

ABSTRACT

Background: *Medical education institutions have an obligation to develop the readiness of their students to study independently. The development of the readiness of student self-studying requires an assessment of the readiness that students have for independent learning. Self directed learning is an independent learning process whereby learners can determine their own learning needs independently. Individuals are able to determine learning needs, learning objectives, learning resources, learning strategies and assessing learning outcomes. This research aims to find out the influence of self-directed learning method towards the learning outcomes of Medical Faculty student in UMY.*

Method: *The type of research in this study was non experimental with analytic observational research design using cross sectional approach, with stratified random sampling technique with a total sample of 229 students. The instrument used is self-Rating Scale for Self-Directedness in Learning (SRSSDL) by Fisher Instruments. Test analysis using simple linear regression test.*

Result: *The results of this study show that there is no effect of SDL on the value of PSK student learning outcomes ($p=0,22$) for the batch of 2014, ($p=0,61$) for the batch of 2015, ($p=0,16$) for the batch of 2016. It shows that there is no effect of SDL towards learning outcomes score in medical students of UMY.*

Conclusion: *There is no impact of SDL (Self Directed Learning) towards learning outcomes score in medical student of UMY.*

Keyword: *Self directed learning, learning outcomes*

INTISARI

Latar belakang: Institusi pendidikan kedokteran memiliki kewajiban dalam mengembangkan kesiapan mahasiswanya untuk belajar mandiri. Pengembangan kesiapan belajar mandiri mahasiswa, tentunya memerlukan suatu penilaian terhadap kesiapan yang dimiliki oleh mahasiswa untuk belajar mandiri. *Self directed learning* merupakan suatu proses belajar mandiri dimana pelajar dapat menentukan kebutuhan belajar secara mandiri. Individu mampu menentukan kebutuhan belajar, tujuan belajar, sumber belajar, strategi belajar dan menilai hasil belajar. Tujuan penelitian ini untuk mengetahui pengaruh *self directed learning* terhadap hasil belajar mahasiswa program studi kedokteran UMY

Metode: Jenis penelitian pada penelitian ini adalah non eksperimental dengan desain penelitian observasional analitik menggunakan pendekatan cross sectional, dengan teknik pengambilan sampel stratified random sampling dengan jumlah sampel sebanyak 229 mahasiswa. Instrument yang digunakan adalah *self-Rating Scale for Self-Directedness in Learning* (SRSSDL) oleh Fisher Instrumen. Uji analisis menggunakan uji regresi linear sederhana.

Hasil Utama: Dari hasil penelitian didapatkan ($p=0,22$) untuk angkatan 2014, ($p=0,61$) untuk angkatan 2015 dan ($p=0,16$) untuk angkatan 2016. Hal tersebut menunjukkan bahwa tidak ada pengaruh SDL terhadap nilai hasil belajar mahasiswa program studi kedokteran UMY.

Kesimpulan: Tidak dapat pengaruh SDL (*Self Directed Learning*) terhadap nilai hasil mahasiswa program studi kedokteran UMY.

Kata kunci: *Self Directed learning, learning outcome*