

ABSTRACT

Current Perception and Adaptation in Study Behavior of Medical Students of Universitas Gadjah Mada Towards Synchronous Online Lectures

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Background Digital and online environment implementation in medical education have been an area of interest for over two decades. However, students still preferred face-to-face offline lectures. The Covid-19 pandemic provided an urgent need for exploration of online learning, accompanied by the brisk realization of technological and online support. Furthermore, there is still little exploration in students' motivation and self-regulated learning with the implementation of wholly synchronous online lectures in medical education.

Aim Explore students' perception towards synchronous online learning and self-regulated online learning behavior during the Covid-19 pandemic.

Method A cross-sectional mixed method design was used. Three batches of medical students of Universitas Gadjah Mada were included, with each batch having different synchronous online lecture styles. Quantitative data were collected using a modified Self-regulated Online Learning Questionnaire Revised (SOL-Q-R), and qualitative data were explored using semi-structured interviews. Descriptive statistics and thematic analysis was used to analyze the quantitative and qualitative data.

Result 101 participants fulfilled the sample criteria and were enrolled in the study, and 12 questionnaire respondents were further selected to continue in the interview. There was no significant relationship between gender and the overall self-regulated online learning behavior (p -value = 0.090). Most participants (72.28%) were of the higher self-regulated online learning behavior group, and batch 2019 had the highest percentage of higher-self-regulated learning participants (27.72%, p = 0.899). Most interviewees agreed that synchronous online lectures could be continued even after the Covid-19 pandemic ends.

Discussion The insignificant relationship between gender and self-regulated online learning behavior could be caused by the lesser influence of gender stereotypes in academics during social isolation. According to questionnaire results and interviews, discussion-style lectures and lecture PowerPoint or handouts given before lectures increased engagement and self-regulated online learning. The participants mostly perceived they benefited from technological conveniences and a more structured and efficient academic schedule. However, classroom interactions were diminished, which was caused by the decreased social presence and limited non-verbal cues.

Conclusion Synchronous online lectures have the potential to motivate students to study better, and participants adjusted their learning behavior to synchronous online lectures. However, when unregulated synchronous online lectures gave much leeway for students to skip their studies and become demotivated.

Keywords Synchronous online lecture, online learning, self-regulated learning, study behavior, Indonesia

INTISARI

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Latar belakang Selama lebih dari dua dekade, implementasi teknologi digital dan daring dalam pendidikan kedokteran telah menjadi perhatian. Namun, mahasiswa masih lebih menyukai perkuliahan tatap muka secara luar jaringan. Pandemi Covid-19 telah meningkatkan kebutuhan untuk eksplorasi pembelajaran daring, disertai dengan realisasi peningkatan infrastruktur daring. Selain itu, masih ada sedikit penelitian tentang motivasi dan kemandirian belajar daring pada implementasi kuliah daring sinkronus.

Objektif Menjelajahi persepsi siswa terhadap pembelajaran sinkronus daring dan kemandirian belajar daring selama pandemi Covid-19.

Metode Penelitian ini menggunakan *cross-sectional mixed method*. Tiga angkatan mahasiswa kedokteran Universitas Gadjah Mada diikutsertakan, dengan masing-masing angkatan mendapatkan bentuk kuliah sinkronus daring yang berbeda. Data kuantitatif dikumpulkan menggunakan Self-regulated Online Learning Questionnaire Revised (SOL-Q-R) yang di modifikasi dan data kualitatif dieksplorasi menggunakan wawancara semi-terstruktur. Statistik deskriptif dan analisis tematik digunakan untuk menganalisis data kuantitatif dan kualitatif.

Hasil 101 peserta memenuhi kriteria sampel dan terdaftar dalam penelitian, dan 12 responden kuesioner selanjutnya dipilih untuk melanjutkan wawancara. Tidak ada hubungan yang signifikan antara jenis kelamin dan perilaku kemandirian belajar daring secara keseluruhan (nilai- $p = 0,090$). Sebagian besar peserta (72,28%) tergolong sebagai kelompok 'kemandirian belajar daring lebih tinggi', dan angkatan 2019 memiliki persentase yang tertinggi (27,72%, $p = 0,899$) dibandingkan angkatan lain. Sebagian besar narasumber sepakat bahwa kuliah online sinkron tetap bisa dilanjutkan meski pandemi Covid-19 berakhir.

Diskusi Hubungan yang tidak signifikan antara jenis kelamin dan perilaku kemandirian belajar daring dapat disebabkan oleh berkurangnya tuntutan stereotip *gender* dalam hal akademik selama isolasi sosial. Menurut hasil kuesioner dan wawancara, kuliah yang diselenggarakan dalam bentuk diskusi pengajar-mahasiswa dan PowerPoint atau materi yang diberikan sebelum kuliah meningkatkan interaksi dalam kuliah dan perilaku kemandirian belajar daring. Sebagian besar peserta merasa mereka mendapat manfaat dari kemudahan teknologi dan jadwal akademik yang lebih terstruktur dan efisien. Namun, interaksi kelas berkurang, yang disebabkan oleh keterbatasan kehadiran sosial dan isyarat non-verbal.

Kesimpulan Kuliah sinkronus daring berpotensi memotivasi mahasiswa untuk belajar lebih baik dan peserta penelitian ini menyesuaikan diri terhadap kuliah sinkronus daring dengan berbagai bentuk perilaku kemandirian belajar daring. Namun, ketika pelaksanaan kuliah sinkronus daring tidak di regulasi dengan peraturan atau standardisasi, maka akan memberi banyak kelonggaran bagi siswa untuk melewatkan pembelajaran mereka dan kehilangan motivasi.