

Hubungan karakteristik mahasiswa, motivasi dan pemanfaatan waktu pada kegiatan mandiri dengan self directed learning pada problem based learning Mahasiswa Semester 3 Fakultas Kedokteran Ukrida

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Abstrak

Latar belakang: Strategi problem based learning pada kurikulum berbasis kompetensi didasari atas adult learning theory, dimana salah satu ciri dari adult learning adalah self directed learning. Kemampuan self directed learning perlu diberikan dan dilatih, agar siswa kelak lulus nanti dapat mengembangkan keilmuannya. Melihat pentingnya self directed learning, maka perlu adanya suatu gambaran bagaimana penerapan self directed learning pada kegiatan mandiri oleh para siswa kita serta faktor yang berhubungan dengannya.

Metoda: Penelitian ini menggunakan disain potong lintang. Subyek dari penelitian ini adalah 266 mahasiswa semester 3 FK UKRIDA. Instrument yang dipakai untuk pengumpulan data terdiri dari 3 kuesioner, yaitu: kuesioner penerapan self directed learning, motivasi dan pemanfaatan waktu pada kegiatan mandiri. Hasil data yang diperoleh dianalisis dengan menggunakan chi square lest.

Hasil: Penerapan self directed learning didalam PBL diterapkan oleh 68% mahasiswa, 71,8% mahasiswa mempunyai motivasi baik, tetapi hanya 28,2% yang memanfaatkan waktu pada kegiatan mandiri.

Kesimpulan: Adanya hubungan yang bermakna antara mahasiswa yang menerapkan self directed learning dengan motivasi belajar, pemanfaatan waktu pada kegiatan mandiri.

.....Background: Problem based learning strategy in competency based curriculum was based on adult learning theory which is characterized by self directed learning. Student should be trained self directed learning. so after graduation they could develop their knowledge. Due to the importance of self directed learning, it is necessary to know the process of self directed learning and factors related to it.

Method: A cross sectional design has been conducted among 266 third semester medical student at University of Ukrida. Three questionnaires were used to collect data related to self directed learning, motivation and time management. Data were analyze using chi square test.

Result: Self directed learning in the PBL session was done by 68% of students, 71,8% has a good motivation, however only 28.2% used the time allocated in the PBL.

Conclusion: Motivation, time management were found significantly related to self directed learning.