

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

Ummu Salamah Isnaeni¹, Miko Ferine², Catharina Widiartini³

¹Fakultas Kedokteran, Universitas Jenderal Soedirman

ABSTRAK

Latar Belakang: *Problem Based Learning* (PBL) berperan penting dalam pendidikan kedokteran dan membutuhkan strategi *Self-Regulated Learning* (SRL) yang efektif, khususnya strategi kognitif. Metode ujian lisan *Student Oral Case Analysis* (SOCA) yang selaras dengan PBL menunjukkan banyak mahasiswa FK Unsoed memperoleh nilai rendah, yang dapat dikaitkan dengan penerapan strategi SRL kognitif yang kurang optimal.

Tujuan: Untuk mengetahui karakteristik demografis responden (jenis kelamin, usia terbanyak, dan rerata usia), serta mengetahui profil (jenis & frekuensi) penerapan strategi belajar SRL komponen kognitif dalam metode belajar diskusi kelompok PBL beserta korelasinya dengan nilai ujian lisan

Metode: Penelitian observasional pada 129 mahasiswa Angkatan 2023 yang dipilih dengan *total sampling*. Data primer berupa frekuensi penerapan strategi belajar hasil pengisian kuesioner “Strategi Belajar SRL Komponen Kognitif” yang diadaptasi dari *The Motivated Strategies for Learning Questionnaire* (MSLQ). Profil penerapan strategi belajar SRL komponen kognitif pada masing-masing dan keseluruhan sub-komponen didapatkan dari pengolahan data univariat dan korelasi antara kedua variabel didapatkan dari hasil analisis bivariat dengan Uji *Pearson* untuk mengetahui korelasi antar variabel.

Hasil: Sebanyak 115 responden terdiri dari 69,6% perempuan dan 30,4% laki-laki dengan rerata usia 18,76 tahun. Sub-komponen *elaboration* memiliki persentase penerapan tertinggi (63,77%), sedangkan *organization* terendah (55,52%). Proporsi frekuensi “tidak pernah” terbesar ditemukan pada *rehearsal*, sedangkan “jarang” pada *critical thinking*. Frekuensi penerapan “sering” mendominasi setiap sub-komponen, sementara “tidak pernah” menjadi proporsi terkecil. Strategi SRL spesifik dengan proporsi tertinggi meliputi penggunaan *flashcard* pada frekuensi “tidak pernah” dan “sering”, serta *concept map* pada frekuensi “jarang”. Rerata nilai ujian lisan 62,93 (C). Uji korelasi *Pearson* menunjukkan tidak terdapat hubungan bermakna antara penerapan SRL kognitif dan nilai ujian lisan $p=0,618$.

Kesimpulan: Profil penerapan strategi belajar SRL komponen kognitif mahasiswa Angkatan 2023 FK Unsoed dalam metode belajar diskusi kelompok PBL telah diperoleh. Perlu adanya upaya dalam mempertahankan strategi belajar SRL komponen kognitif yang selalu dan sering. Perlu adanya kajian untuk mengeksplorasi penyebab jarang hingga tidak pernah diterapkannya strategi SRL sebagai dasar upaya meningkatkan keterampilan mahasiswa dalam menerapkan strategi SRL komponen kognitif.

Kata kunci: kognitif, strategi belajar, *Self-Regulated Learning*, ujian lisan

**PROFILE OF THE APPLICATION OF SELF-REGULATED LEARNING
(SRL) LEARNING STRATEGY COGNITIVE COMPONENT IN THE
IMPLEMENTATION OF GROUP DISCUSSIONS AND ITS CORRELATION
WITH ORAL EXAM SCORES**

Ummu Salamah Isnaeni¹, Miko Ferine², Catharina Widiartini³

¹*Faculty of Medicine, Universitas Jenderal Soedirman*

ABSTRACT

Background: Problem Based Learning (PBL) plays an important role in medical education and requires effective Self-Regulated Learning (SRL) strategies, especially cognitive strategies. The Student Oral Case Analysis (SOCA) oral exam method aligned with PBL shows that many FK Unsoed students get low scores, which can be attributed to the suboptimal application of cognitive SRL strategies.

Objective: To identify the demographic characteristics of respondents (gender, most frequent age group, and average age), and to describe the profile (type and frequency) of the application of cognitive component Self-Regulated Learning (SRL) strategies in the Problem-Based Learning (PBL) group discussion method, as well as to examine their correlation with oral exam scores.

Methods: This observational study involved 129 undergraduate medical students from the 2023 cohort selected through total sampling. Primary data were obtained from the frequency of cognitive SRL strategy use, collected via a questionnaire adapted from the Motivated Strategies for Learning Questionnaire (MSLQ). The profile of cognitive SRL strategy application—both for each subcomponent and overall—was analyzed using univariate analysis, while the correlation between SRL strategies and oral exam scores was assessed through bivariate analysis using the Pearson correlation test.

Results: A total of 115 respondents consisted of 69.6% females and 30.4% males, with an average age of 18.76 years. Elaboration had the highest application rate (63.77%), while organization had the lowest (55.52%). The highest proportion of “never” frequency was found in rehearsal, and “rarely” in critical thinking. “Often” was the most common frequency across all sub-components, while “never” was the least. The most frequently used specific SRL strategies included flashcards for both “never” and “often” frequencies, and concept mapping for “rarely.” The average oral exam score was 62.93 (grade C). Pearson correlation analysis showed no significant relationship between cognitive SRL strategy use and oral exam scores ($p = 0.618$).

Conclusion: The profile of cognitive SRL strategy use among 2023 FK Unsoed students in PBL group discussions has been identified. Efforts are needed to maintain strategies frequently and consistently applied. Further investigation is required to explore the reasons behind the infrequent or absent use of certain SRL strategies as a basis for enhancing students’ skills in applying cognitive SRL strategies.

Keywords: cognitive, study Strategies, Self-Regulated Learning, oral exam