ABSTRACT

THE EFFECTIVENESS OF COLLABORATIVE LEARNING AND INDEPENDENT LEARNING ON THE INFLUENCE .TO KNOWLEDGE OF NEW MEDICAL STUDENT IN LAMPUNG UNIVERSITY

By

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Back Ground: Learning is an effort to obtain intelligence or knowledge. Learning strategies are needed to get a maximum result on studying and the most common strategies that used by medical students are Collaborative Learning and Independent Learning.

Objective: To know the effectiveness of Collaborative Learning and Independent Learning on the influence to knowledge of new medical student in Lampung University.

Methods: This research is a quasi-experimental approach using a random sampling with pre-test post-test group control design. The samples in this research is new medical students of Lampung University.Then the samples were given a pre-test before the intervention and post-test given thereafter.The results of the pre-test and post-test will be compared to see is it collaborative learning strategies better than independent learning.

Result: The results of the effectiveness of Collaborative Learning and Independent Learning and the influence to knowledge of new medical student in Lampung University was obtained a difference on samples that use Collaborative Learning and Independent Learning with a mean of enhancement are 48,50 and 44,50. Differences were considered significant due to the sig <0.05 namely 0,000. And the difference between the knowledge from group that use Independent Learning strategy and Collaborative learning strategy (p) = 0,000.

Conclusion: There was significant difference of knowledge between collaborative learning group and the independent learning group.

Keywords: learning, collaborative learning, independent learning.

ABSTRAK

EFEKTIVITAS *COLLABORATIVE LEARNING* DAN *INDEPENDENT LEARNING* TERHADAP PENGETAHUAN PADA MAHASISWA KEDOKTERAN UNIVERSITAS LAMPUNG ANGKATAN 2016

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Latar belakang: Belajar adalah berusaha memperoleh kepandaian atau ilmu. Strategi belajar dibutuhkan pembelajar agar maksimal dalam proses belajar dan metode yang sering digunakan adalah *collaborative learning* dan *independent learning*.

Tujuan: Untuk mengetahui efektivitas *collaborative learning* dan *independent learning* terhadap pengetahuan pada mahasiswa Fakultas Kedokteran Universitas Lampung angkatan 2016.

Metode: Penelitian ini menggunakan metode kuasi-eksperimental dan rancangannya menggunakan *pre-test post-test group control design*. Sampel dalam penelitian ini adalah mahasiswa baru angkatan 2016. Kemudian sampel dilakukan penilaian *pre-test* terlebih dahulu sebelum diberikan intervensi dan dilakukan *post-test* setelahnya. Hasil dari *pre-test* dan *post-test* akan dibandingkan untuk melihat apakah strategi belajar *collaborative learning* lebih baik dibanding *independent learning*.

Hasil: Hasil penelitian dari efektivitas *collaborative learning* dan *independent learning* terhadap pengetahuan pada mahasiswa Fakultas Kedokteran Universitas Lampung angkatan 2016 adalah didapatkan peningkatan dalam pengetahuan baik pada sampel dengan *collaborative learning* maupun *independent learning,* dengan rerata peningkatan masing-masing adalah 48,50 dan 44,50. Perbedaan dianggap bermakna dikarenakan $sig < 0,05$ yaitu 0,000.

Kesimpulan: Terdapat perbedaan yang signifikan terhadap pengetahuan mahasiswa antara kelompok *collaborative learning* dan *independent learning*.

Kata kunci: belajar, *collaborative learning, independent learning*.