

INTISARI

Latar Belakang: Praktikum anatomi di Program Studi Kedokteran FK-KMK UGM selama ini dilaksanakan secara tatap muka dengan bantuan cadaver. Metode pembelajaran ini mengakibatkan komunikasi berjalan satu arah dan hanya berfokus pada aspek kognitif. Pembelajaran berbasis teknologi mendorong pembelajaran bersifat *student-centered*. Namun, praktikum anatomi secara *online* penuh tidak dapat memberikan interaksi, pengalaman, dan keterampilan fisik. *Blended learning* memadukan metode tatap muka dan *online* dengan tujuan menggabungkan kelebihan kedua metode. *Blended learning* relevan untuk diterapkan dalam praktikum anatomi sehingga evaluasi penerapannya dapat dilakukan sebagai dasar perancangan metode praktikum di masa mendatang.

Tujuan: Penelitian ini bertujuan untuk mengetahui pengaruh implementasi metode *blended learning* bagi mahasiswa dalam praktikum anatomi.

Metode: Penelitian ini dilakukan dengan subjek mahasiswa Program Studi Kedokteran tahun ajaran 2019/2020 FK-KMK UGM. Metode *blended learning* dilaksanakan pada blok A.1 (*Musculoskeletal System*) dan metode tatap muka dilaksanakan pada blok A.2 (*Digestive System and Metabolism*). Penelitian ini menggunakan desain *mixed-method approach* dengan menggabungkan penelitian kuantitatif dan kualitatif. Data kuantitatif terdiri atas data hasil akademik, kepuasan, serta sikap mahasiswa. Data kualitatif merupakan eksplorasi pengalaman belajar mahasiswa dari jawaban pertanyaan terbuka kuesioner. Data hasil akademik dianalisis dengan membandingkan rerata kedua nilai tentamen. Data kepuasan dan sikap mahasiswa dianalisis secara deskriptif. Data kualitatif dianalisis dengan *open coding*.

Hasil: Rata-rata nilai tentamen pada kelompok *blended learning* lebih tinggi dari kelompok tatap muka, yaitu 56.04 (*blended learning*) dan 55.32 (tatap muka). Kepuasan mahasiswa terhadap *blended learning* lebih baik dibandingkan dengan tatap muka dengan materi praktikum sebagai komponen dengan rata-rata nilai kepuasan tertinggi, yaitu 4.12 ± 0.714 . Sikap mahasiswa terhadap *blended learning* juga positif, terutama berkaitan dengan adanya pertemuan tatap muka dan media pembelajaran yang membantu. Temuan yang didapat dari pertanyaan terbuka adalah *blended learning* mendorong adanya pembelajaran aktif dan kekurangan *blended learning* adalah banyaknya tugas yang menyita waktu.

Kesimpulan: Penerapan *blended learning* dalam praktikum anatomi terbukti meningkatkan hasil akademik, kepuasan, serta sikap mahasiswa terhadap praktikum anatomi. Secara umum mahasiswa memberikan respon positif terhadap pengalaman belajar metode *blended learning*.

Kata Kunci: pendidikan kedokteran, anatomi, praktikum, *blended learning*, tatap muka, mahasiswa kedokteran.

ABSTRACT

Background: Anatomy practical session at FMPPH UGM has been carried out by face-to-face with cadaver. This learning method makes the communication run in one direction and only focuses on cognitive aspects. Technology-based learning encourages application of student-centered learning. But, fully-online anatomy practical session cannot provide interaction, experience, and physical skills. Blended learning combines face-to-face and online learning with the aim of combining the advantages of both methods. Blended learning is relevant to be applied in anatomy practical session so that an evaluation of its application can be carried out as a foundation for designing learning methods in the future.

Purpose: This study aims to determine the effect of applying blended learning methods for students in anatomy practical session.

Method: The subject of this research are students of Medicine Study Program FMPPH UGM academic year 2019/2020. Blended learning method is implemented in block A.1 (Musculoskeletal System) and face-to-face method is implemented in block A.2 (Digestive System and Metabolism). This study uses a mixed-method approach by combining quantitative and qualitative research. Quantitative data consists of data on students' academic results, satisfaction, and attitudes. Qualitative data is an exploration of student learning experiences from open-ended questionnaires. Academic result data were analyzed by comparing the average of the two tentamen test. Data on student satisfaction and attitudes were analyzed by descriptive analysis. Qualitative data were analyzed by open coding.

Result: The average value of tentamen test in blended learning group was higher than face-to-face group, specifically 56.04 (blended learning) and 55.32 (face-to-face). Students' satisfaction with blended learning is better than face-to-face with course content as a component with the highest average satisfaction score, which is 4.12 ± 0.714 . Students' attitudes towards blended learning are also positive, especially related to face-to-face meetings and learning media. The findings obtained from open-ended questions are that blended learning encourages active learning and the disadvantage of blended learning is that many tasks are time-consuming.

Conclusion: Implementation of blended learning in anatomy practical session is proven to improve students' academic results, satisfaction, and attitudes towards practical session. In general, students give a positive response to the learning experience of the blended learning method.

Keyword: medical education, anatomy, practical session, blended learning, face-to-face, medical students.