

**PROFIL PENERAPAN STRATEGI BELAJAR *SELF-REGULATED LEARNING* (SRL)
KOMPONEN KOGNITIF DALAM PELAKSANAAN KULIAH
BESERTA KORELASINYA TERHADAP NILAI UJIAN TULIS**

ABSTRAK

Latar Belakang : Perbedaan karakteristik metode pembelajaran perkuliahan dengan penerapan strategi *Self-Regulated Learning* komponen kognitif dapat memengaruhi hasil ujian tulis mahasiswa. Informasi profil penerapan strategi belajar SRL komponen Kognitif diperlukan terkait metode belajar perkuliahan dalam mengevaluasi proses belajar mahasiswa Fakultas Kedokteran.

Tujuan : Untuk mengetahui profil (jenis & frekuensi) penerapan strategi belajar SRL komponen kognitif dalam metode belajar perkuliahan beserta korelasinya dengan nilai ujian tulis.

Metode : Penelitian observasional kuantitatif dengan pendekatan deskriptif untuk univariat dan korelatif uji *Pearson* untuk bivariat serta menggunakan data primer hasil pengisian kuisioner "Strategi Belajar SRL Komponen Kognitif" pada populasi target 129 mahasiswa angkatan 2023. Analisis univariat penerapan strategi belajar SRL komponen kognitif pada masing-masing dan keseluruhan sub-komponen serta analisis bivariat untuk mengetahui korelasi antar variabel

Hasil : Responden berjumlah 115 mahasiswa terdiri dari 69,9% responden perempuan dan 30,4% responden laki-laki dengan rerata usia 18,76 tahun. Pada *organization* (35,66%), *elaboration* (26,53%), dan *critical thinking* (35,55%) terdapat proporsi jenis frekuensi penerapan "jarang" yang besar. Uji korelasi *Pearson* menunjukkan bahwa tidak terdapat korelasi antara total skor penerapan dengan nilai ujian tulis ($p= 0,669: >0,05$)

Kesimpulan : Profil penerapan strategi belajar SRL komponen kognitif mahasiswa Angkatan 2023 FK Unsoed dalam metode belajar perkuliahan telah diperoleh dan diperlukan upaya untuk mempertahankan strategi belajar SRL yang telah selalu dan sering diterapkan serta upaya untuk meningkatkan strategi belajar SRL yang jarang dan tidak pernah diterapkan

Kata kunci : *self-regulated learning*, kognitif, kuliah, nilai ujian tulis

**PROFILE OF THE IMPLEMENTATION OF SELF-REGULATED
LEARNING (SRL) STRATEGY OF COGNITIVE COMPONENTS IN THE
IMPLEMENTATION OF LECTURES AND CORRELATION TOWARDS
WRITTEN EXAM VALUES**

ABSTRACT

Background : *The differences in the characteristics of the lecture learning method with the application of the Self-Regulated Learning strategy of the cognitive component can affect the results of students' written exams. Information on the profile of the application of the SRL learning strategy of the Cognitive component is needed related to the lecture learning method in evaluating the learning process of students of the Faculty of Medicine.*

Objective : *To determine the profile (type & frequency) of the application of cognitive component SRL learning strategies in lecture learning methods and their correlation with written exam scores.*

Methodology : *Quantitative observational research with a descriptive approach for univariate and Pearson's correlative test for bivariate and using primary data from the results of filling out the "Cognitive Component SRL Learning Strategy" questionnaire on the target population of 129 students of the 2023 intake. Univariate analysis of the application of the cognitive component SRL learning strategy in each and all sub-components and bivariate analysis to determine the correlation between variables.*

Results : *Respondents totaled 115 students consisting of 69.9% female respondents and 30.4% male respondents with an average age of 18.76 years. In organization (35.66%), elaboration (26.53%), and critical thinking (35.55%) there was a large proportion of the "rare" application frequency type. Pearson's correlation test showed that there was no correlation between the total application score and the written exam score ($p = 0.669: >0.05$).*

Conclusion : *The profile of the application of the SRL learning strategy of the cognitive component of the 2023 batch of FK Unsoed students in the lecture learning method has been obtained and efforts are needed to maintain the SRL learning strategy that has always and often been applied as well as efforts to improve the SRL learning strategy that is rarely and never applied.*

Keyword : *self-regulated learning, cognitive, lecture, written exam value*