

INTISARI

Teknologi membawa perubahan pada metode pembelajaran dalam kegiatan belajar mengajar dari yang bersifat konvensional menjadi modern. Fakultas Farmasi Universitas Gadjah Mada telah menerapkan *structured online learning* dalam beberapa mata kuliah di program pascasarjana. Namun, efektivitas metode ini ditentukan oleh persepsi mahasiswa terhadap kualitas pengalaman belajar yang mereka peroleh. Oleh karena itu, penelitian ini bertujuan untuk menganalisis persepsi mahasiswa Pascasarjana Fakultas Farmasi UGM terhadap *structured online learning* menggunakan metode *Constructivist Online Learning Environment Survey (COLLES)*.

Penelitian ini merupakan studi *cross-sectional* dengan pendekatan deskriptif kuantitatif. Penelitian ini dilakukan di Fakultas Farmasi Universitas Gadjah Mada Pada bulan Oktober sampai Desember 2025. Populasi pada penelitian ini adalah mahasiswa program pascasarjana Fakultas Farmasi UGM, sementara sampel penelitian terdiri atas mahasiswa aktif program pascasarjana Fakultas Farmasi UGM yang pernah mengikuti perkuliahan berbasis daring. Pengambilan sampel tersebut dilakukan dengan teknik *convenience sampling*. Data dikumpulkan dengan metode survei melalui kuesioner berbasis instrumen COLLES. Analisis data dilakukan menggunakan statistik deskriptif untuk menampilkan pola persepsi mahasiswa terhadap pembelajaran daring terstruktur.

Penelitian ini melibatkan 103 responden yang pernah mengikuti pembelajaran daring yang pelaksanaannya telah direncanakan melalui kurikulum. Tidak ditemukan hambatan yang berarti dari sisi fasilitas dan aksesibilitas. Rata-rata dimensi COLLES secara keseluruhan adalah 4,01 (SD 0,83) (Baik). Dimensi relevansi (rata-rata 4,30) dan dukungan pengajar (rata-rata 4,22) berada pada kategori “Sangat Baik”. Dimensi refleksi (rata-rata 4,12), interpretasi (rata-rata 4,11), dukungan antar mahasiswa (rata-rata 3,73), dan interaktivitas (rata-rata 3,56) berada dalam kategori “Baik”. Persepsi mahasiswa menunjukkan hasil yang positif, tetapi aspek dukungan antarmahasiswa dan interaktivitas perlu ditingkatkan untuk mengoptimalkan efektivitas pembelajaran daring terstruktur.

Kata kunci: *structured online learning*, persepsi mahasiswa, COLLES, pembelajaran daring, pendidikan farmasi

ABSTRACT

Technological advancements have brought significant changes in teaching and learning methods, shifting from conventional to modern learning models. The Faculty of Pharmacy Universitas Gadjah Mada has implemented structured online learning in several courses in several postgraduate courses. However, the effectiveness of this learning method is determined by students' perceptions of the quality of their learning experiences. Therefore, this study aims to analyze the postgraduate students' perceptions of structured online learning, using the Constructivist Online Learning Environment Survey (COLLES) method.

This research is a cross-sectional study with a quantitative descriptive approach. The research was conducted at the Faculty of Pharmacy, Universitas Gadjah Mada, from October to December 2025. The population of this study consisted of postgraduate students of the Faculty of Pharmacy at Universitas Gadjah Mada, while the research sample included active postgraduate students who had participated in structured online learning. Sampling was conducted using convenience sampling. A Questionnaire based on the COLLES instrument was used to collect the data. The data were analyzed using descriptive statistics to present the patterns of students' perception toward structured online learning.

This study involves 103 respondents who had participated in online learning that was systematically planned within curriculum. There are no significant barriers were identified in terms of flexibility and accessibility. The overall mean score of the COLLES dimensions was 4.01 (SD 0.83), categorized as "Good." The relevance (mean 4.30) and tutor support (mean 4.22) dimensions were classified as "Very Good," while reflection (mean 4.12), interpretation (mean 4.11), peer support (mean 3.73), and interactivity (mean 3.56) were categorized as "Good." Although all aspects showed positive results, peer support and interactivity require further enhancements to optimize the effectiveness of structured online learning.

Keyword: structured online learning, students' perception, COLLES, online learning, pharmacy education.