

ABSTRACT

THE RELATION BETWEEN ACTIVE LEARNING AND CRITICAL THINKING TOWARDS GPA (GRADE POINT AVERAGE) ON THE LAST YEAR STUDENTS IN MEDICAL FACULTY OF LAMPUNG UNIVERSITY

By

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Background Learning approach can be grouped into 2 groups, first is innovative (Student Centered Learning) approach which is also known as SPICES (1) Student-centered, (2) Problem based, (3) Integrated, (4) Community Based, (5) Elective, (6) Systematic while the other learning approach is traditional approach. Faculty of Medicine, University of Lampung, started SPICES method on 2008. This approach make students to have an ability to active learning and encourage students to think critically to solve a problem. In this study to see the results of the learning process using the Grade Point Average (GPA). The purpose of this study was to study the relationship between active learning and critical thinking on student in senior level of class 2015 at The Faculty of Medicine, University of Lampung.

Methods This research using a cross-sectional study approach. The sample of this study consisted of 141 students of 2015 class students who were determined by total sampling formula. This study uses a measuring instrument in the form of a questionnaire of Self Assessment Scale on Active Learning and Critical Thinking (SSACT) and Grade Point Average (GPA) data. This data analysis using Chi-Square test.

Results The results showed that students' active learning and critical thinking were mostly in the ambivalent category (66.0%) and the cumulative grade index was mostly in the very satisfying category (53.2%). Based on bivariate analysis with the Chi-Square test p value is 0.001 (<0.05) which means that there is a significant relationship.

Conclusion There is a relationship between active learning and critical thinking with a Grade Point Average (GPA) in senior level of calss 2015 at The Faculty of Medicine, University of Lampung.

Keyword: Active learning, Critical thinking, SSACT, IPK.

ABSTRAK

HUBUNGAN *ACTIVE LEARNING AND CRITICAL THINKING* DENGAN IPK MAHASISWA TINGKAT AKHIR FAKULTAS KEDOKTERAN UNIVERSITAS LAMPUNG

Oleh

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Latar belakang Pendekatan dalam proses pembelajaran dapat dikelompokkan dalam 2 kelompok yaitu pendekatan inovatif (*Student Centered Learning*) yang juga dikenal sebagai pendekatan SPICES (1) *Student-centered*, (2) *Problem based*, (3) *Integrated*, (4) *Community Based*, (5) *Elective*, (6) *Systematic* dan pendekatan tradisional (*Teacher Centered Learning*). Model pembelajaran SPICES pada Fakultas Kedokteran Universitas Lampung melibatkan mahasiswa untuk belajar secara aktif (*active learning*) dan memicu mahasiswa untuk berpikir kritis (*critical thinking*). Dalam penelitian ini untuk melihat hasil dari proses pembelajaran adalah dengan menggunakan IPK. Tujuan penelitian ini untuk mengetahui hubungan *active learning and critical thinking* dengan IPK pada mahasiswa tingkat akhir Fakultas Kedokteran Universitas Lampung.

Metode penelitian Penelitian ini menggunakan pendekatan *cross-sectional study*. Sampel penelitian ini terdiri dari 141 mahasiswa angkatan 2015 yang ditentukan dengan *total sampling*. Penelitian ini menggunakan alat ukur berupa kuesioner *Self Assessment Scale on Active Learning And Critical Thinking* (SSACT) dan data Indeks Prestasi Kumulatif (IPK). Analisis data menggunakan uji *Chi-Square*.

Hasil Hasil penelitian menunjukkan bahwa *active learning* dan *critical thinking* mahasiswa sebagian besar dalam kategori ambivalen (66,0%) serta untuk indeks prestasi kumulatif sebagian besar dalam kategori sangat memuaskan (53,2%). Berdasarkan analisis bivariat dengan uji *Chi-Square* didapatkan nilai $p < 0,001$ ($< 0,05$) artinya didapatkan hubungan yang bermakna.

Simpulan Terdapat hubungan antara *active learning and critical thinking* dengan Indeks Prestasi Kumulatif (IPK) pada mahasiswa tingkat akhir di Fakultas Kedokteran Universitas Lampung.

Kata kunci: *Active learning, Critical thinking, SSACT, IPK.*