kemungkinan terdapat perbedaan bermakna hasil ujian identifikasi Anatomi di antara kelompok mahasiswa dengan berbagai gaya belajar model *Kolb* (diverger, asimilator, konverger, dan akomodator).

Tujuan:

Mengetahui ada tidaknya hubungan bermakna antara gaya belajar model *Kolb* dengan nilai ujian identifikasi Anatomi mahasiswa FK Unsoed angkatan 2023.

Metode:

Rancangan studi *asosiatif* dengan pendekatan *cross sectional* dilakukan pada 129 mahasiswa FK Unsoed angkatan 2023 yang memenuhi kriteria inklusi dan dipilih melalui teknik total sampling. Data gaya belajar diambil menggunakan kuesioner *Kolb Learning Style Inventory* dan nilai ujian identifikasi Anatomi Blok 1.5 adalah data sekunder yang diambil dari *database* Departemen Anatomi FK Unsoed. Analisis bivariat menggunakan uji *Kruskal Wallis* dan dilanjutkan uji *post-hoc* dengan uji *Mann-Whitney*.

Hasil:

Sebagian besar (29,5%) mahasiswa Kedokteran Umum FK Unsoed Angkatan 2023 memiliki gaya belajar asimilator, diikuti oleh konverger (27,9%), akomodator (24%) dan diverger (18,6%). Nilai ujian identifikasi Anatomi Blok 1.5 memiliki rerata 67,18 dengan nilai tertingginya 88,4 dan nilai terendahnya 19,7. Uji *Kruskal-Wallis* mendapatkan nilai $p = 0,000$. Uji *post-hoc* mendapati signifikansi terbesar pada perbandingan kelompok gaya belajar diverger dengan asimilator dan perbandingan kelompok gaya belajar diverger dengan konverger ($p=0,000$).

Kesimpulan:

Ada hubungan bermakna antara penerapan gaya belajar model *Kolb* dengan nilai ujian identifikasi Anatomi mahasiswa Kedokteran Umum FK Unsoed Angkatan 2023.

Kata Kunci: Anatomi, gaya belajar, model *Kolb*, ujian identifikasi

THE ASSOCIATION BETWEEN KOLB LEARNING STYLE AND ANATOMY IDENTIFICATION TEST SCORES AMONG UNSOED PRE-CLINICAL MEDICAL STUDENTS CLASS OF 2023

ABSTRACT

Background:

Common problem found in Medical Anatomy learning was unsatisfactory identification test results. One of the factors that influences exam results was the application of student learning styles. There might be significant differences in the Anatomy identification test scores between groups of students with various Kolb model learning styles (diverger, assimilator, converger, and accommodator).

Objective:

To find out whether there was significant association between the Kolb learning style and the Anatomy identification test score.

Method:

An associative study design with a cross sectional approach was carried out on 129 FK Unsoed class of 2023 who met the inclusion criteria and were selected using total sampling technique. Learning style data was taken using the Kolb Learning Style Inventory questionnaire. Anatomy identification test scores of Block 1.5 were taken from the Anatomy Department database. Bivariate analysis used the Kruskal-Wallis test.

Results:

Most (29.5%) of the students had asimilator learning style, followed by convergers (27.9%), accommodators (24%) and divergers (18.6%). Anatomy identification test scores averaged 67.18, with the highest score being 88.4 and the lowest being 19.7. Kruskal-Wallis test obtained $p=0.000$. The post-hoc test revealed that the greatest significance ($p=0,000$) was in the comparison between the diverger and the assimilator as well as between the diverger and the converger learning style groups.

Conclusion:

There is a significant association between the Kolb learning style and Anatomy identification test scores among Unsoed Pre-clinical Medical Student Class of 2023.

Keywords : Anatomy, identification test, Kolb learning style