

**UJI KOMPARASI KEMAMPUAN *SELF-DIRECTED LEARNING* PADA MAHASISWA KEPERAWATAN YANG MENJALANKAN *PROBLEM-BASED LEARNING***

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**ABSTRAK**

**Latar Belakang :** *Self-Directed Learning* merupakan kemampuan melakukan kontrol terhadap seluruh aspek pembelajaran dari seseorang, dimulai pada perencanaan yang matang sampai dengan cara seseorang melakukan evaluasi terhadap performa yang telah dilakukannya. Penerapan metode PBL menuntut mahasiswa lebih banyak belajar mandiri, mengidentifikasi tujuan dan kebutuhan mereka, merencanakan strategi untuk memenuhi kebutuhan tersebut, dan mengevaluasi kemajuan mereka.

**Tujuan Penelitian :** Mengetahui perbedaan kemampuan SDL pada mahasiswa Keperawatan tahun pertama, kedua, ketiga, dan keempat.

**Metode Penelitian :** Penelitian *mixed method* dengan strategi eksplanatoris sekuensial. Metode kuantitatif menggunakan komparatif kategorik, dan kualitatif menggunakan metode kualitatif deskriptif.

**Hasil Penelitian :** Hasil uji *Kruskal Wallis* menunjukkan nilai sig.  $0,00 < 0,05$  yang berarti terdapat perbedaan yang signifikan pada tingkat SDL mahasiswa tahun pertama, kedua, ketiga, dan keempat di PSIK FKIK UMY. Hasil *indepth interview* ditemukan tema yang meliputi *learning preparation* dan faktor yang mempengaruhi SDL.

**Kesimpulan :** Terdapat perbedaan tingkat SDL mahasiswa tahun pertama, kedua, ketiga, dan keempat. Terdapat faktor-faktor yang mempengaruhi SDL, meliputi: faktor penghambat: *mood* dan motivasi, fasilitas kampus, kebosanan, *interpersonal skill*, adaptasi, dan manajemen waktu; faktor penghambat : dukungan orang tua.

**Kata kunci :** *Self-Directed Learning, Problem-Based Learning*

**COMPARISON TEST OF SELF-DIRECTED LEARNING ABILITY  
TO NURSING STUDENTS IN RUNNING PROBLEM-BASED  
LEARNING**

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**ABSTRACT**

**Background:** *Self-Directed Learning is an ability to control towards all aspects of a person's learning, beginning on careful planning until how someone evaluate the performance that has been done. Application of PBL method requires students more independent learning, identify their goals and needs, plan a strategy to meet those needs, and evaluate their progress.*

**Objective:** *To identify difference towards SDL ability to nursing students in first, second, third, and fourth years.*

**Methods:** *The research used mixed method with sequential explanatory strategy. Quantitative methods used comparative categorical, and qualitatively using descriptive qualitative method.*

**Results:** *The test result of Kruskal Wallis showed sig. 0.00 < 0.05, which meant there was significant differences in the level of SDL students in first, second, third, and fourth years in PSIK FKIK UMY. Result of depth interviews was found a theme that included learning preparation and factors affecting the SDL.*

**Conclusion:** *There was difference in the level of SDL students in first, second, third, and fourth years. There were factors that affected SDL, included inhibiting factors such mood and motivation, campus facilities, boredom, interpersonal skills, adaptability, and time management; inhibiting factors like the support of parents.*

**Keywords:** *Self-Directed Learning, Problem-Based Learning*