

ABSTRAK

PENERAPAN *TEAM BASED LEARNING* (TBL) DALAM MENINGKATKAN KOGNITIF, *SELF-DIRECTED LEARNING READINESS* (SDLR) DAN KERJASAMA TIM PADA MAHASISWA KEPERAWATAN

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Latar Belakang: Metode pembelajaran *Team Based Learning* (TBL) sebagai salah satu metode pembelajaran yang saat ini banyak digunakan di negara maju. TBL dapat meningkatkan belajar mahasiswa dalam kerjasama kelompok, mahasiswa sangat terlibat aktif dalam proses kegiatan belajar untuk memecahkan masalah sambil mengembangkan kompetensi professional. Tujuan penelitian ini untuk mempelajari penerapan metode TBL terhadap kognitif, *Self-Directed Learning Readiness* (SDLR) dan kerjasama tim pada mahasiswa keperawatan.

Metode: Jenis penelitian ini kuantitatif dengan metode eksperimen semu (*Quasi Exsperiment*) menggunakan rancangan *Nonequivalent Control Group Design*. Responden penelitian ini mahasiswa semester 6 S1 Keperawatan berjumlah 48 mahasiswa dengan kelompok intervensi 24 dan kelompok kontrol 24.

Hasil: Hasil penelitian ini menunjukkan bahwa setelah mendapatkan intervensi, kemampuan kognitif (Demensia, Inkontinensia Urine, Remathoid Arthritis), SDLR dan kerjasama tim antara kelompok intervensi TBL dan kelompok kontrol konvensional mengalami peningkatan, kognitif dengan $\rho = 0,0001$, SDLR $\rho = 0,011$ dan kerjasama tim $\rho = 0,040$.

Kesimpulan: Penerapan TBL dan konvensional terdapat perbedaan yang bermakna pada kognitif ($\rho < 0,05$), SDLR nilai ($\rho < 0,05$) dan kerjasama tim nilai ($\rho < 0,05$).

Kata kunci: *Team Based Learning* (TBL), kognitif, *Self Directed Learning Readiness* (SDLR), Kerjasama tim.

ABSTRACT

APPLICATION TEAM BASED LEARNING (TBL) IN IMPROVING COGNITIVE, SELF-DIRECTED LEARNING READINESS (SDLR) AND TEAMWORK IN NURSING STUDENTS

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Background: Team Based Learning (TBL) learning method as one of the learning methods that is currently widely used in developed countries. TBL can improve student learning in group collaboration, students are very actively involved in the process of learning activities to solve problems while developing professional competencies. The purpose of this study was to study the application of the TBL method to cognitive (Dementia, Incontinence Urine, Remathoid Arthritis), *Self-Directed Learning Readiness* (SDLR) and teamwork.

Method: This type of quantitative research using quasi-exsperiment method uses the design of Non-equivalent Control Group Design. Respondents of this study were 6th semester Bachelor Nursing students with 48 students, 24 intervention groups and 24 control groups.

Results: This study showed that after intervention, cognitive (Dementia, Urine Incontinence, Remathoid Arthritis), SDLR and teamwork between the TBL intervention group and conventional control groups had increased, cognitive with $\rho = 0,0001$, SDLR $\rho = 0,011$ and teamwork $\rho = 0.040$.

Conclusion: TBL and conventional have significant differences in cognitive ($\rho < 0.05$), SDLR ($\rho < 0.05$) and teamwork ($\rho < 0.05$).

Keywords: Team Based Learning (TBL), cognitive, Self Directed Learning Readiness (SDLR), teamwork