

ABSTRACT

THE DIFFERENCES OF ACTIVE LEARNING AND CRITICAL THINKING SKILLS IN STUDENTS DURING TUTORIAL AT MEDICAL FACULTY OF LAMPUNG UNIVERSITY

By

AMALIA RASYDINI SALAM

Background In the tutorial, there are two main abilities needed such as active learning and critical thinking. Currently tutorial quality is decreasing because students are less active, students deliver content outside of the topics discussed, the lack of ability in brainstorming. The purpose of this study is to determine differences in the ability of active learning and critical thinking in students at Medical Faculty of Lampung University.

Methods This research is a descriptive quantitative study with cross sectional approach, involving 277 subjects selected by proportionate stratified random sampling. The independent variable was the level of students' academic in first, second, third, and fourth year, while the dependent variable was the score of active learning and critical thinking which were measured by a questionnaire Self Assessment Scale on Active Learning And Critical Thinking (SSACT). In this study, interviews were conducted in random respondents to determine the factors that most influence the active learning and critical thinking. Data were analyzed using One Way ANOVA with 95% confidence level and 5% α .

Results the second year students had the highest average score of active learning and critical thinking 72.06 (s.d 9.536). Meanwhile, third-year students had the lowest average score of active learning and critical thinking 68.41 (s.d 10.186). There was no difference in average score on the ability of active learning and critical thinking in students' academic levels of the first, second, third, and fourth ($p = 0.054$). The interview show that time management and motivation is the most common phenomena that affect active learning and critical thinking of students.

Conclusion There was no difference in scores active learning and critical thinking in students' academic levels of the first, second, third, and fourth.

Keyword: Active learning, Critical thinking, Tutorial

ABSTRAK

PERBEDAAN KEMAMPUAN ACTIVE LEARNING DAN CRITICAL THINKING DALAM TUTORIAL PADA MAHASISWA FAKULTAS KEDOKTERAN UNIVERSITAS LAMPUNG

Oleh

AMALIA RASYDINI SALAM

Latar belakang Dalam tutorial terdapat dua kemampuan utama yang dibutuhkan yaitu *active learning* dan *critical thinking*. Saat ini kualitas tutorial menurun karena pelajar kurang aktif, pelajar menyampaikan konten diluar topik yang dibahas, kurangnya kemampuan *brainstorming*. Tujuan penelitian ini untuk mengetahui perbedaan kemampuan *active learning* dan *critical thinking* pada mahasiswa Fakultas Kedokteran Universitas Lampung.

Metode penelitian Penelitian ini merupakan studi deskriptif kuantitatif dengan pendekatan *cross sectional*, responden berjumlah 277 dipilih dengan *proportionate stratified random sampling*. Variabel independen penelitian adalah tingkatan akademik mahasiswa tahun pertama, kedua, ketiga, dan keempat, sedangkan variabel dependen adalah skor *active learning* dan *critical thinking* yang diukur dengan kuesioner *Self Assessment Scale on Active Learning And Critical Thinking (SSACT)*. Pada penelitian ini dilakukan wawancara pada responden secara acak untuk mengetahui faktor yang paling mempengaruhi *active learning* dan *critical thinking*. Data dianalisis menggunakan uji *One Way ANOVA* dengan tingkat kepercayaan 95% dan α 5%.

Hasil Mahasiswa tahun kedua memiliki skor *active learning* dan *critical thinking* tertinggi dengan rerata 72,06 (s.d 9,536). Sedangkan mahasiswa tahun ketiga memiliki skor *active learning* dan *critical thinking* terendah dengan rerata 68,41 (s.d 10,186). Tidak didapatkan perbedaan kemampuan *active learning* dan *critical thinking* pada tingkatan akademik mahasiswa tahun pertama, kedua, ketiga, dan keempat ($p=0,054$). Hasil wawancara menunjukkan manajemen waktu dan motivasi merupakan fenomena yang paling banyak ditemukan mempengaruhi *active learning* dan *critical thinking* mahasiswa.

Simpulan Tidak terdapat perbedaan skor *active learning* dan *critical thinking* pada tingkatan akademik mahasiswa tahun pertama, kedua, ketiga, dan keempat.

Kata kunci: *Active learning*, *Critical thinking*, Tutorial.