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

ABSTRAK

Latar Belakang : Faktor produk berupa hasil belajar dipengaruhi secara langsung oleh faktor proses berupa penerapan strategi belajar. Hasil ujian praktikum Anatomi yang kurang sesuai harapan dapat ditelaah dengan melihat karakteristik penerapan strategi belajar *Self-Regulated Learning* (SRL) komponen kognitif dalam pelaksanaan praktikum Anatomi, beserta korelasinya dengan hasil ujian praktikum Anatomi.

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

Metode : Penelitian observasional dengan metode belah lintang pada 121 mahasiswa semester 2 FK Unsoed yang dipilih secara *total sampling*. Data primer berupa jenis dan frekuensi penerapan strategi belajar SRL hasil pengisian kuesioner "Strategi Belajar SRL Komponen Kognitf" diadaptasi dari *The MSLQ*. Pengolahan data univariat untuk mendapatkan profil berupa jenis dan frekuensi penerapan strategi belajar SRL komponen kognitif. Uji *Pearson* untuk mengetahui korelasi antara nilai ujian praktikum Anatomi pra-remedial dengan skor penerapan strategi SRL keseluruhan komponen kognitif serta dengan setiap skor sub-komponennya.

Hasil : Responden berjumlah 121 mahasiswa terdiri atas 86 mahasiswa (71,1 %) responden perempuan dan 35 mahasiswa (28,9%) responden laki-laki dengan rerata usia 18,77 tahun. Proporsi terbesar dalam penerapan strategi belajar sub-komponen *rehearsal* adalah jenis frekuensi penerapan "selalu" (29,64%); pada *elaboration* adalah "sering" (44,62%); pada *organization* adalah tidak pernah" (30,81%); dan sub-komponen *critical thinking* pada jenis frekuensi penerapan "jarang" (32,17%). Uji korelasi *Pearson* menunjukkan bahwa tidak terdapat korelasi bermakna dalam setiap perbandingan variabel, kecuali pada total skor *critical thinking* dengan nilai ujian praktikum Anatomi (p= 0,033; <0,05).

Kesimpulan : Profil penerapan startegi belajar SRLkomponen kognitif mahasiswa Semester 2 FK Unsoed dalam metode belajar praktikum Anatomi telah diperoleh dan perlu adanya upaya dalam mempertahankan strategi belajar SRL komponen kognitif yang telah diterapkan dalam jenis frekuensi sering dan selalu serta perlu adanya upaya untuk meningkatkan strategi belajar SRL komponen kognitif yang jarang dan tidak pernah diterapkan oleh mahasiswa.

Kata kunci : Anatomi, kognitif, nilai, *self-regulated learning,* ujian praktikum

PROFILE OF THE IMPLEMENTATION OF THE SELF REGULATED LEARNING (SRL) STRATEGY OF THE COGNITIVE COMPONENT IN THE IMPLEMENTATION OF ANATOMY PRACTICUM AND ITS CORRELATION TO THE ANATOMY PRACTICUM EXAM VALUES

ABSTRACT

Background : *Product factors in the form of learning outcomes are directly influenced by process factors in the form of the application of learning strategies. The results of the Anatomy practical exam that are less than expected can be examined by looking at the characteristics of the application of the Self-Regulated Learning (SRL) Learning strategy of the cognitive component in the implementation of the Anatomy practical, along with its correlation with the results of Anatomy practical exam.*

Objective : *To determine the profile (type& frequency) of the application of the cognitive component SRL learning strategy in the Anatomy practical learning method and its correlation with Anatomy practical exam score.*

Methods : *Observasional research with a cross-sectional method on 121 second semester students of FK Unsoed selected by total sampling. Primary data in the form of types and frequency of application of SRL learning strategies from filling out the questionnaire "SRL Learning Strategies Cognitive Component" adapted from The MSLQ. Univariate data processing to obtain a profile in the form of types and frequency of application of SRL learning strategies cognitive components. Pearson test to determine the correlation between pre-remedial Anatomy practicum exam scores with overall SRL strategy application score of the cognitive component and with each sub-component score*

Results : *Respondents totaled 121 students consisting of 86 students (71.1%) female respondents and 35 students (28.9%) male respondents with an average age of 18.77 years. The largest proportion of the application of the rehearsal sub-component learning strategy was the type of frequency of application "always" (29.64%); in elaboration is "often" (44.62%); in the organization is never" (30.81%); and the critical thinking sub-component in the "rare" application frequency type (32.17%). The Pearson correlation test showed that there was no significant correlation in any comparison of variables, except for the total critical thinking score with the Anatomy practical exam score ($p= 0.033; <0.05$).*

Conclusion : *The profile of the application of the SRL learning strategy of the cognitive components of Semester 2 students of the Faculty of Medicine Unsoed in the Anatomy practical learning method has been obtained and efforts are needed to maintain the SRL learning strategy of the cognitive component that has been applied in the types of frequency often and always and efforts are needed to improve the SRL learning strategy of the cognitive component that is rarely and never applied by students.*

Keywords : *Anatomy, cognitive, values, self-regulated learning, practical exams*