

THE IMPACT OF SDL (Self Directed Learning) TOWARDS TUTORIAL SCORE IN  
MEDICAL STUDENTS OF UMY

PENGARUH SDL (*Self Directed Learning*) TERHADAP NILAI TUTORIAL  
MAHASISWA PROGRAM STUDI KEDOKTERAN UMY

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Abstract

**Background:** 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. The ability of self directed learning is needed in PBL learning method (problem based learning). One of the learning models used in PBL is tutorial. Student activity in the process of tutorial is an absolute requirement for the achievement of optimal learning outcomes. Efforts in improving student activeness in the tutorial is a way to develop students' ability in self study or self directed learning, self directed learning ability of students is needed to keep learning and renew science. The purpose of this study to know how much influence self directed learning towards tutorial score in medical students of 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 tutorials ( $p = 0,30$ ) for the batch of 2014, ( $p = 0,53$ ) for the batch of 2015 and ( $p = 0,07$ ) for the batch of 2016. It shows that there is no effect of SDL towards tutorial score in medical students of UMY.

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

Keyword: *Self directed learning, tutorial, problem based learning*

## Abstrak

**Latar belakang:** *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. Kemampuan *self directed learning* dibutuhkan dalam metode pembelajaran PBL (*problem based learning*). Salah satu model pembelajaran yang digunakan dalam PBL adalah tutorial. Keaktifan mahasiswa dalam proses tutorial merupakan suatu syarat yang mutlak untuk tercapainya hasil belajar yang optimal. Upaya dalam meningkatkan keaktifan mahasiswa dalam tutorial merupakan suatu cara untuk mengembangkan kemampuan mahasiswa dalam belajar mandiri atau *self directed learning*, kemampuan *self directed learning* mahasiswa diperlukan untuk terus belajar dan memperbaharui ilmu pengetahuan. Tujuan penelitian ini untuk mengetahui seberapa besar pengaruh *self directed learning* terhadap nilai tutorial 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. Instrumen yang digunakan adalah *self-Rating Scale for Self-Directedness in Learning (SRSSDL)* oleh Fisher Instrumen. Uji analisis menggunakan uji regresi linier sederhana.

**Hasil utama:** Dari hasil penelitian didapatkan ( $p=0,30$ ) untuk angkatan 2014, ( $p=0,53$ ) untuk angkatan 2015 dan ( $p=0,07$ ) untuk angkatan 2016. Hal tersebut menunjukkan bahwa tidak ada pengaruh SDL terhadap nilai tutorial mahasiswa program studi kedokteran UMY.

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

**Kata kunci:** *Self directed learning*, tutorial, *problem based learning*