

ABSTRAK

HUBUNGAN GAYA BELAJAR DAN PENDEKATAN BELAJAR TERHADAP HASIL UJIAN PRAKTIKUM ANATOMI PADA MAHASISWA KEDOKTERAN ANGKATAN 2015 FAKULTAS KEDOKTERAN UNIVERSITAS LAMPUNG

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Latar Belakang: Hasil belajar merupakan parameter keberhasilan proses pembelajaran. Praktikum merupakan bagian dari proses pembelajaran yang bertujuan agar mahasiswa dapat mempraktikkan teori yang didapat. Terdapat beberapa faktor yang mempengaruhi hasil belajar, seperti *learning style* dan *learning approach*. Tujuan penelitian ini adalah untuk mengetahui hubungan antara gaya belajar dan pendekatan belajar terhadap hasil ujian praktikum anatomi angkatan 2015 Fakultas Kedokteran Universitas Lampung.

Metode: Penelitian ini menggunakan pendekatan *cross sectional*. Populasi sebesar 187 dengan sampel sebanyak 150 responden dengan menggunakan instrumen penelitian berupa kuesioner R-SPQ-2F dan kuesioner VARK. Uji analisis menggunakan uji *chi-square*.

Hasil Penelitian: Pada penelitian ini, mayoritas responden (93,3%) menggunakan *deep approach*. Kinestetik dan audio adalah gaya belajar dominan yakni masing-masing sebesar (37,3%). Tingkat kelulusan pada ujian praktikum anatomi sebesar 25,3%. Hasil uji *chi square* didapatkan nilai p sebesar 0,26 untuk gaya belajar dan 0,27 untuk pendekatan belajar ($p > 0,05$).

Kesimpulan: Tidak terdapat hubungan bermakna antara gaya belajar dan pendekatan belajar terhadap hasil ujian praktikum anatomi angkatan 2015 Fakultas Kedokteran Universitas Lampung.

Kata Kunci: anatomi, *learning approach*, *learning style*, praktikum

ABSTRACT

RELATIONSHIP BETWEEN LEARNING STYLE AND LEARNING APPROACH TOWARD THEIR SCORE IN ANATOMY PRACTICE EXAMINATION CLASS OF THIRD YEAR STUDENTS IN MEDICAL FACULTY UNIVERSITY OF LAMPUNG

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Background: Learning outcomes are one of the parameters of the learning process. Practice is a part of the learning process that aims to enable students to practice the theory gained. There are several factors that influence learning outcomes, such as learning style and learning approach. The purpose of this study was to determine the relationship between learning styles and learning approaches toward their score in anatomy practice examination in Medical Faculty University of Lampung class of 2015.

Method: This research was implemented using cross sectional approach. The population is 187 with a sample of 150 respondents using the research instrument in the form of R-SPQ-2F questionnaire and VARK questionnaire. Test analysis using chi square test.

Result: In this study, majority of the respondents (93,3%) using a deep approach. Kinesthetic and audio are the dominant learning styles which amounted of each 37.3%. The success rate on the anatomy examination test is 25,3%. Chi square test result obtained by p value 0,26 for learning style and 0,27 for learning approach ($p > 0,05$).

Conclusion: There was no significant relation between learning style and learning approach toward their score in anatomy practice in Medica Faculty University of Lampung class of 2015.

Key words: anatomy, learning approach, learning style, practice